

Intent

This qualification aims to provide an introduction to study of the sector and is for students interested in learning about the health and social care sector. It is intended as an Applied General qualification, and is equivalent in size to one A level.

The intent of Unit 1

Unit 1 covers physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.

Health and social care practitioners need to develop a knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing. Although it is generally accepted that there may be deterioration in health with age following adulthood, medical intervention means people are living longer and have better life prospects. This unit develops student knowledge and understanding of patterns of human growth and development. We explore the key aspects of growth and development, and the experience of health and wellbeing. We learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. We learn about a number of theories and models to explain and interpret behaviour through the human lifespan. In this unit, we will explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals. We study the interaction between the physical and psychological factors of the ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years.

The intent of Unit 5

Unit 5 focuses on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

In order for health and social care practitioners to be able to provide the care and support that individuals need, they must have a good understanding of the principles behind providing quality care and support. This unit introduces students to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment. In this unit, we learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care. We examine factors that can impact the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services. We explore the different methods used by professionals across all care services. We reflect on these methods when considering the importance of multi-agency working in providing a package of care and support that meets all the needs of individuals.

The intent of Unit 2

Unit 2 explores what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.

This unit helps students to understand what it is like to work in the health and social care sector. When working for an organisation in this sector, there are important responsibilities that must be understood and carried out. These include maintaining the safety of and safeguarding individuals with health and social care needs, ensuring the proper handling of their personal information and

preventing discrimination towards them. This includes understanding how health and social care practitioners are accountable both to these individuals and the regulatory bodies that represent people who work in the health and social care sector. We look at how work is monitored when a specific role is being carried out. We look at the range of roles and general responsibilities of people who work in health and social care settings. We learn about the organisations that provide services in this sector, and the different settings in which these services are delivered according to the needs of the service user. We learn about the ways these services are provided and about the barriers that can prevent people from getting the services they need. As an employee of an organisation that provides services in the health and social care sector, there responsibilities towards people who seek information and advice, those who are being assessed and people who use services provided by or on behalf of their employer. We consider responsibilities towards employers, both as an employee and when undertaking specific duties on behalf of their employer. These organisations are regulated and inspected so we understand how inspectors and regulators monitor the work that is done. We learn about working with people with specific needs, including ill health, learning disabilities, physical and sensory disabilities, and the needs of people who occupy different age categories.

The intent of Unit 14

Unit 14 aims to develop learners understanding of the nature of physiological disorders. They will also gain knowledge about the diagnosis and treatment of this disorders. Additionally, learners will learn how to produce care pathways which include an understanding of strategies to support individuals with particular disorders.

Knowing and understanding the development, causes, diagnosis and treatment of common physiological disorders is essential for workers in the health and social care sector. Learners choose two physiological disorders and investigate those throughout this unit. We look at how those disorders present themselves in individuals and the ways in which health services provide diagnosis, treatment and care for service users with these disorders. We look at the the coping strategies that can be used to support individuals with particular physiological disorders so that they can maintain their independence. Learners evaluate the effectiveness of these strategies.

Implementation

With one Health and Social Care teacher and five lessons a week we study one unit at a time, rather than two concurrently. We begin with the mandatory Unit 1, as the themes in that unit underpin all the later units. This is assessed via an external examination in the January exam season. By sitting the exam at this point students have the option of taking the exam again in the summer season.

We then move on to study Unit 5 which is assessed internally through a piece of coursework. This is worth the same value as unit 1, so by assigning half of Year 12 to it, means that we have time to adequately prepare for it and write it up. These two units comprise the Level 3 Certificate in Health and Social Care.

In Year 13, we do two more units so that collectively Year 12 and Year 13 results in achieving the Level 3 Extended Certificate qualification. We begin with Unit 14, a research-based piece of coursework, which accounts for a third of the Year 13 course, then finish with the longest unit, Unit 2, which accounts for two-thirds of the course. Unit 2 draws in elements from all of the other units studied, hence why we study it last, and the final exam is sat during the Year 13 summer exam season.

