



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

HEALTH AND SOCIAL CARE

INTENT

This course helps to develop students' knowledge and skills for the biggest employment sector in the UK. About 3 million people in the UK work in health and social care. Demand for both health and social care is likely to continue to rise, so it is sure to continue to play a key role in UK society, and the demand for people to fill these vital jobs will increase.

BTECs are vocational qualifications designed to help your learners succeed. Students develop knowledge and understanding through applying their learning to work-related contexts and gain the skills they need for further study and employment. The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.



YEAR GROUP

YEAR 10

RATIONAL / NARRATIVE

This course gives students the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major life- changing events like marriage or parenthood. Students will learn how people adapt to these changes as well as the types of support available to help them.

Students will also learn about the different health and social care services, and about ‘care values’ and their importance in making sure that the people who use these services get the care they need. Students will demonstrate these care values practically. They will develop knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people’s health and wellbeing.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Human Lifespan Development

Students will learn:

A.1 The physical, intellectual, emotional and social development of Infants

A.1 The physical, intellectual, emotional and social development of children

A.1 The physical, intellectual, emotional and social development of adolescence

A.1 The physical, intellectual, emotional and social development of early, middle and late adulthood

Human Lifespan Development

Students will learn:

A.2 physical factors affecting development

A.2 lifestyle choices affecting development

A.2 Emotional/psychological factors affecting development

A.2 Cultural and social factors affecting development

A.2 Environmental factors affecting development

A.2 Economical factors affecting development

Human Lifespan Development

Students will learn:

B.1 how accident/injury, physical illness, mental and emotional health can impact development

B.1 How relationship change can impact development

B.1 how life circumstances that can impact development

B.2 The sources of support that can help

Component 1 assignment

Students will apply their knowledge and understanding of Component 1.

They will complete 4 set tasks from Pearsons which will be internally assessed.

STUDENTS MUST BE IN SCHOOL - CONTROLLED CONDITIONS

Health and Social Care Services and Values (Component 2)

Students will learn:

A.1 The seven Health conditions

A.1 The healthcare services

A.2 Social Care services

A.3 The barriers to accessing services including – physical barriers, sensory barriers, social and cultural barriers, geographical barriers, intellectual barriers, and financial barriers

Health and Social Care Services and Values

Students will learn:

B1 Skills and attributes in health and social care

B2 values in health and social care; The nursing 6 Cs

B3 The obstacles individuals requiring care may face

B4 The benefits to individuals of the skills, attributes and values in health and social care practice; service users rights

SKILLS

- Learn how to apply the PEE technique

- Extended writing
- Note taking

- research information online

- Extended writing
- Applying the PEE technique

- Communication skills through contact with care providers.

- Define terminology linked to health and social care services



ASSESSMENT

<ul style="list-style-type: none"> Compare development throughout the life stages Define terminology linked to the development of a human across the lifespan 	<ul style="list-style-type: none"> Summarising information from different sources Interpreting data 	<ul style="list-style-type: none"> analysing and interpreting data Linking information across different topics 	<ul style="list-style-type: none"> Referencing Analyse and interpret data 	<ul style="list-style-type: none"> Analysis of case studies, researching and presenting information about suitable services. Define terminology linked to health and social care services 	
---	---	--	---	---	--

Component 1: LA.A
PSA – Assessment starts Component 1 Assignment, 4 tasks
Hand out date - Spring 2, week 1
Hand in date - Spring 2, week 5
Assessment dates - Subject to change

Component 1
 Task 1 – 1.5 hours to complete – A.1 in spec
 Task 2 – 1.5 hours to complete – A.2 in spec
 Task 3a – 1 hour to complete – B.1 in spec
 Task 3b – 2 hours to complete – B.2 in spec

30% of overall grade

Component 2: LA.A
PSA – Assessment starts Component 2 Assignment, 5 tasks
Hand out date - Autumn 1, week 3 (2023)
Hand in date - Autumn 1, week 7 (2023)
Assessment dates - Subject to change

Component 2
 Task 1 – 1 hour to complete – A.1 in spec
 Task 2 – 1 hour to complete – A.2 in spec
 Task 3 – 1 hour to complete – A.3 in spec
 Task 4 – 1.5 hours to complete – B.1 and B.2 in spec
 Task 5 – 1.5 hours to complete - B.3 and B.4 in spec

