

BTEC Tech Award Level 1 /2 - Health and Social Care

Intent

Why study Health and Social Care? Well, there are lots of reasons. Firstly, because this vocational course would start you on a journey to join one of the biggest sectors of employment. According to the NHS Jobs website, there are around 25,000 vacancies advertised every month. In July 2020, 1.3 million people were employed by the NHS. These are the people who were we clapping outside our houses every week – let's face it, the NHS is one of the UK proudest achievements. This course is designed specifically to help young people gain the knowledge, understanding and skills to work in the health and social care sector.

However, even for those who aren't certain about their future job prospects, this course will still interest students who like biological sciences and business studies because it involves learning about the process of human development and the organisation and effectiveness of health and social care. The structure of the course develops important and transferrable study skills such as writing assignments and reports, independent research, and meeting deadlines.

The course gives students the opportunity to develop sector-specific knowledge and skills. We start with the knowledge that underpins the effective use of skills, process and attitudes in the sector, by looking at human growth and development. We consider factors which affect this development, such as lifestyle choices and genetics. We then look at the range of services that the health service offers and how they meet the needs of service users; we combine this with a look at the attitudes and care values that are vitally important to the delivery of these services. This leads to the final synoptic unit which brings all those ideas together with a focus on specific case studies.

So, the three components are all interrelated but it is possible to consider the intent of each of them separately as well...

The intent of Component 1

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.

In Component 1, we study how people grow and develop over the course of their life, from infancy to old age; including physical, intellectual, emotional and social development. We consider the factors which can impact on this development, be it positively or negatively. An individual's development can be affected by major life events, such as marriage, parenthood or bereavement; we learn about how people adapt to these changes as well as the types and sources of support that can help them.

The intent of Component 2

Learners will explore a range of healthcare conditions and how they can be managed by the At some point in life everyone will need health care. It is likely that you have already had an appointment

with a doctor in your lifetime, in which case you would be described as a service user. This means that you have been given health care from a person who was trained to give you care – they are called ‘service providers’. You might know someone who needs social care. This is different from health care, although both types of care are closely linked. People who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives. Providing good health and social care services is important and service providers need to have the appropriate skills, attributes and values to meet the needs of service users. These skills, attributes and values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help you to understand the skills, attributes and values that are common across the sector

The intent of Component 3

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.

What does being healthy actually mean? It can mean different things to different people: you might think ‘healthy’ is not having to visit the doctor but an older person might consider it being mobile and able to get out and about, being happy and having friends. 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.

This external component builds on knowledge and understanding acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services.

Implementation

Year	Term		Content
10	Autumn	1	<p>Component 1, Learning Aim A: Human growth and development across life stages</p> <p>Learners will explore different aspects of growth and development across the life stages using the PIES (physical, intellectual, emotional and social) classification.</p> <p>Across the six main life stages:</p> <ul style="list-style-type: none"> Physical growth and development, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity Intellectual/cognitive development, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall

			<ul style="list-style-type: none"> Emotional development, including bonding and attachment, independence and self-esteem, security, contentment, self-image. Social development, including the formation of relationships with others and the socialisation process. <p>Component 1, Learning Aim A: Factors affecting growth and development</p> <p>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.</p> <ul style="list-style-type: none"> Physical factors: inherited conditions – sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease, experience of illness and disease, mental ill health – anxiety, stress, physical ill health – cardiovascular disease, obesity, type 2 diabetes, disabilities or sensory impairments. Lifestyle factors: nutrition, physical activity, smoking, alcohol, substance misuse. Emotional factors: fear, anxiety/worry, upset/sadness, grief/bereavement, happiness/contentment, security, attachment.
10	Autumn	2	<p>Component 1, Learning Aim A: Factors affecting growth and development</p> <p>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.</p> <ul style="list-style-type: none"> ● Social factors: supportive and unsupportive relationships with others – friends, family, peers and colleagues, social inclusion and exclusion, bullying, discrimination. ● Cultural factors: religion, gender roles and expectations, gender identity, sexual orientation, community participation, race. ● Environmental factors: housing needs, conditions, location, home environment, exposure to pollution – air, noise and light. ● Economic factors: employment situation, financial resources – income, inheritance, savings.
10	Spring	3	<p>Component 1, Learning Aim B: How individuals deal with life events</p> <p>Learners will explore the different expected and unexpected events that can impact on people's physical intellectual, emotional and social development.</p> <ul style="list-style-type: none"> Physical events, to include, accident/injury and ill health Relationship changes, to include, entering into relationships, marriage, divorce, parenthood and bereavement Life circumstances, to include, moving house, school or job, exclusion from education, redundancy, imprisonment and retirement