Year	Term		Content
12	Autumn	1	<p>Unit 1 Learning Aim A Human growth and development through the life stages</p> <p>A1 Physical development across the life stages:</p> <ul style="list-style-type: none"> • The principles of growth and development • Gross and fine motor skills in infancy • Further development in childhood • Puberty in adolescence • Physical maturity in early adulthood • Menopause in middle adulthood and the ageing process • The effects of ageing in later adulthood <p>A2 Intellectual development across the life stages:</p> <ul style="list-style-type: none"> • Piaget’s of the development of logic and reasoning in children • Chomsky’s model of language acquisition • Realistic and pragmatic thinking in early adulthood • The effects of age on the functions of memory <p>A3 Emotional development across the life stages:</p> <ul style="list-style-type: none"> • Theories of attachment applied to infancy and early childhood • The development and importance of self-concept; self-esteem and self-image <p>A4 Social development across the life stages:</p> <ul style="list-style-type: none"> • The stages of play in infancy and early childhood (solo, parallel and cooperative) • The importance of friendships and friendship groups • The development of relationships with others • The development of independence through the life stages <p>Learning Aim B Factors affecting human growth and development</p> <p>B1: The nature/nurture debate related to factors</p> <ul style="list-style-type: none"> • Development across the lifespan is a result of genetic or inherited factors; Gesell’s maturation theory • Development across the lifespan is a result of environmental factors; Bandura’s social learning theory • The stress-diathesis model <p>Links to prior learning</p> <ul style="list-style-type: none"> • Unit 1A builds on the concepts covered in Level 1 /2 BTEC Tech Award, Component 1 (Human Growth and Development). Students who studied that course will be aware of PIES development and have a knowledge of the basic key terms.
12	Autumn	2	<p>B2: Genetic factors that affect development</p> <ul style="list-style-type: none"> • Genetic predispositions/disorders (cystic fibrosis, brittle bone disease, PKU, Huntingdon’s, Klinefelter’s syndrome, Down’s

			<p>syndrome, colour blindness, Duchenne muscular dystrophy, cancer, high blood cholesterol, diabetes</p> <ul style="list-style-type: none"> • Biological factor (foetal alcohol syndrome, maternal infections, lifestyle and diet, congenital defects) <p>B3: Environmental factors that affect development</p> <ul style="list-style-type: none"> • Exposure to pollution (respiratory disorders, cardiovascular problems, allergies) • Poor housing conditions (hypothermia, anxiety and depression) • Access to health and social care services (transport, opening hours, understanding) <p>B4: Social factors that affect development</p> <ul style="list-style-type: none"> • Family dysfunction (divorce and separation, sibling rivalry, parenting style) • Bullying (self-esteem, self-harm, suicide) • Effects of culture, religion and belief (medical intervention, dietary restrictions) <p>B5: Economic factors that affect development</p> <ul style="list-style-type: none"> • Income and expenditure • Employment status • Education • Lifestyle <p>B6 Major life events that affect development</p> <ul style="list-style-type: none"> • Predictable events • Unpredictable events • The effects of life events on health • Holmes-Rahe social readjustment rating scale <p>Links to prior learning</p> <ul style="list-style-type: none"> • Unit 1B builds on the concepts covered in Level 1 /2 BTEC Tech Award, Component 1 (human development related to life events). Students who studied that course will be aware of the positive and negative impacts on development, and the importance of support in adaptation.
12	Spring	3	<p>Learning Aim C Effects of Ageing</p> <p>C1: The physical changes of ageing</p> <ul style="list-style-type: none"> • Cardiovascular disease • The degeneration of the nervous system • Osteoarthritis • Degeneration of the sense organs • The reduced absorption of nutrients • Dementia, including Alzheimer’s • Effects of illnesses that are common in ageing <p>C2: The psychological changes of ageing</p> <ul style="list-style-type: none"> • Effects on confidence and self-esteem

