


SUBJECT: BTEC Tech Award in Health and Social Care

Year Group:	YEAR 11						
Rationale:	The Pearson BTEC Level 1/2 Tech award in Health and Social Care, is for learners who want to acquire technical knowledge and technical skills through vocational contexts as part of their Key stage 4 learning. The qualification recognizes the value of learning skills, knowledge and vocational attributes to complement GCSE's. The qualification will broaden the learner's sector-specific knowledge and skills in a practical learning environment. The main focus will be on the 4 following areas: interpreting data to access a person's health, effective ways of working in health and social care, care values that are vitally important to each sector and knowledge that underpins effective use of skills, process and attitudes in the sector e.g. human growth and development. Year 11 is used to complete component 2 of the qualification, Human Lifespan Development, as well as aspects of component 3: Health and Wellbeing. All three components give learners the opportunity to develop broad knowledge and understanding of health and social care at levels 1 and 2.						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
Topic/Unit	COMPONENT 3 Learning Aim C 'Person-centred health and wellbeing improvement plans'	COMPONENT 2 Learning Aim B 'Demonstrate care values and review own practice'		COMPONENT 1 Learning Aim B 'Investigate how individuals deal with life events'			
Knowledge	Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach. Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.	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: - empowering and promoting independence - respect for the individual - maintaining confidentiality - effective communication - safeguarding and duty of care - promoting anti-discriminatory practice	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	Learners will investigate how individuals deal with life events. Learners will explore the different events that can impact on people's PIES development. - Physical events, to include accident /injury, ill health. - Relationships changes to include (entering into relationships, marriage, divorce, parenthood, bereavement) - Life circumstances to include (moving house, school, job, exclusion from education, redundancy)	Learner will explore how individuals can adapt or be supported through changes caused by life events. - Considering how people adapt to these changes - Sources of support Family, friends, and partners - Professional careers and services - Community groups, voluntary and faith-based organisations. - Types of support - Practical help, e.g. financial assistance, childcare, transport.		
Skills	Students will be able to: <ul style="list-style-type: none"> • Create a plan for the case study including long term and short-term goals. • Identify obstacles which may stop case study from meeting goals. 	Students will be able to: <ul style="list-style-type: none"> • Understand and demonstrate the care values independently in a health or social care context • Describe positive and negative aspects of own demonstration of the care values and comment on aspects of feedback. • Work collectively as a team to show skills through role play. 		Students will be able to: <ul style="list-style-type: none"> • Identify, select, and break down key information. • Define terminology linked to how individuals deal with life events. • Assessment of an individual's life event • Empathise with an individual and the effect the life event has on an individual. • Learn how to structure an interview and analyse support frameworks. 			



<p>Assess-ments</p>	<p>COMPONENT 3 A & B External assessment 40% of overall BTEC grade 60 marks</p> <p>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.</p> <p>A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is two hours and will be taken like a GCSE exam.</p>	<p>COMPONENT 2 B Internal assessment 15% of overall BTEC grade</p> <p>Students will be introduced to the assignment for component 2:</p> <p>Learning Aim B task: Students will be given the opportunity to demonstrate care values in one or more simulated or real situations (one situation may not provide sufficient opportunities for learners to demonstrate all of the care values, in which case additional situations could be used).</p> <p>The situation(s) could relate to health or social care.</p> <p>Students will then review their own performance by writing a report using teacher feedback via observation forms.</p>	<p>COMPONENT 1 B Internal assessment 15% of overall BTEC grade</p> <p>Students will be introduced to the assignment for Learning aim B:</p> <p>Students will be assessed on different elements of the component throughout the term through the production of a presentation and supporting materials. Students will then explain how the two individuals adapted to a life event in their report.</p> <p>Learning Aim B task: Students will begin their presentation by composing interview questions to explain the impact of a life event on two individuals. Students assess the life event and the similarities and differences between the two individuals. Students will then explain how the two individuals adapted to a life event in their presentation. To conclude the component students will assess the value of support in the individual's adaptation to the life event.</p>	
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