



SUBJECT & QUALIFICATION: Health and Social Care

Why is the study of Health and Social Care important?

About 3 million people work in health and social care. Social care employees, such as care assistants and social workers work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health.

In 2019/20, the adult social care sector contributed approximately £41.2 billion a year to the UK economy. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. In 2019, it was estimated that by 2035 approximately 2.17 million health and social care job vacancies will need to be filled. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

You will develop key skills, such as research, report drafting and writing skills and project management. The qualification is 120 GLH, which is the same size and level as a GCSE and is aimed at everyone who wants to find out more about Health and Social Care.

You will study the following three mandatory components, covering the underpinning knowledge and practical skills required to work in Health and Social Care:

- 1 Human Lifespan Development
- 2 Health and Social Care Services and Values
- 3 Health and Wellbeing

How does your study of Health and Social Care support your study in other subjects?

This qualification is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It can be complementary learning for a wide range of subjects. You can take this qualification alongside GCSEs in EBacc subjects, English and other languages, as well as two non-core GCSEs and or other Key Stage 4 vocational qualifications.



How are you assessed during Key Stage 4 in Health and Social Care?

The three components in the qualification give you the opportunity to develop broad knowledge and understanding of health and social care at Levels 1 and 2. All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH.

Internal assessment Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to allow the application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of applied knowledge and understanding of human growth and development across life stages and the factors that affect this, and how individuals deal with life events
- the development of applied knowledge and understanding of different types health and social care services and barriers to accessing them, and the skills, attributes and values required to give care

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

There is one external assessment, Component 3. It provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation. Component 3: Health and Wellbeing requires students to study the factors that affect health and wellbeing, learn about physiological and lifestyle indicators, and person-centred approaches to make recommendations and actions to improve health and wellbeing. Component 3 takes the form of an external assessment taken under supervised conditions, which is then marked and a grade awarded by the exam board. Learners are permitted to resit the external assessment during their programme by taking a new assessment. However, as this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. The external assessment comprises 40 per cent of the total grade. This component will be delivered and assessed towards the end of the course.



How can Health and Social Care support your future?

Study of the qualification as part of Key Stage 4 learning will help you to make more informed choices for further learning, either generally or in this sector. The choices that you can make post-16 will depend on your overall level of attainment and their performance in the qualification.

Students 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 you to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

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

You may wish to build on an interest in human growth and development but take it in a different direction (at either Level 2 or Level 3) by studying for qualifications in Early Years education.



CURRICULUM PATHWAY FOR Key Stage 4 Health & Social Care

All students will participate weekly in 2 hours of lessons and will be provided with an effort grade during the 6 assessment windows.

Those students opting for an exam subject within Health and Social Care will be assessed through the criteria outlined below.

Unit description	Content	Content detail
<p>How does the course work?</p> <p>Component 1 – Human Lifespan Development</p> <p>In this unit you will :</p> <p>A Understand human growth and development across life stages and the factors that affect it</p> <p>B Investigate how individuals deal with life events</p>	<p>Internally assessed Mandatory component = 30% of the total course:</p> <p>In this component, students will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them.</p> <p>An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and students will learn about how people adapt to these changes, as well as the types and</p>	<p>A1 Human growth and development across life stages</p> <p>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).</p> <p>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.</p> <p>A2 Factors affecting growth and development</p> <p>Physical factors, to include: inherited conditions, experience of illness and disease, diet and lifestyle choices, appearance. Social and cultural factors, to include: culture, e.g. community participation, religion, gender roles and expectations, gender identity, sexual orientation, race, supportive and unsupportive relationships, social inclusion and exclusion, bullying and discrimination. Economic factors, to include: employment situation and financial resources.</p>