			<ul style="list-style-type: none"> • Effect of social change (role changes, loss of a partner, loss of friends, increase in leisure time) • Financial concerns • Effects of culture, religion and beliefs • Social disengagement theory • Activity theory <p>C3: The societal effects of an ageing population</p> <ul style="list-style-type: none"> • Health and social care provision for the aged • Economic effects on an ageing population <p>Assessment</p> <ul style="list-style-type: none"> • Students will sit an external examination of Unit 1 in the January exam season. The exam is a 90-minute paper, focused on case studies. We will do practice questions through the study of Unit 1 so that students are well-versed in how to go about answering the questions. • Students have the option of retaking this exam in the summer exam season. <hr/> <p>Links to prior learning</p> <ul style="list-style-type: none"> • Unit 1C overlaps some of the ideas covered in 1A, when we look at the development in later adulthood. Therefore, this unit helps us to recap many of those ideas in preparation for the exam
12	Spring	4	<p>Unit 5 Meeting Individual Care and Support Needs</p> <p>Learning Aim A Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <p>A1 Promoting equality, diversity and preventing discrimination:</p> <ul style="list-style-type: none"> • Definitions of equality diversity and discrimination • Importance of preventing discrimination • Initiatives aimed at preventing discrimination, e.g. the use of advocacy services <p>A2 Skills and personal attributes required for developing relationships with individuals</p> <ul style="list-style-type: none"> • The 6Cs • People skills • Communication skills • Observation skills • Dealing with difficult situations <p>A3 Empathy and establishing trust with individuals</p> <ul style="list-style-type: none"> • Attachment and emotional resilience theory • The triangle of care • Empathy theories (Johannes Volkelt, Robert Vischer, Martin Hoffman, Max Scheler)

			<p>Learning Aim B Examine the ethical issues involved when providing care and support to meet individual needs</p> <p>B1 Ethical issues and approaches</p> <ul style="list-style-type: none"> Ethical theories (consequentialism, deontology, principlism and virtue ethics) Managing conflict Balancing services and resources Minimising risk but promoting individual choice and independence Sharing information and managing confidentiality <p>B2 Legalisation and guidance on conflicts of interest, balancing resources and minimising risk</p> <ul style="list-style-type: none"> Organisation, legislation and guidance that influence or advise on ethical issue Organisations: NHS, DH, NICE, HSE Legislation: Mental Health Act 2007, Human Rights Act 1998, Mental Capacity Act 2005, NHS Act 2006, Equality Act 2010, Care Act 2014 Guidance: DH Decision Support Tool, five-step framework How guidance may be counterbalanced by other factors (religion, personal choices, government policies) <p>Links to prior learning</p> <ul style="list-style-type: none"> Unit 5A looks at mostly new content, though there is some overlap with the care values looked at in Component 2B in the Level 2 course. Unit 5B is entirely new content; though themes of equality are explored in many other subject areas such as Religious Studies and PDC.
12	Summer	5	<p>Learning Aim C Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p> <p>C1: Enabling individuals to overcome challenges</p> <ul style="list-style-type: none"> Different types of challenges faced by individuals with care and support needs (awareness and knowledge, practical challenges, skills, acceptance and beliefs, motivational challenges, communication) Methods of identifying challenges (observation, focus groups, talking to individuals informally or via questionnaires) Strategies used to overcome challenges (information materials, training courses, opinion leaders, clinical audits, computer-aided advice systems, patient-mediated strategies) Role of policy framework in minimising challenges (NHS Patient Experience Framework, Health Action Plans, ASCOF, CAF) Impact of not being able to overcome those challenges <p>C2: Promoting personalisation</p> <ul style="list-style-type: none"> Personalisation: personal goals, choice and control

			<ul style="list-style-type: none"> • Methods of recognising preferences • The importance of promoting choice and control and the financial impact of this on care provision <p>C3: Communication techniques</p> <ul style="list-style-type: none"> • Different approaches for effective communication (humanistic, behavioural, cognitive, psychoanalytical and social) • Types of communication (body, verbal, written, formal and informal) • Alternative communication (Makaton, BSL, braille, communication boards and symbol systems) • Theories of communication (Argyle, Tuckman, Berne) • New technologies and communication techniques <p>Assessment</p> <ul style="list-style-type: none"> • Students will complete the first three sections of their internal assessment at this point (learning aims A, B and C). The coursework looks at two case studies, provided by the exam board, with students writing a report which shows how working practices are used to successfully meet the individual care needs of these individuals. • Students will submit this work at the end of Year 12. <p>Links to prior learning</p> <ul style="list-style-type: none"> • Unit 5C is largely new content though there are elements of Component 2A and 2B from the Level 2 course. In 2A students look at barriers to accessing services and how they can be overcome, and in 2B the role plays require students to personalise their care approaches in response to the needs of two different types of service users (an elderly patient and an adult with learning disabilities)
12	Summer	6	<p>Learning Aim D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p> <p>D1: How agencies work together to meet individual care and support needs</p> <ul style="list-style-type: none"> • The role of the CCG • Role of local authorities • Roles of bodies responsible for integrating health and social care, e.g. HWB • Role of assessment and eligibility frameworks • The Education and Health Care Plan (ECHP) <p>D2: Roles and responsibilities of key professionals on multidisciplinary teams</p> <ul style="list-style-type: none"> • Multidisciplinary teams, members and formation • Specific roles and responsibilities relating to meeting individual needs of a variety of health and social care professionals in a multidisciplinary team

			<ul style="list-style-type: none"> • How multi-agency and multi-disciplinary teams work together to provide coordinated support <p>D3 Maintaining confidentiality</p> <ul style="list-style-type: none"> • Definition of confidentiality • Working practices to maintain confidentiality • Codes of practice • Relevant aspects of legislation • Role of the Health and Social Care Information Centre (HSCIC) <p>D4: Managing information</p> <ul style="list-style-type: none"> • Working practices for identifying information • The importance of sharing information with colleagues, other professionals, the individual with care needs and their family • The impact of new technologies on sharing information • Bodies that control the management of information, e.g. NASCIS • Legislation and codes of practice that relate to the storage and sharing of information in health and social care <p>Assessment</p> <ul style="list-style-type: none"> • Students complete the final part of their internal assessment by writing a justification of how organisations and professionals work together to meet the needs of the two individuals in the case studies. • This section is done separately to LAA, LAB and LAC as the focus slightly shifts in this part, so, rather than the focusing on the values and ethics it considers how the services work collaboratively in demonstrating these values. • Students will submit this work at the end of Year 12. <p>Links to prior learning</p> <ul style="list-style-type: none"> • Unit 5D is largely new content though the mode of assessment is similar to Component 2A from the Level 2 course. In 2A students look two individuals, identify their needs and explain how health and social care services meet their needs. This extends 2A by asking the students to examine how and why multi-disciplinary approaches are used for more complex cases.
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Year	Term		Content
13	Autumn	1	<p>Unit 14 Physiological Disorder and Their Care</p> <p>Learning Aim A Investigate the causes and effects of physiological disorders</p> <ul style="list-style-type: none"> • The difference between signs and symptoms • The causes, signs and symptoms of Type 2 Diabetes • The changes in body systems and functions resulting from Type 2 Diabetes • The impact of Type 2 Diabetes on health and wellbeing

			<p>Learning Aim B Examine the investigation and diagnosis of physiological disorders</p> <ul style="list-style-type: none"> • The difference between investigative and diagnostic procedures • The importance of specific procedures for confirming Type 2 Diabetes • The potential benefits of different investigations for service users diagnosed with Type 2 Diabetes <p>Learning Aim C Examine treatment and support for service users with physiological disorders</p> <ul style="list-style-type: none"> • The treatment and support available for service users with Type 2 Diabetes • The types of carers and care settings for service users with Type 2 Diabetes • The benefits of different treatment options for service uses with Type 2 Diabetes <p>Assessment</p> <ul style="list-style-type: none"> • Students complete the first part of their coursework which is structure around LAA, LAB and LAC. They do this for Type 2 Diabetes.
13	Autumn	2	<p>Links to prior learning</p> <ul style="list-style-type: none"> • Students who took the Level 2 Tech Award will have studied Type 2 Diabetes and will know the causes, signs and symptoms. They will also know the different types of health and social care workers who will be involved in their treatment from their work on Component 2A (health and social care services). <p>Assessment</p> <ul style="list-style-type: none"> • Having completed the assignment tasks for Type 2 Diabetes student then do the same tasks for a disorder of their choice. They carry out their own research in doing this. <p>Learning Aim D Develop a treatment plan for service users with physiological disorders to meet their needs</p> <ul style="list-style-type: none"> • Identify a service user who has one of your chosen disorders and identify PIES needs • Plan treatment to meet their PIES needs • Advantages and disadvantages of the recommendations of a treatment plan <p>Assessment</p> <ul style="list-style-type: none"> • Students complete their coursework by doing the task for LAD in relation to one of the chosen disorders. • They will hand this work in December of Year 13. <p>Links to prior learning</p> <ul style="list-style-type: none"> • As part of the Component 3 (external assessment) paper, Year 11 HSC students have to create a treatment plan so they are aware of what they look like and how they are tailored to PIES needs.

