



Blue Coat
Church of England Academy

Year: 10

Subject: BTEC Tech Award in Health & Social Care

Term 1.1: Human Lifespan Development

Aim A: Understand human growth and development across life stages and the factors that affect it.

Learners will explore:

A1: The different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.

- The six main life stages: infants (birth to 2 years), early childhood (3–8 years), adolescence (9–18 years), early adulthood (19–45 years), middle adulthood (46–65 years) and later adulthood (65+ years).
- Physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity
- The intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall
- The emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image
- The social development across the life stages, including the formation of relationships with others and the socialisation process.

A2: Factors affecting growth and development

- Physical factors, to include: Genetic inheritance, experience of illness and disease, diet and lifestyle choices and appearance.
- Social and cultural factors: Culture, e.g. community involvement, religion, gender roles and expectations, educational experiences, the influence of role models, the influence of social isolation and personal relationships with friends and family.
- Economic factors: Income/wealth and material possessions.

Assessment: Coursework on assessing the changing impact of different factors on the individual's growth and development across three life stage

Term 1.2: Investigate how individuals deal with life events

Learners will explore:

B1: Different types of life event Life events are expected or unexpected events that occur in an individual's life. They will assess the impact different events can have on people's physical, intellectual, emotional and social development.

- Physical events: Accident/injury, ill health.
- Relationship changes: Entering into relationships, marriage, divorce, parenthood and bereavement.
- Life circumstances: Moving house, school or job, exclusion from education, redundancy, imprisonment, retirement.

B2: Coping with change caused by life events. Learners will explore how individuals can adapt or be supported through changes caused by life events

- Sources of support: Family, friends, partners
- Professional carers and services, community groups, voluntary and faith-based organisations.
- Types of support: Emotional, information and advice, practical help, e.g. financial assistance, childcare and transport.

Assessment: A report on two individuals, assess how well they adapted to the life event and the role and value of support in this process.

Term 2.1: Learning aim A: Understand the different types of health and social care services and barriers to accessing them

A1: Learners will explore the health and social care services

- Different health care services and how they meet service user needs: Primary care, e.g. GPs, dental care, optometry, community health care. Secondary and tertiary care, e.g. specialist medical care, allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.
- Different social care services and how they meet service user needs: Services for children and young people, e.g. foster care, residential care and youth work. Services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care and

domiciliary care. Services for older adults, e.g. residential care, domiciliary care, the role of informal social care provided by relatives, friends and neighbours.

Term 2.2: Learning aim A: Understand the different types of health and social care services and barriers to accessing them

A2 Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.

- 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, and fear of loss of independence.
- Language barriers, e.g. differing first language, language impairments. Geographical barriers, e.g. distance of service provider, poor transport links. Intellectual barriers, e.g. learning difficulties.
- Resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand. Financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.

Assessment: Learners will be expected to complete a report on two individuals with different health and social care needs. Learners carry out research to find local services that meet their needs. For each individual in the case study, students will research and present information about the suitable services, assessing how well the services meet the needs of each case. For one of these individuals, they will choose a specific health or social care service for which barriers exist and make justified suggestions for how these could be overcome by the service provider or the individual.

Term 3.1: Learning aim B: Demonstrate care values and review own practice

B1: Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.

- Care values: Empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered. Respect for the individual by respecting service users' needs, beliefs and identity.
- Maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip). Preserving the dignity of individuals to help them maintain privacy and self-respect.
- Effective communication that displays empathy and warmth.

- Safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm.
- Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.

B2: Learners will reflect on own application of care values, including using teacher or service-user feedback.

Key aspects of a review: Identifying own strengths and areas for improvement against the care values. Receiving feedback from teacher or service user about own performance. Responding to feedback and identifying ways to improve own performance.

Assessment: Students will demonstrate care values in a pair and group activity in a simulated health and social care service. Learners then review their own performance and then respond to feedback received from the teacher and/or service users, making suggestions for improvement.

Term 3.2: Unit 3: Health and wellbeing

A: Factors that affect 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 and lifestyle factors that can have positive or negative effects on health and wellbeing:
- Genetic inheritance, including inherited conditions and predisposition to other conditions and ill health (acute and chronic).
- Diet (balance, quality and amount). Amount of exercise, substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs. Also the impact personal hygiene on one's health and well-being.

Approach to the curriculum:

3 million people work in the Health and social care field, together they account for 1/10 of all paid jobs in the UK. The BTEC curriculum provides the opportunity for practical application alongside conceptual study. We teach sector specific skills and knowledge in a practical learning environment. We teaches students transferable skills they need if they are to work in a health and social setting. Students will develop their writing

skills and vocabulary as they will be exposed to sector specific knowledge. We encourage effective communication skills as students complete both independent presentations and group discussions. Students understand the impact certain factors like poverty, disability and die can have by exploring PIES.

The programme is taught using a range of activities: role-play, presentations, posters, videos, case studies, class discussions, paired tasks and independent assignments. The emphasis is on improving their writing skills for the coursework and there is a heavy emphasis on the students understanding the vocabulary, which they are expected to use in their coursework.

The BTEC is designed for 14-16 year olds in school. The programme grades at level 1 and 2 and recognises the achievement of all students. The course is assessed via coursework (including a role play activity) in year 10. 60% of the qualification is completed in year 10 completing four course works (the minimum grade is the final grade). This means students must work consistently hard through the year. The qualification is the same size as the G.C.S.E and fits in a KS4 timetable. It counts in the “open group” of progress 8.

Information for parents and guardians:

Year 10 is a very busy year for Health and social care students as they are expected to complete four coursework's each worth 15% of the total qualification. You can support your child at home by ensuring they have access to a computer (they can stay in school until 4:00pm, if there is no access at home). It is important that you encourage your child to keep up with any work set as they should build on the work done in the classroom. Our most successful students are those that are able to complement their work in school with that at home.

Useful websites: <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf>

School: **SHOWMYHOMEWORK** (homework will be set, and I have uploaded support materials)