



Blue Coat Church of England Academy

Year: 11

Subject: BTEC Tech Award in Health & Social Care

Term 1.1

Component 2: Health and Social Care Services and Values (coursework)

Learning aim B: Demonstrate care values and review own practice

B1 Care values 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: o 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 Reviewing own application of care values 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.

Term 1.2

Component 3: Health and wellbeing (Exam)

Aim A: Factors that affect health and wellbeing

Aim A: Learners will explore the following factors:

Aim A: Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: Social interactions, e.g. supportive/unsupportive relationships, social integration/isolation. Stress, e.g. work-related, willingness to seek help or access services, e.g. influenced by culture, gender and education. Economic factors that can have positive or negative effects on health and wellbeing: financial resources. Environmental factors that can have positive or negative effects on health and wellbeing: Environmental conditions, e.g. levels of pollution, noise, housing, e.g. conditions, location. The impact of life events relating to relationship changes and changes in life circumstances.

Term 2.1

Aim B: Physiological indicators

Aim B: Learners will interpret: Learners will learn about lifestyle indicators

Aim B1: The indicators that can be used to measure physiological health, interpreting data using published guidance. Physiological indicators that are used to measure health: pulse (resting and recovery rate after exercise), blood pressure, peak flow and body mass index (BMI). Using published guidance to interpret data relating to these physiological indicators. The potential significance of abnormal readings: risks to physical health.

Aim B2: Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health. Interpretation of lifestyle data, specifically risks to physical health associated with: smoking, alcohol consumption and inactive lifestyles

Term 2.2

Aim C: Person-centred health and wellbeing improvement plans

C1: Learners will explore the features of health and wellbeing improvement plans. The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances. Information to be included in plan: recommended actions to

improve health and wellbeing, short-term (less than six months) and long-term targets and appropriate sources of support (formal and/or informal).

C2: Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated. Potential obstacles: emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, time constraints – work and family commitments, availability of resources – financial, physical, e.g. equipment, unachievable targets – unachievable for the individual or unrealistic timescale, lack of support, e.g. from family and friends and other factors specific to individual – ability/disability, addiction and barriers to accessing identified services.

Exam: May

Summary of assessment

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2. A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is two hours and must be arranged in the period timetabled by Pearson.

Term 3

Revision for exam

Mock exam papers and sample papers will be attempted.

My approach to the curriculum

In year 11 students explore what does being healthy actually mean? It can mean different things to different people: They 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, students look at the factors that can have a positive or negative influence on a person's health and wellbeing. They will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. They will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, they will explore the difficulties an individual may face when trying to make these changes. They will develop skills in analysing information and communicating for a specific purpose, which will support your progression to Level 2 or 3 vocational or academic qualifications. There is a heavy emphasis on understanding the command words for the exam and using the vocabulary in an

effective way. Students will be taught using power points, videos; they will be completing power presentation and posters. Students will be expected to practice exam questions. There will a lot of focus on peer and self-assessment to familiarise students with the mark schemes. WAGOLS will be used to build students confidence and offer a structural framework to work with when planning their own answers. Students will be given revision booklets and resources on the homework website to complete.

Information for parents and guardians

Year 11 is a very important year for Health and social care students as they are expected to revise year 10 and 11 material as the exam is synoptic. You can support your child at home by ensuring they have access to showmyhomework so that they can access the revision material uploaded. Students will spend the first term and beginning of second term completing the content. Student will be sitting the exam in May. 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 can complement their work in school with that at home. I use Microsoft Team for class resources and revision materials. All students can access this.

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)