13	Spring	3	<p>Unit 2</p> <p>A The roles and responsibilities of people who work in the health and social care sector</p> <p>A1 The roles of people who work in health and social care settings:</p> <ul style="list-style-type: none"> • Understand the roles of people who work in health and social care settings; to include doctors, nurses, midwives, healthcare assistants, social workers, occupational therapists, youth workers, care managers/assistants, support workers. <p>A2 The responsibilities of people who work in health and social care settings</p> <p>Understand the day-to-day responsibilities of people who work in health and social care settings, to include:</p> <ul style="list-style-type: none"> • following policies and procedures • healing and supporting recovery • enabling rehabilitation • providing equipment and adaptations to support people to be more independent • providing personal care • supporting routines of service users • assessment and care and support planning <p>A3 Specific responsibilities of people who work in health and social care settings</p> <p>Applying care values and principles:</p> <ul style="list-style-type: none"> • Promoting anti-discriminatory practice • Empowering individuals • Ensuring safety (including risk assessment, safeguarding, health and safety) • Information management and communication • Being accountable to professional bodies (including codes of conduct, revalidation, whistleblowing) <p>A4 Multidisciplinary working in the health and social care sector</p> <p>Partnership working, to include:</p> <ul style="list-style-type: none"> • the need for joined-up working with other service providers • ways service users, carers and advocates are involved in planning, decision-making and support with other service providers • holistic approaches. <p>A5 Monitoring the work of people in health and social care settings</p> <p>How the work of people in health and social care settings is monitored, to include:</p> <ul style="list-style-type: none"> • line management • external inspection by relevant agencies • whistleblowing • service user feedback • criminal investigations.
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			<p>Links to prior learning</p> <ul style="list-style-type: none"> The focus on health and social care practitioners links back to the Level 2 course Component 2A where students looked at a range of different job roles. Component 2B covers the care values which are also included in Unit 2.
13	Spring	4	<p>B The roles of organisations in the health and social care sector</p> <p>B1 The roles of organisations in providing health and social care services</p> <p>Ways services are provided by:</p> <ul style="list-style-type: none"> the public sector (NHS Foundation Trusts, to include hospitals, mental health services and community health services, adult social care, children’s services, GP practices) the voluntary sector the private sector Settings where health and social care services are provided to meet different needs (including hospices and domiciliary care) <p>B2 Issues that affect access to services</p> <ul style="list-style-type: none"> Referral Assessment Eligibility criteria Barriers to access, to include specific needs, individual preferences, financial, geographical, social, cultural. <p>B3 Ways organisations represent interests of service users</p> <p>To include:</p> <ul style="list-style-type: none"> charities/patient groups advocacy complaints policies whistleblowing policies <p>B4 The roles of organisations that regulate and inspect health and social care services</p> <ul style="list-style-type: none"> Care Quality Commission (CQC) Ofsted. How regulation and inspections are carried out How organisations and individuals respond to regulation and inspection Changes in working practices required by regulation and inspection How services are improved by regulation and inspection. <p>Organisations that regulate professions in health and social care services:</p> <ul style="list-style-type: none"> Nursing and Midwifery Council (NMC) Health and Care Professions Council (HCPC) General Medical Council (GMC). <p>B5 Responsibilities of organisations towards people who work in health and social care settings</p>

