



# **BTEC (TECH AWARD LEVEL 1/2) HEALTH & SOCIAL CARE CURRICULUM AREA STAFF**

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## **BTEC HEALTH & SOCIAL CARE CURRICULUM INTENT**

The intention of BTEC Health and Social Care is to ensure that each student has the opportunity to understand the wide range of opportunities within the field, preparing students for future employment as well as **providing** them with the knowledge and skills within Health and Social Care that can then be transferred in to a variety of environments. The Health and Social Care

course is a vocational qualification which takes an engaging, practical and inspiring approach to learning and assessment. The course **equips students with a sound, specialist and realistic understanding of how to meet the needs of individuals using services and specialist equipment**, whilst **challenging stereotypes and discrimination**. The study of care values is at the heart of Health and Social Care which **develops skills such as empathy, compassion, commitment, tolerance and empowerment**. This enables our students to become educated citizens and **contributes to society in a positive way**. The curriculum challenges students **to think abstractly, work collaboratively and problem solve** to develop curiosity and the desire for knowledge.

The course is designed so that the units build upon each other as the **students grow in confidence**. This allows the students to embed their knowledge whilst giving opportunities to put into practice what they learn. This ensures they develop their technical skills, which they can they apply to real-life scenarios through case studies and local community contexts.

# BTEC HEALTH & SOCIAL CARE CURRICULUM OVERVIEW

Year 10: BTEC Health and Social Care					
Autumn Term		Spring Term		Summer Term	
Autumn 1 and 2		Spring 1		Summer 1	
<p><b>TOPIC:</b> Component 1 – Human Lifespan development Learning. Aim A – Understand human growth and development across life stages and factors that affect it Aim B - Investigate how individuals deal with life events</p> <p><b>WEEKS: 1 Term</b></p>		<p><b>TOPIC:</b> Learning Aim A - Controlled assessment. Learning Learning Aim, A – Understand the different types of health and social care services and barriers to accessing them.</p> <p><b>WEEKS: 1 Term</b></p>		<p><b>TOPIC:</b> Aim B – Understand the skills, attributes and values required to give care.</p> <p><b>WEEKS: 1 Term</b></p>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> <li>Understand human growth and development across life stages and the factors that affect it</li> <li>Understand how individuals deal with life events</li> </ul>	Produce reports on the impact of life events on different individuals and ways they have adapted with reference to growth and	<ul style="list-style-type: none"> <li>Understand how Health and social care services available they meet the needs of service users.</li> <li>To recognise barriers that can make it difficult to use services and to suggest ways of overcoming the barriers.</li> </ul>	Case study questions  Assignment practice – essays.  Official assignment February/March	<ul style="list-style-type: none"> <li>To know the skills, attributes and values that are required when delivering care</li> </ul>	Case study analysis  <b>END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b>

<b>SKILLS</b>	development (PIES)	<b>SKILLS</b>	<b>WHOLE- SCHOOL ASSESSMENT DATA COLLECTION POINT</b>	<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>• Establish the ideal conditions for PIES development</li> <li>• Evaluate how factors can affect different sections of development</li> <li>• Analyse the impact of relationship changes.</li> <li>• Recognise positive and negative aspects of change.</li> <li>• Explain how character traits can affect the ability to cope.</li> <li>• Explain different types of support and the value of each support</li> <li>• Write descriptions of life events</li> <li>• Conduct first-hand personal interview</li> <li>• Analyse case studies</li> <li>• Produce reports on the impact of life events on different individuals and ways they have adapted with reference to growth and development (PIES)</li> </ul>		<ul style="list-style-type: none"> <li>• Explain key symptoms of common health conditions and be able to explain the effect on an individual's life.</li> <li>• Reflecting on an individual's condition and apply an understanding as to when individuals need primary and/or secondary care and what primary/secondary care offers.</li> <li>• Reflecting on an individual's condition and apply an understanding of what social care, informal care and voluntary care is available.</li> <li>• To understand the different barriers to access and ways to overcome with justification.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the necessary skills, attributes and values in health and social care</li> <li>• Explain how they can be demonstrated</li> <li>• Understand the potential obstacles individuals may have accepting care</li> <li>• Analyse case studies</li> <li>• Evaluate solutions to obstacles</li> </ul>	