30% of overall grade

HOME LEARNING

<p>Homework 1 Produce a poster on the growth and development throughout infancy and childhood (A.1)</p> <p>Homework 2 Produce a poster on the growth and development throughout adolescence and early adulthood (A.1)</p> <p>Homework 3 Produce a poster on the growth and development throughout middle and late adulthood (A.1)</p>	<p>Homework 1 Produce a leaflet on the physical and lifestyle factors affecting growth and development (A.2)</p> <p>Homework 2 Produce a leaflet on the emotional and social/cultural factors affecting growth and development (A.2)</p> <p>Homework 3 Produce a leaflet on the environmental and economic factors affecting growth and development (A.2)</p>	<p>Homework 1 Produce a spider diagram on the different types of formal support and how they can help a person deal with different life events (B.2)</p> <p>Homework 2 Produce a spider diagram on the different types of informal support and how they can help a person deal with different life events (B.2)</p> <p>Homework 3 Produce a spider diagram on the different types of voluntary support and how they can help a</p>	<p>Homework 1 Revision component 1 A.1, A.2, B.1 and B.2</p> <p>Homework 2 Revision component 1 A.1, A.2, B.1 and B.2</p> <p>Homework 3 Revision component 1 A.1, A.2, B.1 and B.2</p>	<p>Homework 1 Create a PowerPoint presentation on the seven healthcare conditions (A.1)</p> <p>Homework 2 Create a PowerPoint presentation on the health and social care services (A.1 and A.2)</p> <p>Homework 3 Create a PowerPoint presentation on the barriers to accessing health and social care services (A.3)</p>	<p>Homework 1 Research the skills and attributes in health and social care (B.1)</p> <p>Homework 2 Research the obstacles individuals requiring care may face</p> <p>Homework 3 benefits to individuals of the skills, attributes and values in health and social care practice; service users rights</p>
--	--	---	---	--	--



**READING,
WRITING, TALK,
NUMERACY**

**TIER 2
VOCABULARY**

**TIER 3
VOCABULARY**

**PSPSMC, BRITISH
VALUES AND
DIVERSITY**

		person deal with different life events (B.2)			
<p>Books Baker.B., Burgess.C., & Haworth, E. <i>BTEC Tech Award Health and Social Care</i> (2017), Pearson Education Limited, ISBN: 9781292200927</p> <p>Journals <i>Community Care.</i> <i>Nursing Times.</i></p> <p>Websites https://www.citizensadvice.org.uk www.communitycare.co.uk/2010/09/20/what-is-the-role-of-social-workers</p>					
<ul style="list-style-type: none"> • Explain • Apply <p>Suggest</p>	<ul style="list-style-type: none"> • Investigate • Analyze <p>Example</p>	<ul style="list-style-type: none"> • Recognize • Justify 	<ul style="list-style-type: none"> • Explanation • Conclude <p>Detail</p>	<ul style="list-style-type: none"> • Critical • Compare <p>Evaluate</p>	<ul style="list-style-type: none"> • Elaborate • Extend • Conclusion
<ul style="list-style-type: none"> • Contentment • Emotional • Identity • Intellectual 	<ul style="list-style-type: none"> • Menopause • Self-image • Self-esteem • Self-respect 	<ul style="list-style-type: none"> • Burnout • Gender role • Genetic inheritance 	<ul style="list-style-type: none"> • Expected • Unexpected • Formal support • Informal support 	<ul style="list-style-type: none"> • Acute • Adapt • Bereavement • Chronic 	<ul style="list-style-type: none"> • Confidentiality • Dignity • Empathy • Tertiary care
<p>Social education in Health & Social Care involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They will learn to respect and understand the differences in human needs that occur in these cultures and societies. Throughout Health & Social Care students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team.</p> <p>Moral education in Health & Social Care involves students discussing values, attitudes and beliefs relating to a range of ethical and social issues. Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this. They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings.</p> <p>Spiritual education in Health & Social Care involves students having the opportunity to consider and discuss questions relating to all aspects of their own development and the development of those they may care for in the future. Students are encouraged to apply their own beliefs to a range of psychological and sociological issues and debates. They are encouraged to hear other students' opinions to develop a range of balanced viewpoints through assessed discursive activities. Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.</p> <p>Cultural education in Health & Social care involves students studying patients' needs across different cultures. Students will develop their understanding of and respect for the different needs people have and the effect it may have on their health and wellbeing.</p> <p>Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this.</p> <ul style="list-style-type: none"> • They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings. • Students understand the principles underpinning health education and related models of behaviour change. • This will enable them to apply these principles to the design and implementation of a small health education campaign. • Considering a range of ethical issues including ethical issues when delivering health Promotion campaigns to young audiences and overcoming these issues in real world scenarios. • In HSC students consider a range of cultures and faiths and how these may impact their health behaviours and access to health and social care services. 					



Students are taught that different people hold different views about right and wrong but should always comply with the fundamental British law of this country, particularly when studying relevant HSC legislation and codes of practice. Students are encouraged to develop mutual respect and tolerance of those with different faiths and beliefs.