

BTEC L1/2 TECH Award in Health and Social Care Year 10

HT	Unit Title	Key knowledge/ content to learn and retain	Essential skills to acquire (subject and generic)	Link to subject intent and ethos	Anticipated misconceptions	Link to previous KS	Link to Future KS	Opportunity to stretch higher attainers	SMSC & British Values	Cultural Capital	Career Link
1	<b>Component 1</b>  <b>Learning outcome A: Understand human growth and development across life stages and the factors that affect it A1 Human growth and development across life stages</b>	Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.  Life stages and their expected key characteristics in each of the PIES classifications: o infancy (birth to 2 years) o early childhood (3–8 years) o adolescence (9–18 years) o early adulthood (19–45 years) o middle adulthood (46–65 years)	Differentiate between types of growth and development.  Recognize the sequential nature of development Use of case studies  Research skills  Evaluating the importance of different factors	Lays the foundations for studying health and social care at any level.  Students reflect on their own development and that of those around them.	Students may confuse elements of physical, intellectual, and emotional development and struggle to determine which category they fit into e.g., that cognitive decline occurs because of physical changes in the brain it has physical, intellectual and emotional impacts.	Students are provided with a foundation taster in Y9 at UTC.	In KS5 students will develop their understanding to a deeper level	Independent research and sharing of wider knowledge and understanding.  Encourage them to make links between different areas of development e.g., how physical changes in adolescence have a social and emotional impact.  Skills of empathy & understanding.	Life span is examined in chronological order. Discuss the PIES characteristics associated with 'later adulthood' as the basis for <b>ageism</b>  Recognising that deviation from the expected may make us 'different'.	Students are equipped with an understanding and empathy 'beyond their years'.  The specialized vocabulary to describe a range of 'ordinary experiences' e.g., the use of cognitive decline to explain the slowing down of the brain as we age.	Lifespan development is the basic underpinning knowledge and understanding applied in all health and social care job roles and careers.  Activities coordinator: using the job description and research students plan a week of activities for residents in a care home.
2	<b>Component 1</b>  <b>A2 Factors affecting growth and development Learners will explore the different factors that can affect an individual's growth and development.</b>	Different factors will impact on different aspects of growth and development.  ● Physical factors ● Lifestyle factors ● Emotional factors ● Cultural factors	Differentiate between types of factors.  Identify positive and negative effects.  Explain how risks can be minimised	This prepares students to understand why people are different and how the same factor can affect people in different ways.	Students may need to be encouraged to understand lifestyle factors holistically to avoid judgement.	Students explore these topics during the Y9 foundation year.  Many factors are covered in their science and PD curriculum	This prepares students to analyses case studies in KS5.	Higher attainers are encouraged to make links between factors.  Support them to use wider specialised vocabulary.	Tolerance & mutual respect The impact of the protected characteristics on growth and development	Equipping students to make informed decisions about their own health and wellbeing and to support those around them to do the same.  Identifying the difference between fact and marketing-hype	Dietician Counsellor Social worker

