

**BTEC L1/2 TECH AWARD in Health and Social Care (2022)**

Key Stage 4		HT1	HT2	HT3	HT4	HT5	HT6
YEAR 10	Paper & content	Component 1 delivery (assessment released Feb for May/June assessment)			Comp 1 assessment & internal marking	Comp 1 assessment & internal marking & moderation	Component 2 delivery
					Component 2 delivery	Component 2 delivery	
	Key content & skills	<b>Learning outcome A: Understand human growth and development across life stages and the factors that affect it</b> <b>A1 Human growth and development across life stages</b> Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.  Life stages and their expected key characteristics in each of the PIES classifications: o infancy (birth to 2 years) o early childhood (3–8 years) o adolescence (9–18 years) o early adulthood (19–45 years) o middle adulthood (46–65 years)	<b>A2 Factors affecting growth and development</b> 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. <ul style="list-style-type: none"> <li>• Physical factors</li> <li>• Lifestyle factors</li> <li>• Emotional factors</li> <li>• Cultural factors</li> <li>• Environmental factors</li> <li>• Economic factors</li> </ul>	<b>B2 Coping with change caused by life events</b> 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. <ul style="list-style-type: none"> <li>• The character traits that influence how individuals cope</li> <li>• The sources of support that can help individuals adapt</li> <li>• The types of support that can help individuals adapt</li> </ul>	<b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b> <b>A1 Healthcare services</b> Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available. <ul style="list-style-type: none"> <li>• Health conditions</li> </ul>	<b>A1 Healthcare services</b> Health services available  <b>A2 Social care services</b> Learners will explore a range of social care needs and how these can be met by the social care services that are available. <ul style="list-style-type: none"> <li>• Social care – help with day-to-day living because of illness, vulnerability or disability.</li> <li>• Social care services</li> <li>• Additional care</li> </ul>	<b>A3 Barriers to accessing services</b> Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome. <ul style="list-style-type: none"> <li>• Definition of barriers: something unique to the health and social care system that prevents an individual to access a service.</li> <li>• Types of barrier and how they can be overcome by the service providers or users</li> </ul>

		o later adulthood (65+ years): – physical:					
	Assessment	<b><u>Assessment for Learning Formal Assessment</u></b>	<b><u>Assessment for Learning Formal Assessment</u></b>	<b><u>Assessment for Learning Formal Assessment</u></b>	<b><u>Assessment for Learning Formal Assessment</u></b>	<b><u>Assessment for Learning Formal Assessment</u></b>	<b><u>Assessment for Learning Formal Assessment</u></b>
		Quizzes & tests	Quizzes & tests	Mock PSA - full	Marking of PSA		
		Mock PSA questions	Mock PSA questions				
YEAR 11	Paper & content	Component 2 delivery (assessment released Oct)	Component 2 assessment & internal marking	Component 2 assessment & internal marking (moderation January)	Revision for Component 3	Component 3 assessment	
	Key skills	<b>Learning outcome B: Understand the skills, attributes and values required to give care B1 Skills and attributes in health and social care Learners will explore the skills and attributes that are required when delivering care.</b> <ul style="list-style-type: none"> <li>• Skills</li> <li>• Attributes</li> </ul> <b>B2 Values in health and social care Learners will explore the values that are required when planning and delivering care.</b> <ul style="list-style-type: none"> <li>• The 6 Cs</li> </ul> <b>B3 The obstacles individuals requiring care may face Learners will explore the personal obstacles that individuals requiring and receiving care may face.</b>	<b>A Factors that affect health and wellbeing A1 Factors affecting 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 human lifespan development including life events, covered in Component 1.</b> Here, however, the focus is on the current health and wellbeing of individuals. <ul style="list-style-type: none"> <li>• Definition of health and wellbeing</li> <li>• Physical factors that can have positive or negative effects on health and wellbeing</li> <li>• Lifestyle factors that can have positive or</li> </ul>	<b>C Person-centred approach to improving health and wellbeing C1 Person-centred approach Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.</b> <ul style="list-style-type: none"> <li>• The ways in which a person-centred approach takes into account an individual's</li> <li>• The importance of a person-centred approach for individuals</li> <li>• The benefits of a person-centred approach for health and social care workers and services</li> </ul> <b>C2 Recommendations and actions to improve</b>	Question-based revision. Focus based on student performance in full mock paper.		

		<ul style="list-style-type: none"> <li>● Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.</li> <li>● Potential obstacles and their impact on the individual</li> </ul> <p><b>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</b> Learners will explore how skills, attributes and values benefit individuals when receiving care.</p>	<ul style="list-style-type: none"> <li>negative effects on health and wellbeing</li> <li>● Social factors that can have positive or negative effects on health and wellbeing</li> <li>● Cultural factors that can have positive or negative effects on health and wellbeing:</li> <li>● Economic factors that can have positive or negative effects on health and wellbeing:</li> <li>● Environmental factors that can have positive or negative effects on health and wellbeing</li> <li>● The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event</li> </ul> <p><b>B Interpreting health indicators B1</b> Physiological indicators Learners will explore how physiological indicators are used to measure health.</p> <ul style="list-style-type: none"> <li>● Interpretation of physiological data according to published</li> <li>● The potential significance of abnormal readings</li> </ul> <p><b>B2 Lifestyle indicators</b> <b>Learners will explore how lifestyle choices</b></p>	<p><b>health and wellbeing</b> <b>Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this.</b> <i>This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care.</i></p> <ul style="list-style-type: none"> <li>● Established recommendations for helping to improve health and wellbeing</li> <li>● Support available when following recommendations to improve health and wellbeing</li> <li>● Definition of barriers: something unique to the health and social care system that prevents an individual accessing a service.</li> <li>● Potential barriers as appropriate to the individual and the recommendation: o physical barriers o barriers to people with sensory</li> </ul>			
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			<b>determine physical health.</b> <ul style="list-style-type: none"><li>● Interpretation of lifestyle data according to published guidelines</li></ul>	disability o barriers to people with different social and cultural backgrounds o barriers to people that speak English as an additional language or those who have language or speech impairments o geographical barriers o resource barriers for service provider o financial barriers. ● Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. ● Potential obstacles as appropriate to the individual and the recommendation			
	Assessment	<b><u>Assessment for Learning Formal Assessment</u></b>	<b><u>Assessment for Learning Formal Assessment</u></b>	<b><u>Assessment for Learning Formal Assessment</u></b>	<b><u>Assessment for Learning Formal Assessment</u></b>		
		Quizzes & tests	Quizzes & tests	Quizzes & tests	Mock exam questions and papers		
		Mock exam questions	Mock exam questions	Mock exam questions & full paper			