



Blue Coat
Church of England Academy

Year: 10

Subject: BTEC Tech Award in Health & Social Care (2022)

Term 1: Human Lifespan Development

Learning outcome A: Understand human growth and development across life stages and the factors that affect it

Learners will explore A1 Human growth and development across life stages

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: 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, sensory impairments.
- Lifestyle factors: Nutrition, physical activity, smoking, alcohol and substance misuse.

- Emotional factors: Fear, anxiety/worry, upset/sadness, grief/bereavement, happiness/contentment, security and attachment. Social factors: Supportive and unsupportive relationships with others – friends, family, peers and colleagues, social inclusion and exclusion, bullying and discrimination.
- Cultural factors: Religion, gender roles and expectations, gender identity, sexual orientation, community participation and race.
- Environmental factors: Housing needs, conditions, location, home environment – living with a high level of parental conflict, experiences of abuse and neglect, exposure to pollution – air, noise and light.
- Economic factors: Employment situation, financial resources – income, inheritance and savings.

Assessment in February-May: Controlled assessment (Pearson Set Assignment) in exam conditions using their exercise books:

The assignment will take approximately 6 supervised hours to complete. The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in October and then February of each year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component. Assignment 1 has 4 tasks (1,2,3a and 3b).

Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages.

Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages.

Term 2: B2 Coping with change caused by life events

Learners will explore: B1 Different types of life event

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.

- Health and wellbeing: Accident/injury, physical illness, mental and emotional health and wellbeing.
- Relationship changes: Entering relationships, marriage, civil partnership, long-term relationship, divorce, separation for non-married couples, parenthood and bereavement.
- Life circumstances: Moving house, school or job, exclusion from education, redundancy, imprisonment, changes to standards of living and 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

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.

- The character traits that influence how individuals cope: Resilience, self-esteem, emotional intelligence and disposition – a person’s character traits, e.g., positive, negative.
- The sources of support that can help individuals adapt: Family, friends, neighbours, partners, professional careers and services, community groups, voluntary and faith-based organisations, multi-agency working, e.g., social services working with mental health trust, children’s services working with the justice system, multidisciplinary working, e.g., a health visitor working with a GP, psychiatric nurse with an occupational therapist.
- The types of support that can help individuals adapt: Emotional support, information, advice, endorsed apps, practical help – financial assistance, support with childcare, domestic chores and transport.

Assessment in February-May: Controlled assessment in exam conditions using their exercise books:

Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development.

Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.

Term 3: Component 2: Health and Social Care Services and Values

A Understand the different types of health and social care services and barriers to accessing them

A1 Healthcare services Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.

Health conditions: 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. Health services available: Primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments, secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology, tertiary care – specialist medical care to include oncology, transplant services, allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics, multidisciplinary team working – how services work together and including referrals between services.

A2 Social care services Learners will explore a range of social care needs and how these can be met by the social care services that are available.

Social care – help with day-to-day living because of illness, vulnerability or disability. Social care services: Services for children and young people – foster care, residential care, youth work, services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care, services for older adults – residential care, domiciliary care. Additional care: Informal care – given by relatives, friends, neighbours, partners, voluntary care – community groups and faith-based organisations, charities.

A3 Barriers to accessing services Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.

Definition of barriers: something unique to the health and social care system that prevents an individual to access a service. Types of barrier and how they can be overcome by the service providers or users: physical barriers – issues getting into and around the facilities: – ways to overcome physical barriers: ramps, wider doorways, accessible toilets/rooms, stair lifts, hoists, barriers to people with sensory disability – hearing and visual difficulties: – ways to overcome sensory barriers: hearing loops, British Sign Language (BSL) interpreters, communication cards, large print leaflets, braille leaflets, staff collecting vulnerable service users from waiting areas, barriers to people with different social and cultural backgrounds – lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence: – ways to overcome social and cultural barriers: awareness campaigns, posters and leaflets, well women and well men clinics, choice of service provider (e.g. if a male or female is preferred), collaboration with community and faith groups, barriers to people that speak English as an additional language or those who have language or speech impairments: – ways to overcome language barriers: literature in other languages, face-to-face and telephone interpretation services, health and wellbeing group meetings for speakers of other languages, longer appointments, use of advocates, staff training and awareness of common speech and language difficulties, geographical barriers – distance of service provider, poor transport links: – ways to overcome geographical barriers: local community transport schemes for disabled or elderly service users, home/community visits, community clinics, telehealth schemes, barriers for people with learning disabilities: – ways to overcome intellectual barriers: use of Health Passports and All About Me documents, use of advocates, use of Learning Disability Nurses (LDNs) and support workers, 'Quiet Clinics', quiet waiting areas, longer appointment times, use of communication cards, adhering to The Accessible Information Standard and providing low text 'easy read' leaflets, financial barriers – charging for services, cost of transport, loss of income while accessing services: – ways to overcome financial barriers: NHS exemption certificates, NHS Low Income Scheme, NHS vouchers for eye tests, glasses and lenses, NHS Healthcare Travel Costs Scheme (HTCS), charitable schemes such as community transport.

The teaching of aim B and assessment of the unit (controlled assessment) will be in year 11. The assessment window will be October-December to complete the PSA.

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 controlled assessment in year 10 and 11. 60% of the qualification is based on the controlled assessment. 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:

Students will be able to use their class notes for the controlled assessment. However, it is essential that they make detailed notes and bring their books to each lesson. Any missed work must be caught up and will be available in a folder dedicated to HSC in Microsoft Teams.