		<ul style="list-style-type: none"> <li>● Environmental factors</li> <li>● Economic factors</li> </ul>									
3	<b>Component 1</b>  <b>B2 Coping with change caused by life events</b>	<b>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.</b>	<ul style="list-style-type: none"> <li>● The character traits that influence how individuals cope</li> <li>● The sources of support that can help individuals adapt</li> <li>● The types of support that can help individuals adapt</li> </ul>	Students begin to understand the impact health & social care has on the lives of individuals who rely on their services.	Differentiating between expected and unexpected life events.	<p>Students explore these topics during the Y9 foundation year.</p> <p>Students develop an understanding the role of agencies who can support them through life events they may experience through the PD curriculum</p>	This is developed further in KS5 by developing the idea of assessment of need.	Exploring the role of informal care in the landscape of a failing social care system and struggling NHS.	Disability & the role of individuals in supporting those with additional needs.	Students begin to see the bigger picture in terms of informal care and its role in society.	Formal sources of support; this focuses on specific job roles and services that offer support to individuals experiencing life events; GP, nurse, physiotherapist, social worker, charities.
4	<b>Component 2</b>  <b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b>	<b>A1 Healthcare services</b> <b>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.</b>	<ul style="list-style-type: none"> <li>● Health conditions &amp; how they can be managed</li> </ul>	Students develop their understanding of the impact health & social care has on the lives of individuals who rely on their services.	Understanding that care is done with, not to, and individual.	<p>Students explore these topics during the Y9 foundation year.</p> <p>Healthcare conditions are explored in science and PD</p>	This is developed further in KS5 by developing the idea of assessment of need, the triangle of care and informed decision-making	Allow students to explore ethical concepts such as refusing care.	<p>Barriers may be rooted in discrimination based on protected characteristics or cultural differences e.g., religious expectations</p> <p>Ensuring individual liberty and mutual respect is maintained.</p>	Students begin to see the bigger picture in terms of informal care and its role in society.	The role of health and social care providers in managing care
5	<b>Component 2</b>  <b>A1 Healthcare services</b>  <b>A2 Social care services</b>	<b>Learners will explore a range of social care needs and how these can be met by the social care services that are available.</b>	<p>Health services available</p> <p>Social care – help with day-to-day living because of illness, vulnerability or disability.</p> <p>Social care services</p> <p>Additional care</p>	The concept of assessment rather than automatic access to services	The connections between health and social care	Students have explored a range of different health and social care career roles in Y9	Students carry out in depth research into healthcare conditions and the services that meet the needs of individuals experiencing them	Explore current affairs, issues in the news and health and social care failings	Ensuring dignity & respect and anti-discriminatory practice. Making sure needs are met regardless of background etc.	Students begin to understand the challenges faced by services offering care and those receiving care	The role of health and social care providers in managing care

6	<b>A3 Barriers to accessing services</b>	<b>Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.</b>	<p>Definition of barriers: something unique to the health and social care system that prevents an individual to access a service.</p> <ul style="list-style-type: none"> <li>Types of barrier and how they can be overcome by the service providers or users</li> </ul>	Understanding the challenges faced by already vulnerable people	Understanding that it is the responsibility of the provider to break down barriers	Largely new and specialised content	In KS5 students will be required to identify barriers and make realistic suggestions to reduce their impact.	Support higher attainers to make realistic and professional suggestions for breaking down barriers	Ensuring those who face barriers are provided with means to overcome them.	Students develop their understanding of the challenges faced by services offering care and those receiving care	Understanding the role of service providers in breaking down barriers to access
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Year 11

1	<p><b>Component 2</b></p> <p><b>Learning outcome B: Understand the skills, attributes and values required to give care</b></p>	<p><b>B1 Skills and attributes in health and social care</b> Learners will explore the skills and attributes that are required when delivering care.</p> <p><b>B2 Values in health and social care</b> Learners will explore the values that are required when planning and delivering care.</p> <p><b>B3 The obstacles individuals requiring care may face</b> Learners will explore the personal obstacles that individuals requiring and receiving care may face</p> <p><b>B4 The benefits to individuals of</b></p>	<ul style="list-style-type: none"> <li>Skills</li> <li>Attributes</li> <li>The 6 Cs</li> </ul> <p>Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.</p> <ul style="list-style-type: none"> <li>Potential obstacles and their impact on the individual</li> </ul> <p>Learners will explore how skills, attributes and values benefit individuals when receiving care.</p>	Students reflect on their own skills and qualities.	Empathy for those facing barriers.	Specialised content, however students may explore some of these skills and attributes during CEIAG	KS5 students carry out extensive research into the skills, values & attitudes and how they are put into practice	Making connections between the skills & attributes of carers and outcomes for service users	The 6 Cs in care are underpinned by themes of dignity, respect, tolerance and anti-discrimination.	Understanding what attributes will make them valued employees.	<p>Understanding the skills and attributes required to be successful in the sector.</p> <p>Writing CVs and job applications</p>
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		the skills, attributes and values in health and social care practice									
2	<p><b>Component 3</b></p> <p><b>A Factors that affect health and wellbeing</b></p>	<p><b>A1 Factors affecting health and wellbeing</b> Learners will explore how factors can affect an individual's health and wellbeing positively or negatively.</p> <p><i>This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.</i></p> <p><b>B Interpreting health indicators</b> <b>B1 Physiological indicators</b> <b>B2 Lifestyle indicators</b> Learners will explore how lifestyle choices determine physical health.</p>	<ul style="list-style-type: none"> <li>● Definition of health and wellbeing</li> <li>● Physical factors that can have positive or negative effects on health and wellbeing</li> <li>● Lifestyle factors that can have positive or negative effects on health and wellbeing</li> <li>● Social factors that can have positive or negative effects on health and wellbeing</li> <li>● Cultural factors that can have positive or negative effects on health and wellbeing:</li> <li>● Economic factors that can have positive or negative effects on health and wellbeing:</li> <li>● Environmental factors that can have positive or negative effects on health and wellbeing</li> <li>● The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event</li> </ul>	Applying learning to case studies and real life examples	Students tend to focus on negative impacts and ignore positives	Development of previous learning.	Students will apply this knowledge to case studies in KS5	Stretch them to explore the the factors in greater depth & detail e.g. the negative impacts of exercise or the positive impacts of poor lifestyle choices	Tolerance & mutual respect The impact of the protected characteristics on growth and development	Exploring the impact of cultural factors	<p><b>How can health professionals encourage positive lifestyle choices.</b></p> <p><b>Public health campaigns.</b></p>

