

Health and Social Care at Norbury High

Overview (KS4)

Pearson BTEC Level 1/2 Tech Award in Health and Social Care

We follow the Pearson BTEC qualifications in health and social care. The level 1/2 Tech Award is accessible to students with a broad range of skills and ability. It is equivalent to GCSE grades 1-9. The qualification consists of three components, two of which are internally assessed by two coursework assignments in each component. The final component is assessed externally by a synoptic examination that is sat in the spring term of year 11 and can be retaken in the summer series in order to improve grades. Although work experience is not a requirement of the course, we encourage students to take up placements in HSC related settings and refer to vocationally relevant settings when doing assignments.

Year 10 Health and Social Care

COMPONENT 1, Assignment 1: Research, learn and write about growth and development through the life stages.

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, the formation of relationships with others and the socialisation process

Factors affecting growth and development: physical, social and cultural, and economic.

Physical factors: genetic inheritance; experience of illness and disease; diet and lifestyle choices; appearance.

Social and cultural factors: culture, e.g. community involvement, religion, gender roles, expectations educational experiences; the influence of role models; the influence of social isolation; personal relationships with friends and family.

Economic factors: income/wealth; material possessions.

COMPONENT 1, Assignment 2: Research, learn and write about life events and how they affect two individuals

- Learners will explore different events that can impact people's physical, intellectual, emotional, social development
- Physical events: accident/injury; ill health
- Relationship changes: entering into relationships; marriage; divorce; parenthood; bereavement
- Life circumstances: moving house, school or job; exclusion from education; redundancy; imprisonment and retirement

Coping with change caused by life events. Learners will explore how individuals can adapt or be supported through changes caused by life events and 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.

COMPONENT 3: Health and Wellbeing, external exam preparation

How factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of factors covered in Component 1:

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; substance use; including alcohol, nicotine, illegal drugs and misuse of prescribed drugs; personal hygiene. Social, emotional and cultural factors: stress, e.g. work-related or willingness to seek help or access services, e.g. influenced by culture, gender, education.

Environmental factors that can have positive or negative effects on health and wellbeing: environmental conditions, e.g. levels of pollution, noise; housing, e.g. conditions, location.

Interpreting health indicators

Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance: pulse (resting and recovery rate after exercise); blood pressure; peak flow; body mass index (BMI). The potential significance of abnormal readings: risks to physical health.

Lifestyle indicators: learners will interpret lifestyle data and risks posed to physical health, specifically risks to physical health associated with: smoking; alcohol consumption; inactive lifestyles.

Person-centred health and wellbeing improvement plans

Learners will explore the features of health and wellbeing improvement plans: the importance of a person-centred 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; appropriate sources of support (formal and/or informal).

Obstacles to implementing plans

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

Potential obstacles: emotional/psychological – lack of motivation, low self-esteem, acceptance of current state; time constraints – work and family commitments; availability of resources – financial, physical, e.g. equipment unachievable targets – unachievable for the individual or unrealistic timescale; lack of support, other factors specific to individual – ability/disability, addiction.

Year 11 Health and Social Care

COMPONENT 2, Assignment 1

Health and social care services

Learners will explore the HSC services available and why individuals may need to use them: 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.

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.

Barriers to accessing services; learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome: physical barriers, e.g. issues getting into and around the facilities; sensory barriers, social, cultural and psychological barriers; language barriers; geographical barriers; intellectual barriers; resource barriers for service provider; financial barriers.

COMPONENT 2, Assignment 2

Demonstrate care values and review own practice

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 by involving individuals, where possible, in making choices; respect for the individual by respecting service users' needs, beliefs and identity; maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately; preserving the dignity of individuals to help them maintain privacy and self-respect; effective communication that displays empathy and warmth; safeguarding and duty of care, promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.

Reviewing application of care values. Learners will reflect on their 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.