

## 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

At various points in our lives, we all need health care. Therefore we all are, or become, 'service users'. This means we have been given health care from a person who was trained to give us care ('service providers'). You might know someone who needs social care. This is different from health care, although both types 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 feeling themselves.

Providing good health and social care services is very important and a set of 'care values' exist to ensure that this happens. Care values are important because they enable service users to get the care they need and to be protected from harm.

This component gives students the understanding of health and social care services and helps to develop skills in applying care values that are common across the sector.

### The intent of Component 3

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 being able to get out-and-about, being happy and having friends.

In Component 3, we look at the factors that can have a positive or negative influence on a person's health and wellbeing. Students learn how to interpret physiological and lifestyle indicators, and what the implications of these are for a person's health. Students learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short-term and long-term targets.

## Implementation

We begin the course with Component 1A (Human Growth and Development) because that involves a detailed look at physical, intellectual, emotional and social development across the six life stages. These key principles recur in all the later components.

Component 3 is designed to be taught last as it is the synoptic unit. It involves the application of the key knowledge learnt in Components 1 and 2 in relation to one case study, culminating in the creation of a personalised treatment plan. That means that Component 2 must be taught before Component 3.

Year	Term		Content
10	Autumn	1	<p><b>Component 1, Learning Aim A: Human growth and development across life stages</b></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"> <li>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</li> <li>Intellectual/cognitive development, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall</li> <li>Emotional development, including bonding and attachment, independence and self-esteem, security, contentment, self-image.</li> <li>Social development, including the formation of relationships with others and the socialisation process.</li> </ul>

			<p><b>Component 1, Learning Aim A: Factors affecting growth and development</b></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"> <li>Physical factors, to include, genetic inheritance, experience of illness and disease, diet and lifestyle choices and appearance</li> <li>Social and cultural factors, to include, culture, educational experiences, the influence of role models, social isolation and personal relationships</li> </ul>
10	Autumn	2	<p><b>Component 1, Learning Aim A: Factors affecting growth and development</b></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"> <li>Economic factors, to include, income/wealth and material possessions.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Learners have 12 hours in which to complete their individual assignment on 'Human lifespan development'</li> <li>They use the assessment objectives as the basis of what to include and how to structure their work.</li> <li>This work is marked internally and moderated through the SV process</li> </ul>
10	Spring	3	<p><b>Component 1, Learning Aim B: How individuals deal with life events</b></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"> <li>Physical events, to include, accident/injury and ill health</li> <li>Relationship changes, to include, entering into relationships, marriage, divorce, parenthood and bereavement</li> <li>Life circumstances, to include, moving house, school or job, exclusion from education, redundancy, imprisonment and retirement</li> </ul> <p><b>Component 1, Learning Aim B: Coping with change caused by life events</b></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"> <li>How individuals adapt to these changes</li> </ul>

			<ul style="list-style-type: none"> <li>Sources of support, to include, family, friends and partners, professional carers and services, community groups, voluntary and faith-based organisations</li> </ul>
10	Spring	4	<p><b>Component 1, Learning Aim B: Coping with change caused by life events</b></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"> <li>Type of support, to include, emotional, information and advice, practical help</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Learners have 12 hours in which to complete their individual assignment on 'Dealing with life events'</li> <li>They use the assessment objectives as the basis of what to include and how to structure their work.</li> <li>This work is marked internally and moderated through the SV process</li> </ul>
10	Summer	5	<p><b>Component 2, Learning Aim A: Understand the different types of health and social care services</b></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"> <li>Different health care services and how they meet service users' needs: <ul style="list-style-type: none"> <li>Primary care, e.g. GPs, dental care, optometry</li> <li>Secondary and tertiary care, e.g. specialist medical care</li> <li>Allied Health Professionals, e.g. physiotherapy, occupational therapy, dieticians</li> </ul> </li> <li>Different social care services and how they meet service users' needs: <ul style="list-style-type: none"> <li>Services for children and young people, e.g. foster care, residential care, youth work</li> <li>Services for adults or children with specific needs, e.g. residential care, respite care, domiciliary care</li> <li>The role of informal social care provided by relatives, friends and neighbours</li> </ul> </li> </ul>
10	Summer	6	<p><b>Component 2, Learning Aim A: Barriers</b></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"> <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</li> </ul>