			<p>Learners will explore how physiological indicators are used to measure health.</p> <ul style="list-style-type: none"> <li>● Interpretation of physiological data according to published</li> <li>● The potential significance of abnormal readings</li> <li>● Interpretation of lifestyle data according to published guidelines</li> </ul>								
3	<p><b>Component 3</b></p> <p><b>C Person-centred approach to improving health and wellbeing C1</b></p> <p>Person-centred approach</p> <p>Learners will explore the use of the person-centred approach in health and social care settings.</p>	<p><b>C Person-centred approach to improving health and wellbeing C1</b></p> <p>Person-centred approach</p> <p>Learners will explore the use of the person-centred approach in health and social care settings.</p> <p><b>C2</b></p> <p>Recommendations and actions to improve health and wellbeing</p> <p>Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this.</p>	<p><i>This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.</i></p> <ul style="list-style-type: none"> <li>● The ways in which a person-centred approach takes into account an individual's</li> <li>● The importance of a person-centred approach for individuals</li> <li>● The benefits of a person-centred approach for health and social care workers and services</li> <li>● Established recommendations for helping to improve health and wellbeing</li> <li>● Support available when following recommendations to improve health and wellbeing ●</li> </ul>	<p>Placing the individual service user at the centre of care &amp; understanding how care is person-centred</p>	<p>The nuances of person-centred care in relation to the balance of resources</p>	<p>Development of previous learning.</p>	<p>Students are expected to have a professional understanding of this at KS5 and be able to explain how it would work in practice</p>	<p>Case studies in which an individual's needs and wants are balanced against resources available or the needs of others.</p>	<p>The importance of informed choice and involved decision-making when receiving care &amp; support</p>	<p>Understanding the nuances of how resources are allocated</p>	<p>Recognising the difficult decisions that need to be made in health and social care settings.</p>

		<p><i>This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care.</i></p>	<p>Definition of barriers: something unique to the health and social care system that prevents an individual accessing a service.</p> <ul style="list-style-type: none"> <li>● Potential barriers as appropriate to the individual and the recommendation: <ul style="list-style-type: none"> <li>o physical barriers</li> <li>o barriers to people with sensory disability</li> <li>o barriers to people with different social and cultural backgrounds</li> <li>o barriers to people that speak English as an additional language or those who have language or speech impairments</li> <li>o geographical barriers</li> <li>o resource barriers for service provider</li> <li>o financial barriers.</li> </ul> </li> <li>● Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.</li> <li>● Potential obstacles as appropriate to the individual and the recommendatio</li> </ul>									
4	<b>Component 3 revision</b>	Question-based revision. Focus based on student									Resilience & exam preparation	