<ul style="list-style-type: none"> <li>Analyse differences and similarities on how individual have adapted to a life event</li> <li>Evaluate sources of support given and its impact</li> </ul>					
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## Year 11: BTEC Health and Social Care

Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
<b>Topic:</b> <ul style="list-style-type: none"> <li>Component 2 Assessment practice and official assignment.</li> <li>Component 3A Factors that affect health and wellbeing.</li> <li>Component 3B Interpreting health indicators and C Person-centred health and wellbeing improvement plans</li> </ul>		<b>TOPIC:</b> Person centred approaches to improving health and well-being		<b>TOPIC:</b> Exam preparation and practice	
<b>WEEKS: 1 Term</b>		<b>WEEKS: 1 Term</b>		<b>WEEKS: 1 Term</b>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> <li>Factors that affect health and wellbeing</li> <li>Understand how to interpret health indicators</li> </ul>	Case study analysis	<ul style="list-style-type: none"> <li>Understand what a person - centred approach is</li> <li>Interpret data and give recommendations</li> </ul>	Practice questions	<ul style="list-style-type: none"> <li>Understand how to answer exam style questions by linking knowledge to case studies.</li> </ul>	Recap, revise, examination practice

	Official assignment October / November	<ul style="list-style-type: none"> <li>Know what support service are available</li> <li>Understand barriers and obstacles</li> </ul>	Case study interpretation of data		Individual case study analysis
<b>SKILLS</b>	<b>WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b>	<b>SKILLS</b>	Application of knowledge in short written tasks	<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>Evaluate the impact of health conditions, lifestyle, diet and exercise on health and well-being and knowing the factors.</li> <li>Apply knowledge to problem solve</li> </ul>		<ul style="list-style-type: none"> <li>Assess case study to be able to create recommendations.</li> <li>Create <b>SMART</b> targets</li> </ul>	<b>MOCK EXAM 2</b> <b>WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b>	<ul style="list-style-type: none"> <li>Design health and wellbeing plan</li> <li>Relate plan to individual's needs wishes and circumstances</li> <li>Describe obstacles and suggest ways to overcome</li> </ul>	

# BTEC HEALTH & SOCIAL CARE CURRICULUM SEQUENCING

**Component 1:** is the first taught component as it is the underpinning foundational knowledge to developing an understanding of human health and the factors that influence it. It looks at how people grow and develop holistically (physically, intellectually, emotionally, and socially) over the course of their life, from infancy to old age, and the factors that may affect them such as life events or experience of illness. It also introduces the concept of social care by looking at how people adapt to these changes and who can support them.

**Component 2:** is delivered after Component 1 as it allows learners to relate services for different individuals to growth and development across the life stages, and which services are most relevant to different client groups. Learners study and practically explore health and social care services and how they meet the needs of real service users. They also develop skills in applying care values which are common across the sector. They do this through case studies based around health and social care scenarios.

**Component 3:** Component 3 is an exam, and it builds on the work covered in the previous two components as this is where learners study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing plan. It revisits and builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2. 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. They will design a health and wellbeing improvement plan, service support plan and analyse the barriers and obstacles for individuals to move forward that draws on their knowledge of services and care values and for Component 2.

Components 1 and 2 are assessed internally through course work assignment, whereas Component 3 is an external exam which is suited to a more mature student due to the breadth of knowledge, rigour and expectations required.

# EXAM INFORMATION FOR GSCE QUALIFICATIONS IN THIS SUBJECT AREA

Click each link below to view the full specification:

[Pearson/BTEC tech awards/health and social-care](#)