			<ul style="list-style-type: none"> <li>• Language barriers, e.g. different first language, language impairments</li> <li>• Geographical barriers, e.g. distance of services, poor transport links</li> </ul>
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Year	Term		Content
11	Autumn	1	<p><b>Component 2, Learning Aim A: Barriers</b></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"> <li>• Intellectual barriers, e.g. learning difficulties</li> <li>• Resources barriers for service providers, e.g. staff shortage, lack of local funding, high local demand</li> <li>• Financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Learners have 12 hours in which to complete their individual assignment on 'Health and Social Care services'</li> <li>• They use the assessment objectives as the basis of what to include and how to structure their work.</li> <li>• This work is marked internally and moderated through the SV process</li> </ul>
11	Autumn	2	<p><b>Component 2, Learning Aim B: Demonstrate care values</b></p> <p>Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services:</p> <ul style="list-style-type: none"> <li>• Empowering and promoting independence</li> <li>• Respect for the individual by respecting service users' needs, beliefs and identity</li> <li>• Maintaining confidentiality</li> <li>• Preserving the dignity of individuals to help them maintain privacy and self-respect</li> <li>• Effective communication that displays empathy and warmth</li> <li>• Safeguarding and duty of care</li> <li>• Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Learners perform two role plays based on scenarios provided by the exam board.</li> <li>• They use the assessment objectives as the guide for what care values to demonstrate in the role plays.</li> <li>• This work is marked internally and moderated through the SV process</li> </ul> <p><b>Component 2, Learning Aim B: Reviewing own application of care values</b></p>

			<p>Learners will reflect on their own application of care values, using teacher feedback:</p> <ul style="list-style-type: none"> <li>Identifying own strengths and areas for improvement against the care values</li> <li>Responding to feedback and identifying ways to improve own performance</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Learners have 4 hours to write a review of their role plays</li> <li>They use the assessment objectives as the basis of what to include and how to structure their work.</li> <li>This work is marked internally and moderated through the SV process</li> </ul>
11	Spring	3	<p><b>Component 3, Learning Aim A: Factors affecting health and wellbeing</b> 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"> <li>Definitions of health and wellbeing</li> <li>Physical and lifestyle factors (genetic inheritance, ill health, diet, exercise, substance use, personal hygiene)</li> <li>Social, emotional and cultural factors (social interactions, stress, willingness to seek help)</li> <li>Economic factors (financial resources)</li> <li>Environmental factors (pollution and noise, housing)</li> <li>The impact of life events relating to relationship changes and changes in life circumstances.</li> </ul> <p><b>Component 3, Learning Aim B: Physiological indicators</b> Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <ul style="list-style-type: none"> <li>Physiological indicators that are used to measure health: <ul style="list-style-type: none"> <li>Pulse rate</li> <li>Blood pressure</li> <li>Peak flow</li> <li>BMI</li> </ul> </li> <li>The potential significance of abnormal readings and risks to physical health</li> </ul> <p><b>Links to prior learning</b> Component 3 LAA directly links to Component 1B, so lessons will be recalling prior learning and using that learning in relation to case studies.</p>
11	Spring	4	<p><b>Component 3, Learning Aim B: Lifestyle indicators</b> Learners will interpret lifestyle data in relation to risks posed to physical health:</p> <ul style="list-style-type: none"> <li>Interpretation of lifestyle data, specifically risks to physical health associated with: <ul style="list-style-type: none"> <li>Smoking</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Alcohol consumption</li> <li>○ Inactive lifestyles</li> </ul> <p><b>Component 3, Learning Aim C: Health and wellbeing improvement plans</b></p> <p>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"> <li>• The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</li> <li>• Information to be included in plan: <ul style="list-style-type: none"> <li>○ Recommended actions to improve health and wellbeing</li> <li>○ Short-term and long-term targets</li> <li>○ Appropriate sources of support (formal and/or informal)</li> </ul> </li> </ul>
11	Summer	5	<p><b>Component 3, Learning Aim C: Obstacles to implementing plans</b></p> <p>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"> <li>• Potential obstacles: <ul style="list-style-type: none"> <li>○ Emotional/psychological</li> <li>○ Time constraints</li> <li>○ Availability of resources</li> <li>○ Unachievable targets</li> <li>○ Lack of support</li> <li>○ Other factors specific to individual</li> <li>○ Barriers to accessing identified services</li> </ul> </li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Learners sit a 2-hour paper for Component 3.</li> </ul> <p><b>Links to prior learning</b></p> <p>Component 3 LAA directly links to Component 2A and the work done on barriers to accessing services, so lessons will be recalling prior learning and using that learning in relation to case studies.</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.