OPEN ELEMENT SUBJECT OVERVIEW

<p>Component 2 – Health and Social Care Services and Values</p> <p>In this unit you will :</p> <p>A Understand the different types of health and social care services and</p>	<p>sources of support that can help them.</p> <p>Students will develop transferable skills, such as written communication skills, which will support progression to Level 2 or 3 vocational or academic qualifications.</p> <p>Internally assessed Mandatory component = 30% of the total course:</p> <p>Providing good health and social care</p>	<p>Lifestyle factors, to include: nutrition, physical activity, smoking, alcohol and substance misuse.</p> <p>Emotional factors, to include: fear, anxiety, worry, sadness, bereavement, contentment, security and attachment.</p> <p>Environment factors, to include: housing needs, conditions, location, home environment and exposure to pollution.</p> <p>B1 Different types of life event Life events</p> <p>Health and wellbeing, to include: accident/injury, physical illness, mental and emotional health and wellbeing.</p> <p>Relationship changes, to include: entering into relationships, marriage, civil partnership, long-term relationship, divorce, separation for non-married couples, parenthood and bereavement.</p> <p>Life circumstances, to include: moving house, school or job, exclusion from education, redundancy, imprisonment, changes to standards of living and retirement.</p> <p>B2 Coping with change caused by life events</p> <p>The character traits that influence how individuals cope: resilience, self-esteem, emotional intelligence, disposition – a person's character traits, e.g. positive, negative.</p> <p>The sources of support that can help individuals adapt: family, friends, neighbours, partners, professional carers and services, community groups, voluntary and faith-based organisations, multi-agency working, e.g. social services working with mental health trust, children's services working with the justice system and multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist.</p> <p>The types of support that can help individuals adapt: emotional support, information, advice, endorsed apps, practical help – financial assistance, support with childcare and domestic chores, transport.</p> <p>A1 Healthcare services</p> <p>Health conditions: arthritis, cardiovascular conditions – coronary heart disease, cerebral vascular accident, diabetes (type 2), dementia, obesity, respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD) and additional needs – sensory impairments, physical impairments, learning disability.</p>
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<p>barriers to accessing them</p> <p>B Understand the skills, attributes and values required to give care</p>	<p>services is important and service providers need to have the appropriate skills, attributes and values to meet the needs of service users. These skills, attributes and values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.</p> <p>This component will give you an understanding of health and social care services and will help you to understand the skills, attributes and values that are common across the sector.</p>	<p>Health services available: primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments, secondary care – specialist medical care to include rheumatology, respiratory, medicine, cardiology, endocrinology, tertiary care – specialist medical care to include oncology, transplant services, allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics, multidisciplinary team working – how services work together, including referrals between services.</p> <p>A2 Social care services</p> <p>Social care services: services for children and young people – foster care, residential care, youth work, services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care and services for older adults – residential care, domiciliary care.</p> <p>Additional care: informal care – given by relatives, friends, neighbours, partners and voluntary care – community groups and faith-based organisations, charities.</p> <p>A3 Barriers to accessing services</p> <p>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 and cultural 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, 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, text barriers to people with learning disabilities.</p> <p>B1 Skills and attributes in health and social care</p> <p>Skills: problem solving, observation, dealing with difficult situations and organisation.</p> <p>Attributes: empathy, patience, trustworthiness and honesty.</p>
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<p>Component 3 – Health and Wellbeing</p> <p>In this unit you will :</p> <p>AO1 Knowledge of health and wellbeing</p> <p>AO2 Understanding of health and wellbeing</p> <p>AO3 Apply knowledge and understanding of health and wellbeing</p> <p>AO4 Analyse and evaluate knowledge and understanding of health and wellbeing</p>	<p>Externally assessed Mandatory component = 40% of the total course:</p> <p>In this component students will:</p> <p>AO1 Demonstrate knowledge of health and wellbeing</p> <p>AO2 Demonstrate understanding of health and wellbeing</p> <p>AO3 Apply knowledge and understanding of health and wellbeing</p> <p>AO4 Analyse and evaluate knowledge and understanding of health and wellbeing</p>	<p>B2 Values in health and social care</p> <p>The 6 Cs: care, compassion, competence, communication, courage and commitment.</p> <p>B3 The obstacles individuals requiring care may face</p> <p>Potential obstacles and their impact on the individual:</p> <p>emotional/psychological – lack of motivation, low self-esteem, acceptance of</p> <p>current state, anxiety, stress, time constraints – work and family commitments, availability of resources – financial, equipment, amenities, unachievable targets – unachievable for the individual or unrealistic timescale, lack of support – from family and friends and other factors specific to individual – ability/disability, health conditions, addiction.</p> <p>A Factors that affect health and wellbeing</p> <p>AI Factors affecting health and wellbeing</p> <p>Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</p> <p>Physical factors that can have positive or negative effects on health and wellbeing: inherited conditions – sickle cell disease, cystic fibrosis, physical ill health – cardiovascular disease, obesity, type 2 diabetes, mental ill health – anxiety, stress, physical abilities and sensory impairments.</p> <p>Lifestyle factors that can have positive or negative effects on health and wellbeing: nutrition, physical activity, smoking, alcohol and substance misuse.</p> <p>Social factors that can have positive or negative effects on health and wellbeing: supportive and unsupportive relationships with others – friends, family, peers and colleagues, social inclusion and exclusion, bullying and discrimination.</p> <p>Cultural factors that can have positive or negative effects on health and wellbeing: religion, gender roles and expectations, gender identity, sexual orientation and community participation.</p> <p>Economic factors that can have positive or negative effects on health and</p>
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wellbeing: employment situation and financial resources – income, inheritance, savings.

Environmental factors that can have positive or negative effects on health

and wellbeing: housing needs, conditions, location, home environment – living with a high level of parental conflict, experiences of abuse and neglect

and exposure to pollution – air, noise and light.

The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event: physical events, relationship changes

and life circumstances.

B Interpreting health indicators

B1 Physiological indicators

Physiological indicators that are used to measure health: 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.

B2 Lifestyle indicators

Interpretation of lifestyle data, specifically risks to physical health associated with: smoking, alcohol consumption, inactive lifestyles.

C Person-centred approach to improving health and wellbeing

CI 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 the 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). The benefits of a person centred approach such as job satisfaction, saving time, money and a reduction in complaints.



C2 Recommendations and actions to improve health and wellbeing

Established recommendations for helping to improve health and wellbeing such as; improving resting heart rate and recovery rate after exercise, improving blood pressure, maintaining a healthy weight, eating a balanced diet, getting enough physical activity, quitting smoking, sensible alcohol consumption and stopping substance misuse.

Support available when following recommendations to improve health

and wellbeing such as; formal support from professionals, trained volunteers, support groups and charities and informal support from friends, family, neighbours, community and work colleagues.

C3 Barriers and obstacles to following recommendations

Potential barriers as appropriate to the individual and the recommendation:

physical barriers, barriers to people with sensory disability, barriers to people with different social and cultural backgrounds, barriers to people that speak English as an additional language or those who have language or speech impairments, geographical barriers, resource barriers for service providers and financial barriers.

Potential obstacles as appropriate to the individual and the recommendation: emotional/psychological, time constraints, availability of resources, unachievable targets and lack of support.