



**SUBJECT: BTEC TECH AWARD IN HEALTH & SOCIAL CARE**

Year Group	<b>YEAR 10</b>					
<b>Rationale</b>	<p>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.</p> <p>Year 10 is used to complete component 1 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.</p>					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic/Unit</b>	<b>COMPONENT 1 Learning Aim A</b> 'Understand human growth and development across life stages and the factors that affect it'		<b>COMPONENT 2 Learning Aim A</b> 'Understand the different types of health and social care services and barriers to accessing them'		<b>COMPONENT 3 Learning Aim A</b> 'Factors affecting health and wellbeing'	<b>COMPONENT 3 Learning Aim B</b> 'Interpreting health indicators'
<b>Knowledge</b>	Learners will explore different aspects of growth and development across the life stages linking to PIES (physical, intellectual, emotional, and social) They will study the following life stages - Infancy - Early childhood - Adolescence - Early adulthood - Middle adulthood - Later adulthood	Learners will explore the different factors that can affect an individual's growth and development, these include: - Physical factors (genetic inheritance, illness and disease, diet and lifestyle choice and appearance) - Social and Cultural factors (culture, education, role models, social isolation, personal relationships) - Economic factors (income, material possessions)	Learners will explore the health and social care services that are available and why individuals may need to use them. Different health care services and how they meet service user needs: -Primary care, -Secondary and Tertiary care -Allied health professionals Different social care services and how they meet service user needs: -Services for children and young people -Services for adults or children with specific needs - Services for older adults -The role of informal social care provided by relatives, friends and neighbours	Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome. Types of barrier and how they can be overcome by the service providers or users: -Physical barriers -Sensory barriers -Social, cultural and psychological barriers - Language barriers -Geographical barriers -Intellectual barriers - Resource barriers for service provider - Financial barriers	Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. The key focuses on health and wellbeing are: -Physical and lifestyle factors including genetic inheritance, ill health, diet and exercise, substance use and personal hygiene. -Social and emotional factors including relationships, stress, and willingness to seek help. -Economic factors - Environmental factors.	Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. This includes -pulse rate -blood pressure -peak flow -BMI Learners will interpret lifestyle data in relation to risks posed to physical health. Interpretation of lifestyle data, specifically risks to physical health associated with smoking, alcohol consumption, inactive lifestyles.
<b>Skills</b>	Students will be able to: • Identify, select and break down key information.		Students will be able to: • Communication skills through contact with care providers. • Analysis of case studies, researching and presenting		Students will be able to: • Demonstrate knowledge and understanding of the factors that affect health and wellbeing both in a positive and negative way.	



	<ul style="list-style-type: none"> <li>Define terminology linked to the development of a human across the lifespan</li> <li>Reflection and Analysis of an individual.</li> <li>Empathise with an individual and the factors that inhibit development</li> <li>Learn how to structure a written report that addressed assessment criteria fluidly.</li> </ul>	<p>information about suitable services.</p> <ul style="list-style-type: none"> <li>Define terminology linked to health and social care services</li> </ul> <p>Written report skills</p>	<ul style="list-style-type: none"> <li>Demonstrate the ability to interpret lifestyle and physiological data.</li> </ul>
<p><b>Assess-ments</b></p>	<p><b>COMPONENT 1 A</b> <b>Internal assessment</b> 15% of overall BTEC grade</p> <p>Students will be introduced to the assignment for Learning aim A:</p> <p>Students will be assessed on different elements of the component throughout the term through the production of a written report to illustrate how people change over different life stages. Students must then identify the factors that affect development of their chosen individual across the 3 life stages linking to physical, social/cultural, and economic factors</p> <p><b>Learning aim A task:</b> Students will begin their report by identifying their chosen case study and select 3 life stages describing PIES for each life stage. To conclude the component students must assess how the impact of factors has changed over different life stages with examples and comparisons.</p>	<p><b>COMPONENT 2 A</b> <b>Internal assessment</b> 15% of overall BTEC grade</p> <p>Students will be introduced to the assignment for component 2:</p> <p><b>Learning Aim A task:</b> Students will be assessed on a review of health and social care services</p> <p>Research into Health and Social Care services categorizing into primary, secondary and tertiary providers</p> <p>Students will explain how health and social care services meet the needs of individuals</p> <p>Students will explain how barriers could affect the use of health and social care services.</p> <p>Students will assess the suitability of health and social care services, suggesting how barriers can be overcome</p>	<p><b>COMPONENT 3 A &amp; B</b> <b>External assessment</b> 40% of overall BTEC grade 60 marks</p> <p>The external component builds on knowledge, understanding and skills acquired and developed on Component 1 and 2.</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>Pupils will undertake mock and trial exams using previous exam papers.</p>