

Curriculum Knowledge Map



CHS Computing and Technology 2022/2023

BTEC Tech Awards Health and Social Care (Technology)

Human Lifespan Development (Component 1)	Health and Social Care Services and Values (Component 2)	Health and Wellbeing (Component 3)
<p>Learning outcomes A: Understand human growth and development across life stages and the factors that affect it B: Understand how individuals deal with life events.</p>	<p>Learning outcomes A: Understand the different types of health and social care services and barriers to accessing them B: Understand the skills, attributes and values required to give care.</p>	<p>Assessment objectives AO1 Knowledge of health and wellbeing AO2 Understanding of health and wellbeing AO3 Apply knowledge and understanding of health and wellbeing AO4 Analyse and evaluate knowledge and understanding of health and wellbeing</p>
<p>Coursework task Internal – externally moderated 30% of the final grade It should take approximately 36 GLH to complete</p> <p>Completed in Year 10</p>	<p>Coursework task Internal – externally moderated 30% of the final grade It should take approximately 36 GLH to complete</p>	<p>External examination External Synoptic assessment 40% of the final grade It should take approximately 48 GLH to complete</p> <p>Assessment Windows: January/February and May/June from 2023</p>

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CHS Computing and Technology 2022/2023

BTEC Tech Awards Health and Social Care (Technology)

Year 11

Year 11	AUTUMN		SPRING		SUMMER	
	Unit Name	Unit Name	Unit Name	Unit Name	Unit Name	Unit Name
	Health and Social Care Services and Values (Component 2)	Health and Social Care Services and Values (Component 2)	Health and Wellbeing (Component 3)	Health and Wellbeing (Component 3)	Health and Wellbeing (Component 3)	
Declarative <i>What should they know?</i>	<p>Understand Health and Social Care Services and Values.</p> <ul style="list-style-type: none"> Understand the different types of health and social care services and barriers to accessing them Understand the skills, attributes and values required to give care. <p>Health and social care services</p> <ul style="list-style-type: none"> Different health care services and how they meet service user needs: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> services for children and young people, e.g. foster care, residential care, youth work services for adults or children with specific needs (learning disabilities, sensory 		<p><i>During this half term students will prepare for their final assessment for the Health and Wellbeing exam. This assessment is worth 40% of their final grade.</i></p>	<p><i>During this half term students will prepare for their final assessment for the Health and Wellbeing exam. As students are able to take this assessment twice, this will be preparation for a re-sit attempt. This assessment is worth 40% of their final grade. Students will also review coursework pieces assigned to them so make sure these are ready for submission.</i></p>		
			<p>Factors that affect health and wellbeing</p> <p>Factors affecting health and wellbeing</p> <ul style="list-style-type: none"> Definition of health and wellbeing: <i>a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</i> Physical factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> genetic inheritance, including inherited conditions and predisposition to other conditions 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 personal hygiene. Lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> nutrition 			

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	<ul style="list-style-type: none"> ○ impairments, long-term health issues), e.g. residential care, respite care, domiciliary care ○ services for older adults, e.g. residential care, domiciliary care ○ the role of informal social care provided by relatives, friends and neighbours. <p>Barriers to accessing services</p> <ul style="list-style-type: none"> ● Types of barrier and how they can be overcome by the service providers or users: <ul style="list-style-type: none"> ○ 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, 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. <p>Care values</p> <ul style="list-style-type: none"> ● Care values: <ul style="list-style-type: none"> ○ 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) 	<ul style="list-style-type: none"> ○ physical activity ○ smoking ○ alcohol ○ substance misuse. <ul style="list-style-type: none"> ● Social factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> ○ 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, education. ● Cultural factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> ○ religion ○ gender roles and expectations ○ gender identity ○ sexual orientation ○ community participation. ● Economic factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> ○ employment situation ○ financial resources – income, inheritance, savings. ● Environmental factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> ○ 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. ● The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event: <ul style="list-style-type: none"> ○ physical events ○ relationship changes ○ life circumstances. <p>Interpreting health indicators</p> <p>Physiological indicators (physiological indicators are used to measure health)</p> <ul style="list-style-type: none"> ● Interpretation of physiological data according to published guidelines: 	
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	<ul style="list-style-type: none"> ○ 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. <p>Reviewing own application of care values</p> <p>Skills:</p> <ul style="list-style-type: none"> ○ problem solving ○ observation ○ dealing with difficult situations ○ organisation. <p>• Attributes:</p> <ul style="list-style-type: none"> ○ empathy ○ patience ○ trustworthiness ○ honesty <p>Values in health and social care</p> <ul style="list-style-type: none"> • Key aspects of a review: <ul style="list-style-type: none"> ○ 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. ○ 	<ul style="list-style-type: none"> ○ resting heart rate (pulse) – normal range 60 to 100 bpm ○ heart rate (pulse) recovery after exercise – the heart's ability to return to normal levels after physical activity is a good indicator of fitness ○ blood pressure – low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high between 120/80mmHg and 140/90mmHg, high blood pressure 140/90mmHg or higher ○ body mass index (BMI) – underweight below 18.5 kg/m², healthy weight between 18.5 kg/m² and 24.9 kg/m², overweight between 25 kg/m² and 29.9 kg/m², obese between 30 kg/m² and 39.9 kg/m², severely obese 40 kg/m² or above. <ul style="list-style-type: none"> • The potential significance of abnormal readings: <ul style="list-style-type: none"> ○ impact on current physical health (short-term risks) ○ potential risks to physical health (long-term risks). <p>Lifestyle indicators (w lifestyle choices determine physical health)</p> <ul style="list-style-type: none"> • Interpretation of lifestyle data according to published guidelines: <ul style="list-style-type: none"> ○ nutrition – the Eatwell Guide ○ physical activity – UK Chief Medical Officers' Physical Activity Guidelines ○ smoking – UK Chief Medical Officers' Smoking Guidelines ○ alcohol – UK Chief Medical Officers' Alcohol Guidelines ○ substance misuse. <p>Person-centred approach to improving health and wellbeing</p> <p>Person-centred approach</p> <p>Health and wellbeing improvement plans</p> <ul style="list-style-type: none"> • The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances. • Information to be included in plan: <ul style="list-style-type: none"> ○ recommended actions to improve health and wellbeing ○ short-term (less than six months) and long-term targets ○ appropriate sources of support (formal and/or informal). <p>Obstacles to implementing plans</p> <ul style="list-style-type: none"> • Potential obstacles: <ul style="list-style-type: none"> ○ 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 ○ other factors specific to individual – ability/disability, addiction 	
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<p>Procedural <i>What should they be able to do?</i></p>	<p>Coursework completion (Component 2)</p> <p>During this half term students will undertake coursework activities that contribute to 30% of their final grade.</p> <p><i>These activities will be outlined by an exam release and should take approximately 36 guided learning hours to complete (including teaching).</i></p> <p>Prior knowledge from lessons in Year 10 will support the declarative knowledge that students will be expected to know in order to perform coursework tasks:</p> <ul style="list-style-type: none"> • How health care services work together to meet the needs of an individual • How social care services meet the needs of an individual • How social care services meet the needs of an individual • How health care professionals demonstrate the skills, attributes and values when delivering care to an individual 	<p>The assignment for this component consists of two main sections.</p> <p>Section A</p> <ul style="list-style-type: none"> • Carry out a review into health and social care services available in their area. • Research and present information about suitable services, assessing how well the services meet their needs. • 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. <p>Section B</p> <ul style="list-style-type: none"> • Demonstrate care values in one or more simulated or real situations • Demonstrate each care value listed in the Teaching content. • Review own practice: <ul style="list-style-type: none"> ○ firstly, review how well you did ○ then respond to feedback received from the teacher and/or service users, making suggestions for improvement. 	<ul style="list-style-type: none"> ○ barriers to accessing identified services. <p>As this element of the course is examined, and linked to a synoptic assessment, students should be able to apply their knowledge and understanding to a given context/scenario.</p> <ul style="list-style-type: none"> • AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing • AO2 Interpret health indicators • AO3 Design a person-centred health and wellbeing improvement plan • AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans <p>This will focus analysis, evaluation and recommendations being made on the following areas:</p> <ul style="list-style-type: none"> • Be able to define health and wellbeing • Identify physical factors that can impact on health and wellbeing (including health conditions) • Identify how lifestyle factors that can have positive or negative effects on health and wellbeing • Identify how social factors that can have positive or negative effects on health and wellbeing • Identify how cultural factors that can have positive or negative effects on health and wellbeing • Identify how economic factors that can have positive or negative effects on health and wellbeing • Identify how environmental factors that can have positive or negative effects on health and wellbeing • Identify the impact on physical, intellectual, emotional, and social health and wellbeing of different types of life event • Be able to identify and describe the impact of Physiological indicators (physiological indicators are used to measure health) including; <ul style="list-style-type: none"> ○ Pulse ○ Heart rate ○ Blood pressure ○ Body Mass Index • Be able to analyse the potential significance of abnormal readings: • Describe the impact on current physical health (short-term risks) • Highlight potential risks to physical health (long-term risks). • Be able to identify and describe Lifestyle indicators (lifestyle choices determine physical health) 	
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	<ul style="list-style-type: none"> How health care professionals demonstrate the skills, attributes and values when delivering care to an individual 		<ul style="list-style-type: none"> Use the following guidelines to prepare advice and feedback; <ul style="list-style-type: none"> nutrition – the Eatwell Guide physical activity – UK Chief Medical Officers’ Physical Activity Guidelines smoking – UK Chief Medical Officers’ Smoking Guidelines alcohol – UK Chief Medical Officers’ Alcohol Guidelines Be able to identify and describe the ways in which a person-centred approach considers an individual’s: needs, wishes and circumstances. Consider the importance of a person-centred approach for individuals: <ul style="list-style-type: none"> making them more comfortable confident with recommendations personalised needs are met, increases support improves independence more likely to follow action plans, motivated happier Consider the importance of a person-centred approach for health and social care workers and services: <ul style="list-style-type: none"> Job satisfaction Time saving Money saving Reduction in complaints Be able to make recommendations and actions to improve health and wellbeing To identify support available when following recommendations to improve health and wellbeing Be aware of barriers and obstacles to recommendations including; <ul style="list-style-type: none"> physical barriers barriers to people with sensory disability barriers to people with different social and cultural backgrounds barriers to people that speak English as an additional language or those who have language or speech impairments geographical barriers resource barriers for service provider financial barriers. 			
Disciplinary Literacy (Tier 3 Vocab)	Tier 3 Disciplinary literacy linked to the unit of study: <ul style="list-style-type: none"> Arthritis Cardiovascular Respiratory Primary, secondary, tertiary Multidisciplinary 	Tier 3 Disciplinary literacy linked to assessments: <ul style="list-style-type: none"> Limited Adequate Good Comprehensive Detailed Specific 	Tier 3 Disciplinary literacy linked to the unit of study: <ul style="list-style-type: none"> Health and wellbeing Physical Anxiety Impairments Substance Inclusion/Exclusion 	Tier 3 Disciplinary literacy linked to the unit of study: <ul style="list-style-type: none"> Physiological Data Pulse Blood pressure Body mass index (BMI) Abnormal 	Tier 3 Disciplinary literacy linked to the unit of study: <ul style="list-style-type: none"> Preferences Circumstances Person-centred approach Vulnerable Independence 	

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	<ul style="list-style-type: none"> • Domiciliary • Barrier • Attributes • Dignity 	<ul style="list-style-type: none"> • Well-developed • Fully accurate • Reasoning 	<ul style="list-style-type: none"> • Discrimination • gender identity • sexual orientation • financial resources 	<ul style="list-style-type: none"> • Nutrition 	<ul style="list-style-type: none"> • Recommendations • Job Satisfaction 	
			<p><i>Tier 3 Disciplinary literacy linked to assessments:</i></p> <ul style="list-style-type: none"> • Assess • Complete • Describe & Explain • Give • Identify • Match • State 			
Assessment	<p>Progress Testing 1: Coursework completion (internally assessed for exam board – 30% of final grade) Total Marks Available = 60</p> <p>Students will complete an exam board released task that supports their coursework unit for Component 2. <i>These are published by the exam board and run to a time window so submission will need to be timely ready for grades to be sent to the exam board.</i></p>	<p>EXTERNAL EXAM Students will complete their <u>first</u> attempt at the external examination set by Pearson’s. This will assess the following assessment objectives:</p> <ul style="list-style-type: none"> • AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing • AO2 Interpret health indicators • AO3 Design a person-centred health and wellbeing improvement plan • AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans 	<p>Key assessed piece Students will have focused assessment practice during this half term. Students’ assessment tasks will;</p> <ul style="list-style-type: none"> • Support progress and development for external assessment tasks. 	<p>EXTERNAL EXAM (2) Students will complete their <u>second</u> attempt at the external examination set by Pearson’s. This will assess the following assessment objectives:</p> <ul style="list-style-type: none"> • AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing • AO2 Interpret health indicators • AO3 Design a person-centred health and wellbeing improvement plan • AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans 		