			<p>Component 1, Learning Aim B: Coping with change caused by life events</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> <ul style="list-style-type: none"> • How individuals adapt to these changes, resilience, self esteem, emotional intelligence, character traits • Sources of support, to include, family, friends and partners, professional carers and services, community groups, voluntary and faith-based organisations
10	Spring	4	<p>Component 1, Learning Aim B: Coping with change caused by life events</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> <ul style="list-style-type: none"> • Type of support, to include, emotional, information and advice, practical help <p><u>Learners have 6 hours in which to complete their individual Pearsons set assignment PSA consisting of four tasks:</u></p> <ul style="list-style-type: none"> • 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.
10	Summer	5	<p>Component 2, Learning Aim A: Understand health and social care conditions</p> <p>Arthritis, cardiovascular conditions – coronary heart disease, cerebral vascular accident, diabetes (type 2), dementia, obesity, respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD), additional needs – sensory impairments, physical impairments, learning disability</p> <p>Component 2, Learning Aim A: Understand the different types of health and social care services</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"> • Different health care services and how they meet service users' needs: <ul style="list-style-type: none"> ○ Primary care, e.g. GPs, dental care, optometry ○ Secondary and tertiary care, e.g. specialist medical care

			<ul style="list-style-type: none"> ○ Allied Health Professionals, e.g. physiotherapy, occupational therapy, dieticians ● Different social care services and how they meet service users' needs: ○ Services for children and young people, e.g. foster care, residential care, youth work ○ Services for adults or children with specific needs, e.g. residential care, respite care, domiciliary care ○ The role of informal social care provided by relatives, friends and neighbours
10	Summer	6	<p>Component 2, Learning Aim B: Barriers</p> <p>Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <ul style="list-style-type: none"> ● 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. different first language, language impairments ● Geographical barriers, e.g. distance of services, poor transport links

Year	Term		Content
11	Autumn	1	<p>Component 2, Learning Aim A: Barriers</p> <p>Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <ul style="list-style-type: none"> ● Intellectual barriers, e.g. learning difficulties ● Resources barriers for service providers, e.g. staff shortage, lack of local funding, high local demand ● Financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services. ● Learners have 12 hours in which to complete their individual assignment on 'Different types of health and social services and barriers to accessing them'
11	Autumn	2	<p>Component 2, Learning outcome</p> <p>B1: Understand the skills, attributes and values required to give care</p> <ul style="list-style-type: none"> ● Skills: problem solving, observation, dealing with difficult situation, organisation. ● Attributes: empathy, patience, trustworthiness, honesty.

