



Why is the study of Health and Social Care important?

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. 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. 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.

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 core knowledge and understanding of human growth and development, how people deal with major life events, health and social care services
- the development and application of skills such as: practical demonstration of care values, together with the ability to reflect on own performance
- reflective practice through the development of skills and techniques that allow students to respond to feedback and identify areas for improvement using relevant presentation techniques.

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 apply performance skills and techniques in response to a brief and stimulus. The external assessment takes the form of an external assessment taken under supervised conditions, which is then marked and a grade awarded by the exam board. Students are allowed to resit the external assessment once during their study period. 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 are you assessed during Key Stage 4 in Health and Social Care?

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.

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

All students will participate weekly in 3 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. Understand 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 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>A1 Life stages and their expected key characteristics in each of the PIES classifications:</p> <ul style="list-style-type: none"> 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) o later adulthood (65+ years) <p>A2</p> <p>Physical factors</p> <p>Lifestyle factors</p> <p>Emotional factors</p> <p>Social factors</p> <p>Cultural factors</p> <p>Environmental factors</p> <p>Economic factors</p> <p>Health and wellbeing</p> <p>Relationship changes</p> <p>Life circumstances</p> <p>B2 Coping with change caused by life events</p> <p>The character traits that influence how individuals cope:</p> <ul style="list-style-type: none"> o resilience o self-esteem o emotional intelligence o disposition – a person's character traits, e.g. positive, negative. <ul style="list-style-type: none"> • The sources of support that can help individuals adapt: <ul style="list-style-type: none"> o family, friends, neighbours, partners o professional carers and services o community groups, voluntary and faith-based organisations o multi-agency working, e.g. social services working with mental health trust, children's services working with the justice system o multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist.

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| | | <ul style="list-style-type: none">• The types of support that can help individuals adapt:<ul style="list-style-type: none">o emotional supporto information, advice, endorsed appso practical help – financial assistance, support with childcare, domestic chores, transport. |
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Unit description	Content	Content detail
<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 barriers to accessing them</p> <p>B Understand the skills, attributes and values required to give care.</p>	<p>Internally assessed Mandatory component = 30% of the total course:</p> <p>In this component you will be providing good health and social care and a set of ‘care values’ exists to ensure that this happens. Care 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. This component will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector and some of which are transferable to other sectors that involve interactions with clients or customers.</p>	<p>A1 Healthcare services</p> <ul style="list-style-type: none"> ● Health conditions ● Health services available <p>A2 Social care services</p> <ul style="list-style-type: none"> ● Social care ● Social care services: ● Additional care: <p>A3 Barriers to accessing services</p> <ul style="list-style-type: none"> ● Definition of barriers ● Types of barrier and how they can be overcome by the service providers or users <p>B1 Skills and attributes in health and social care</p> <p>Learners will explore the skills and attributes that are required when delivering care.</p> <ul style="list-style-type: none"> ● Skills: <ul style="list-style-type: none"> ○ problem solving ○ observation ○ dealing with difficult situations ○ organisation. ● Attributes: <ul style="list-style-type: none"> ○ empathy ○ patience ○ trustworthiness ○ honesty. <p>B2 Values in health and social care</p> <p>Learners will explore the values that are required when planning and delivering care.</p> <ul style="list-style-type: none"> ● The 6 Cs: <ul style="list-style-type: none"> ○ care – receiving correct and consistent care ○ compassion – empathy, respect and dignity ○ competence – skills and knowledge to deliver effective care, based on research ○ communication – involving individuals and/or carers and listening ○ courage – doing the right thing and speaking up when concerns arise ○ commitment – to improve care and experience for individuals. <p>B3 The obstacles individuals requiring care may face Learners will explore the personal obstacles that individuals requiring and receiving care may face.</p> <ul style="list-style-type: none"> ● Definition of obstacles ● Potential obstacles and their impact on the individual <p>B4</p> <p>The benefits to individuals of the skills, attributes and values in health and social care practice Learners will explore how skills, attributes and values benefit individuals when receiving care.</p> <ul style="list-style-type: none"> ● Individuals will: <ul style="list-style-type: none"> ○ be supported to overcome their own

		personal obstacles o receive high quality care o receive person-centred care based on individual wishes o be treated with respect o not be discriminated against o be empowered and have independence o be involved in care decisions o be protected from harm o feel comfortable to raise complaints o have their dignity and privacy protected o have their confidentiality protected o have their rights promoted
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Unit description	Content	Content detail
<p>Component 3 – Health and Wellbeing In this unit you will:</p> <p>AO1 Knowledge of health and wellbeing AO2 Understanding of health and wellbeing AO3 Apply knowledge and understanding of health and wellbeing AO4 Make connections between aspects of health and wellbeing</p>	<p>Externally assessed Mandatory component = 40% of the total course: In this component students will:</p>	<p>A1 Factors affecting health and wellbeing</p> <ul style="list-style-type: none"> ● Definition of health and wellbeing ● Physical factors that can have positive or negative effects on health and wellbeing ● Lifestyle factors that can have positive or negative effects on health and wellbeing: ● Social factors that can have positive or negative effects on health and wellbeing ● Cultural factors that can have positive or negative effects on health and wellbeing ● Economic factors that can have positive or negative effects on health and wellbeing ● Environmental factors that can have positive or negative effects on health and wellbeing ● The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event: o physical events o relationship changes o life circumstances. <p>B Interpreting health indicators</p> <p>BI Physiological indicators</p> <p>Learners will explore how physiological indicators are used to measure health.</p> <ul style="list-style-type: none"> ● Interpretation of physiological data according to published guidelines: ● The potential significance of abnormal readings: ● Interpretation of lifestyle data according to published guidelines: <p>C Person-centred approach to improving health and wellbeing</p> <p>C1 Person-centred approach</p> <ul style="list-style-type: none"> ● The ways in which a person-centred approach takes into account an individual's: ● The importance of a person-centred approach for individuals: ● The benefits of a person-centred approach for health and social care workers and services: o it improves job satisfaction for health and social care workers <p>C2 Recommendations and actions to improve health and wellbeing</p> <p>Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside</p>

support available for achieving this. 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.

- Established recommendations for helping to improve health and wellbeing:
- Support available when following recommendations to improve health and wellbeing:

C3 Barriers and obstacles to following recommendations

Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to and build on their prior knowledge and understanding from Component 2, in particular, barriers to accessing services and the personal obstacles individuals may face.

- Definition of barriers:
- Potential barriers as appropriate to the individual and the recommendation
- Definition of obstacles
- Potential obstacles as appropriate to the individual and the recommendation: