



# Curriculum Rationale

# Department of PME

## BTEC Level 2 in Health and Social Care Tech Award

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

## Our Vision/Intent

**‘We make a living by what we get, but we make a life by what we give.’** Winston Churchill

Our BTEC Health and Social Care course helps equip our students with the skills and values to be able to discover the impact of positive and negative human development in our world and how to critically analyse how these factors affect our day to day lives. Health and Social Care enables students to explore academically and practically areas that influence how we develop throughout life stages and in turn raise expectations of how we can live successful and healthy lives now and in our future. If a role supporting other people with a desire to help others improve their quality of life is being considered for the future, a career in Health and Social Care may be one way to achieve this. The Health and Social Care qualification provides our pupils with a powerful insight into the Health and Social Care sector, with the opportunity to explore key themes such as development through the life stages and an understanding of the set of core values used within Health and Social Care. Pupils will be able to develop a range of transferable, technical and practical skills, which will give them the opportunity to implement within realistic settings as part of potential future work placements.

Our Health and Social Care BTEC course creates opportunities for students to draw from real life experiences and case studies to build skills that will be used throughout their lives. These skills encourage students to think outside typical teenage viewpoints and begin to challenge the way they perceive the world we live in. Furthermore by studying human relationships, physical environments and socioeconomic status it may influence how our students develop themselves in the future and impact on the way they conduct themselves and live their lives in society.

Through investigation of health and well-being and how our lifestyle choices effect how healthy we are, students are able to access different resources and external agency advice and guidance that encourages them to talk about areas and raise awareness of signs and symptoms of: abuse, addiction, illness and mental health.

**‘It is health that is the real wealth.’** Ralph Waldo Emerson

As UK Citizens we are privileged to have access to the National Health Service, even more so in recent times, and other supporting services that allow us ensure we live healthy lives. It is vital that our students are aware of how the seven core Care Values within Health care can become transferable skills and values that they can stick to throughout their working lives and when working alongside others and within their families. Through reflective practice of their own actions and performance values can be instilled in pupils that will encourage them and empower them to be well rounded individuals in society with the confidence and adaptability to enable them to pursue their career aspirations and to create, thoughtful and caring individuals who will in turn, pass on these values to others in the future. Thus through adoption of such skills and values a better, more caring and compassionate society can be developed for the future.

The course is designed so that each of the different yet compatible components build on each other throughout the years of study helping pupils grow in confidence. This allows pupils to embed their knowledge and understanding whilst giving opportunities to put into practice what they learn. This conceptual study alongside practical application leads to the acquisition of knowledge, understanding and technical skills through vocational contexts. Coursework tasks are tailored so that students apply their knowledge to real life scenarios or case studies. These activities will develop skills in preparation

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for the synoptic external assessment in Component 3 as well as developing research, application, evaluation and synthesis skills for their future.

Learners can draw upon knowledge and skills from other key stage 4 subjects and use those developed within this course to support progress in others. There is some content and skills overlap with Science, Physical Education and PME.

## The Principles which Underpin our Curriculum

Learning in Health and Social Care ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through Health and social Care enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of children. It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries if they so wish.

A range of teaching and learning styles are employed which include:

- Use of WAGOLLS and WABOLLS
- Discussion
- Provide models and worked examples
- Practise using the new material
- Check for understanding frequently and correct errors
- Provide scaffolds for difficult tasks
- Independent practice
- Begin the lesson with a review of previous learning.
- Present new material in small steps.
- Video/DVD
- Debate
- Group work
- Research
- Games
- Revisit and Review quizzes
- Formative assessment
- Summative assessment
- Simulations
- Case studies
- Use of outside speakers
- High order questioning skills
- Climate building and ground rules
- Agenda setting

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- Working together
- Values clarification
- Consensus building
- Problem solving
- Understanding another point of view
- Reflection, review and evaluation

## The Research behind our Rationale

Various examination boards have been considered to enable our students to be enthused and motivated in their choice of Health and Social Care at Key Stage 4 and it was decided that the most appropriate choice was the Pearson Edexcel BTEC Tech Award in Health and Social Care.

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England and Northern Ireland the opportunity to study one or more vocational areas as part of their curriculum. Pearson have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16. As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts. The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options. The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care (Qualification Number: 603/0395/5), 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 recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them. The BTEC Health and Social Care course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them

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- 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.

This Award complements the learning in GCSE programmes such as GCSE English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context. What can the qualification lead to? Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3.

For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve a study of health and social care post-16 through the study of a Technical Certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead ultimately to employment in the health or social care sector.

## Key Stage Four

Studying Health and Social Care will build confidence and encourage students to achieve their potential academically, in life and in the working world. This course prepares students with the independent study skills required for further and higher education. Studying in a vocational context will broaden horizons and open up career opportunities in one of the largest employment sectors in the U.K. Applying the health and social care values will enable the development of skills to contribute effectively to future relationships and within the community.

This course provides a great starting point for academic and vocational study as well as preparing students for future employment. Our intent is to provide a dynamic, knowledge rich key stage 4 option whilst at the same time developing transferable employability skills to prepare students for any chosen route. The study of care values at the heart of health and social care services supports our students in the development of skills so that they can succeed as educated citizens and contribute to society in a positive way. These include empowerment, independence, respect, tolerance, preserving dignity, communicating effectively, safeguarding effectively and promoting anti-discrimination.

Components 1 and 2 (assessed internally during year 10) are designed to achieve application of the conceptual underpinning needed for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. Content includes understanding and application of human growth and development, how people deal with life events, health and social care services in the local community as well as a practical demonstration of the care values and the ability to reflect on own performance. Component 3 (assessed

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externally during year 11) provides synoptic assessment for the qualification. It builds directly on Components 1 and 2 and enables learning to be brought together to interpret data and assess an individual's health and wellbeing and use this to create a health and wellbeing plan. This task requires students to draw upon and use effectively a range of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

## Year 9

**Component 1: Human lifespan development (Learning Aim A – Understand human growth and development across life stages and the factors that affect it) - Infancy, childhood, early/middle/older adulthood - Physical, intellectual, social, emotional development - Factors that affect development**

**• Main life stages:**

- infants (birth to 2 years)
- early childhood (3–8 years)
- adolescence (9–18 years)
- early adulthood (19–45 years)
- middle adulthood (46–65 years)
- Later adulthood (65+ years).

**• PIES growth and development in the main life stages:**

- physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity
- intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall
- emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image
- social development across the life stages, including the formation of relationships with others and the socialisation process.

**Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.**

**• Physical factors, to include:**

- genetic inheritance or experience of illness and disease
- diet and lifestyle choices
- appearance.

**• Social and cultural factors, to include:**

- culture, e.g. community involvement, religion, gender roles and expectations
- educational experiences
- the influence of role models
- the influence of social isolation

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- personal relationships with friends and family.
- Economic factors, to include: income/wealth and material possessions.

Component 1: Human lifespan development (Learning Aim B – Investigate how individuals deal with life events) - Physical, relationship, life circumstances events - How people react differently to events - Types of support available

**Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.**

- Physical events, to include:
  - accident/injury
  - ill health.
  - Relationship changes, to include:
    - entering into relationships
    - marriage
    - divorce
    - parenthood
    - bereavement.
  - Life circumstances, to include:
    - moving house, school or job
    - exclusion from education
    - redundancy
    - imprisonment
    - retirement.

**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.**

- How individuals adapt to these changes.
- Sources of support: -family, friends, partners , professional carers and services, community groups, voluntary and faith-based organisations.
- Types of support:
  - emotional
  - information and advice
  - practical help, e.g. financial assistance, childcare, transport.

## Year 10

Component 1: Human lifespan development (Learning Aim A – Understand human growth and development across life stages and the factors that affect it) - Infancy, childhood, early/middle/older adulthood - Physical, intellectual, social, emotional development - Factors that affect development (RECAP for coursework )

Component 1: Human lifespan development (Learning Aim B – Investigate how individuals deal with life events) - Physical, relationship, life circumstances events - How people react differently to events - Types of support available (RECAP for coursework )

Course work (LA A): - Outline, explain, compare and assess the changing impact of different factors in the growth and development across three life stages of a selected individual.

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Course work (LA B) - Outline, explain, compare and assess how well two individuals adapted to a life event and the role and value of support.

Component 2: Health and social care services and values (Learning Aim A – Understand the different types of health and social care services and barriers to accessing them) - Primary, secondary, tertiary care - Services available

**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, 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:**

- 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 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.

**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, 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 or 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.

**Learners will explore and practice applying the different care values that are key to the delivery of effective health and social care services.**

• **Care values:**

- 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)
- preserving the dignity of individuals to help them maintain privacy and self-respect
- effective communication that displays empathy and warmth



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- safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm or promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.
- 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.

Coursework (LA A) - Outline, explain, analyse and assess the suitability of health and social care services for individuals, making justified and realistic suggestions for how barriers can be overcome.

Course work (LA B) - Summarise feedback and demonstrate the care values independently, making justified recommendations for improvements.

Component 3: Health and wellbeing (Learning Aim A – Factors that affect health and wellbeing) - Health - Genetics – Environment

### **A1 Factors that affect health and wellbeing**

Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.

- Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.
- Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:
  - genetic inheritance, including inherited conditions and predisposition to other conditions
  - ill health (acute and chronic)
  - diet (balance, quality and amount)
  - amount of exercise

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Component 3: Health and wellbeing (Learning Aim B – Interpreting health indicators) - Health indicators - Pulse rate, blood pressure, peak flow, BMI - Guidelines, abnormal readings - Alcohol and inactivity

Component 3: Health and wellbeing (Learning Aim C – Person-centered health and wellbeing improvement plans) - Person centered care, recommended actions - Targets and support - Obstacles and barriers

Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.

- Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.
- Physical and lifestyle factors that can have positive or negative effects on health and wellbeing:
  - genetic inheritance, including inherited conditions and predisposition to other conditions
  - ill health (acute and chronic)
  - diet (balance, quality and amount)

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- amount of exercise
- substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs o personal hygiene.
- Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:
- 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.
- Economic factors that can have positive or negative effects on health and wellbeing: o financial resources.
- Environmental factors that can have positive or negative effects on health and wellbeing:
- environmental conditions, e.g. levels of pollution, noise o housing, e.g. conditions, location.
- The impact of life events relating to relationship changes and changes in life circumstances.

Component 3: Health and wellbeing (Learning Aim B – Interpreting health indicators) - Health indicators - Pulse rate, blood pressure, peak flow, BMI - Guidelines, abnormal readings - Alcohol and inactivity  
Component 3: Health and wellbeing (Learning Aim C – Person-centered health and wellbeing improvement plans) - Person centred care, recommended actions - Targets and support - Obstacles and barriers

Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.

- • Physiological indicators that are used to measure health: o pulse (resting and recovery rate after exercise) -blood pressure, peak flow, body mass index (BMI).
- • Using published guidance to interpret data relating to these physiological indicators.
- • The potential significance of abnormal readings: risks to physical health.
- Interpretation of lifestyle data, specifically risks to physical health associated with:- Smoking, alcohol consumption, inactive lifestyles.

Component 3: Health and wellbeing (Learning Aim C – Person-centred health and wellbeing improvement plans) - Person centred care, recommended actions - Targets and support - Obstacles and barriers

### **C2 Obstacles to implementing plans Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.**

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-centered approach.

- The importance of a person-centered approach that takes into account an individual's needs, wishes and circumstances.
- Information to be included in plan: -recommended actions to improve health and wellbeing, short-term (less than six months) and long-term targets and appropriate sources of support (formal and/or informal).

Component 3: (Revision for Learning Aims A,B,C) Externally assessed examination (LA ABC)