			<ul style="list-style-type: none"> To ensure employees understand how to implement the organisation’s codes of practice To ensure employees meet National Occupational Standards (NOS) To ensure employees undertake continuing professional development (CPD) To ensure employees are safeguarded
			<p>Links to prior learning</p> <ul style="list-style-type: none"> There is some overlap with the work done on barriers in Component 2A of the Level 2 course, but overall this is new content.
13	Summer	5	<p>C Working with people with specific needs in the health and social care sector</p> <p>C1 People with specific needs</p> <ul style="list-style-type: none"> Ill health, both physical and mental Learning disabilities. Physical and sensory disabilities. Age categories to include: early years and later adulthood. <p>C2 Working practices</p> <ul style="list-style-type: none"> Relevant skills required to work in these areas. How policies and procedures affect people working in these areas How regulation affects people working in these areas How working practices affect people who use services in these areas Recent examples of how poor working practices have been identified and addressed. <p>Assessment:</p> <ul style="list-style-type: none"> Students sit a 90-minute external exam paper which is worth 80 marks in total. The paper is divided into four sections, with four different case studies presented. We will do practice questions throughout the study of Unit 2 so that students are well-versed in how to go about answering the questions. They will sit this paper in the summer exam season of Year 13.
			<p>Links to prior learning</p> <ul style="list-style-type: none"> This final section of Unit 2 draws together much of what has gone previously in the unit.
13	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 12 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.

Journals and magazines that are helpful include *Biological Science*, *New Scientist*, *Nursing Times*.

Websites include:

www.bbc.co.uk/health

www.nhs.co.uk

www.nice.org.uk

www.patient.co.uk

www.nhsdirect.co.uk

Impact

Methods of assessment

Unit 1	External Assessment	90 GLH	<p>Unit 1 is assessed through one examination of 90 marks lasting 1 hour and 30 minutes.</p> <p>The paper is composed of a number of short- and long-answer questions. The questions will assess understanding of growth and development through the human lifespan, the factors that affect growth and development and the effects of ageing.</p> <p>The assessment availability is twice a year in January and May/June</p>
Unit 5	Internal Assessment	90 GLH	<p>Unit 5 is coursework-based. Students write a report in response to case studies of individuals of different ages that considers the principles, values and skills needed to provide care and support for others while maintaining an ethical approach and enabling individuals to overcome challenges.</p>
Unit 14	Internal Assessment	60 GLH	<p>Unit 14 is coursework-based. Students complete an assignment which shows their understanding of two different types of physiological disorder.</p>
Unit 2	External Assessment	120 GLH	<p>Unit 2 is assessed through one examination of 80 marks lasting 1 hour and 30 minutes.</p>

			<p>The paper is composed of a number of short- and long-answer questions. It is split into four sections, and each section is based on a different short scenario briefly explaining the situation of a person with health and social care needs. Each scenario is relevant to a different service user group. Each section of the paper is structured with questions of 2, 4, 6 and 8 marks.</p> <p>The assessment availability is twice a year in January and May/June.</p>
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Unit 1 Assessment Objectives

AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing

AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing

AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development

AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing

Unit 5 Learning Aims

Learning Aim A: Analyse and evaluate the principles, values and skills which underpin meeting the care and support needs of individuals

Learning Aim B: Analyse and evaluate the ethical issues involved when providing care and support to meet individual needs

Learning Aim C: Analyse and evaluate the principles behind enabling individuals with care and support needs to overcome challenges

Learning Aim D: Analyse and evaluate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.

Unit 14 Learning Aims

Learning Aim A: Analyse the causes and effects of physiological disorders

Learning Aim B: Analyse and evaluate the investigation and diagnosis of physiological disorders

Learning Aim C: Analyse and evaluate the treatment and support for service users with physiological disorders

Learning Aim D: Produce a treatment plan for service users with physiological disorders which meet individual needs.

Unit 2 Assessment Objectives

AO1 Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector

AO2 Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector

AO3 Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated

AO4 Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs

Grading

Near Pass	Pass	Merit	Distinction	Distinction*
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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?

This qualification is generally taken alongside other qualifications as part of a 2–year programme of learning. This will enable learners to progress to a degree programme chosen from a range of programmes in the health and social care sector. The qualification carries UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses. It can be taken alongside, for example:

- A Levels in Biology and Psychology, which could lead to a BSc (Hons) in Nursing
- A Levels in English and History, which could lead to a BA (Hons) in Primary Education
- BTEC National Diplomas

Learners may choose to progress to employment. It is designed to facilitate the learner to progress to careers in the health and social care sector. However, this qualification provides useful employability skills which could help in many sectors, for example:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.