		<p>B2 Values in health and social care Learners will explore the values that are required when planning and delivering care.</p> <ul style="list-style-type: none"> ● The 6 Cs: care – receiving correct and consistent care, compassion – empathy, respect and dignity, competence – skills and knowledge to deliver effective care, based on research, communication – involving individuals and/or carers and listening, courage – doing the right thing and speaking up when concerns arise, commitment – to improve care and experience for individuals. <p>B3 The obstacles individuals requiring care may face Learners will explore the personal obstacles that individuals requiring and receiving care may face.</p> <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 and their impact on the individual: emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress, time constraints – work and family commitments, availability of resources – financial, equipment, amenities, unachievable targets – unachievable for the individual or unrealistic timescale, lack of support – from family and friends, other factors specific to individual – ability/disability, health conditions, addiction <p>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.</p> <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 or have their confidentiality protected, have their rights promoted <p><u>Assignments Pearson sets the assignments for the assessment of this component. The assignment for this component consists of five tasks.</u></p> <ul style="list-style-type: none"> ● 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 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. <p><u>The assignment will take approximately 6 supervised hours to complete.</u></p>
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11	Spring	3	<p>Component 3, Learning Aim A: 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, with the focus here being on health and wellbeing:</p> <ul style="list-style-type: none"> • Definitions of health and wellbeing • Physical and lifestyle factors (genetic inheritance, ill health, diet, exercise, substance use, personal hygiene) • Social, emotional and cultural factors (social interactions, stress, willingness to seek help) • Economic factors (financial resources) • Environmental factors (pollution and noise, housing) • The impact of life events relating to relationship changes and changes in life circumstances. <p>Component 3, Learning Aim B: Physiological indicators Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <ul style="list-style-type: none"> • Physiological indicators that are used to measure health: <ul style="list-style-type: none"> ○ Pulse rate ○ Blood pressure ○ Peak flow ○ BMI • The potential significance of abnormal readings and risks to physical health
11	Spring	4	<p>Component 3, Learning Aim B: Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health:</p> <ul style="list-style-type: none"> • Interpretation of lifestyle data, specifically risks to physical health associated with: <ul style="list-style-type: none"> ○ Smoking ○ Alcohol consumption ○ Inactive lifestyles <p>Component 3, Learning Aim C: Health and wellbeing improvement plans 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"> • The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances. • Information to be included in plan: <ul style="list-style-type: none"> ○ Recommended actions to improve health and wellbeing

			<ul style="list-style-type: none"> ○ Short-term and long-term targets ○ Appropriate sources of support (formal and/or informal)
11	Summer	5	<p>Component 3, Learning Aim C: Obstacles to implementing plans 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"> ● Potential obstacles: <ul style="list-style-type: none"> ○ Emotional/psychological ○ Time constraints ○ Availability of resources ○ Unachievable targets ○ Lack of support ○ Other factors specific to individual ○ Barriers to accessing identified services <p>This external component builds on knowledge and understanding acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services. An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and should be arranged in the period timetabled by Pearson.</p>
11	Summer	6	Study leave

Enrichment

Health and Social Care students are encouraged to organise a work experience placement in a health and social care setting during the year 10 work experience. We organise outside speakers to visit school so students have the opportunity to learn first-hand what working in the health and social care sector is like.

Students are encouraged to watch documentaries such as 24 Hours in A&E and GPs: Behind Closed Doors, to gain further insight into services and how those services meet the needs of their users. There are also many novels on issues related to health and social care.

Impact

Structure of Assessment

Pearson BTEC Level 1 / 2 Teach Award in Health and Social Care				
Component number	Component title	GLH (guided learning hours)	Level	How assessed
1	Human Lifespan Development	36	1 / 2	Internal

2	Health and Social Care Services and Values	36	1 /2	Internal
3	Health and Wellbeing	48	1 /2	External (synoptic)

Components 1 and 2 are assessed through internal assessment. The style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The assignments are subject to external standards verification. We use the exam board's authorised assignment briefs.

Component 3 is assessed through external assessment. This can take place either in the January exam season or the May/June season. Our students sit their Component 3 exam in the summer of Year 11. There are four assessment objectives for Component 3:

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 improvements plans

Grading

Level 1	Pass	Merit	Distinction	
Level 2	Pass	Merit	Distinction	Distinction*

Holistic impact

Although the curriculum is designed towards assessment end points, the impact of studying health and social care extends beyond grades. Students will finish the course having a greater appreciation and understanding of the wealth of services that comprise our National Health Service. They will have a deeper understanding of how our choices can affect development and how we can help others and ourselves in coping with life events. Reflecting on the care values will engender a caring, compassionate and empathic approach in their dealings with other people.

What can this qualification take you?

Studying this course will help learners to make more informed choices for further learning within this sector having gained a greater awareness of the hundreds of careers that exist in health and social care. For students who don't want to pursue a career in the sector, the qualification will assist learners in applying for a range of A level subjects, English, Psychology, Sciences, etc. Some students may wish to continue with vocational study and opt for a Level 3 BTEC course post-16.

