

## Health and Social Care

**Qualification** - Level 2 ( Pass 1- Distinction 2)

**Exam board** – Pearson/BTEC

In Health and Social Care the core values are at the heart of the subject. Students apply their learning to real-life scenarios in three different components, each one building on to the next, this gives student's confidence in their learning and knowledge.

In component 1 students understand how we develop and grow throughout our lives. They explore how individuals develop physically, intellectually, emotionally and socially over time. They investigate how various factors and events impact individuals' growth and development and discover how people adapt to live events and changes.

In component 2 students learn which health and social care services are available and identify why people may need to access them. They research who provides the services and explore barriers to accessing them. Within this component students also learn the laws and policies in place to protect service users.

In component 3 students identify what it means to be healthy and explore the different factors that might influence health and wellbeing. They learn to identify key health indicators and using their knowledge create a health and wellbeing plan under external assessment conditions using a case study.

In Year 10 students complete component 1 and 2 both of which consist of coursework only.

In Year 11 students complete component 3 which is the exam unit. Students are able to re-sit once should the need arise.

**Below is a link to the specification**

[Health & Social Care \(2022\) | BTEC Tech Award | Pearson qualifications](#)

**Assessment Structure** - The three components are:

Human Lifespan Development - Internally assessed and worth 30% of the total course.

Health and Social Care Services and Values - Internally assessed and worth 30% of the total course.

Health and Wellbeing – Externally assessed and worth 40% of the total course.

**Resources and useful websites:** BTEC Tech Award Health and Social Care Student Book Pearson

[www.ons.gov.uk](http://www.ons.gov.uk)

[www.redundancy.co.uk](http://www.redundancy.co.uk)

[www.ageuk.co.uk](http://www.ageuk.co.uk)

[www.health.org.uk](http://www.health.org.uk)

[www.ash.org.uk](http://www.ash.org.uk)

### Key Stage 5

Subject: BTEC National Health and Social Care

Qualification type: Level 3 Equivalent in size to one A' Level

Exam Board Pearson/BTEC

### Aims and objectives

The Post-16 course (BTEC Health and Social Care) builds on the offer at Key stage 4 ready for Higher Education or the work of work in the health care, teaching, psychology or sociological sector, however students do not need to have studied the subject at Key Stage 4 to study and be successful at Key Stage 5.

One course is offered and that is BTEC Extended Certificate Level 3, it is equivalent to 1 A' Level.

This course is made up of 4 units, 2 per year.

The first-year students complete the compulsory units of:

1. Human Lifespan Development - exam based unit
2. Meeting individual Care and Support Needs – coursework

In the second year:

1. Working in Health and Social Care - exam based
2. Sociological Perspectives – coursework

[www.nhs.uk](http://www.nhs.uk)

[www.cancerresearchuk.org](http://www.cancerresearchuk.org).

[www.alzheimers.org.uk](http://www.alzheimers.org.uk)

[www.bhf.org.uk](http://www.bhf.org.uk)

[www.gov.uk](http://www.gov.uk)

#### Curriculum Sequencing Rationale

<b>1a.</b>	<b>What are the key topics taught in Key Stage 4 Health and Social Care?</b> We teach Human Lifespan Development to include all aspects of Physical, Intellectual, Emotional and Social Development throughout the 6 life stages, Health and Social Care Services and Values and Health and Wellbeing.
<b>1b.</b>	<b>Why is this?</b> The course allows students to explore their own physical, intellectual, emotional and social development and those of role models as an introduction to the subject, expanding knowledge from across the curriculum at KS3 and developing research skills, extended writing, independent evaluation and referencing.
<b>2a.</b>	<b>What order is this taught and why?</b> The BTEC Specification identifies the areas to be taught and the order of delivery. This is because the final grade is composed of two pieces of course work with a 20% grade weighting on each and a final exam worth 60% of the marks. The exam is synoptic; made up of components 1 and 2 to achieve a final grade alongside component 3 and is sat at the end of the course.
<b>2b.</b>	<b>How do we build on these topics and rationale in KS4?</b> As listed for 1a. The course is structured to build up knowledge from birth to death dealing with lifespan development gaining knowledge and skills to explore all areas of growth and development and investigate how they affect the individual throughout their lifespan including barriers.
<b>3a.</b>	<b>How do we build on these topics and rational in KS5?</b> The first unit develops the life stages using theorists to challenge ideas and develop advanced independent research and referencing skills. Although some prior knowledge of the subject is useful at KS5 it is not compulsory therefore lessons either reinforce knowledge or is new to the student. The overall Level 3 marks are equal for both those who have studied at KS4 and are new in KS5.
<b>3b.</b>	<b>What order is this taught and why?</b>

	<p>The order the units are taught at KS5 are determined by the compulsory units and the exams timetable for each year. In Year 1 students study Human Lifespan Development sitting the first exam in January with a possible retake in May should the need arise. The second unit is Meeting Individual Care and Support Needs. In Year 2 The exam unit is Working in Health and Social Care, the coursework unit Sociological Perspectives. The course is structured similar to KS4 and synoptic.</p>
4a.	<p><b>Select one concept/theme you teach in your subject across more than one key stage.</b>  <b>How is this taught in each year?</b>  <u>The role of the GP and the changing face of Primary Care</u>  This is a developing issue highlighted by Covid 19.  Year 10. What is the main role of primary health care, the qualifications needed for a GP, the role of the GP and other primary care providers to include: pharmacists, opticians, chiropodist services and dentists.  Year 11. How the GP role is changing from always having face-to-face meetings to the use of technology. Visits to the surgery now result in seeing a nurse practitioner or one of the new groups of Assistant Practitioners prior to seeing the GP whose role is moving to one of general practice to a concentrated focus on palliative care or chronic illnesses. The role of assistant practitioner can be identified as that of a junior doctor and is studied at Masters level after a science degree.  Year 12. Who funds Primary Care providers, the role of organisations that regulate and inspects health and social care providers and whistleblowing policies.  Year 13. The sociological unit explores medicalisation requiring analysis of sociological perspectives in health and social care with reference to the role of Primary Care Providers. Using demographic data from local surgeries patterns and trends in health care are discussed and the need for primary providers to improve provision for different social groups linked to health care promotion strategies.</p>
5.	<p><b>What exam boards do you use in KS4 and KS5 and why? How does this link to the schools KS3 curriculum?</b>  The exam board is Pearson BTEC. This is to allow students to realise their potential without all emphasis placed on exams only.</p>
6.	<p><b>What career opportunities does the study of your subject bring?</b>  Health and Social Care can lead into careers such as medicine, dentistry, optician, pharmacist, nursing, the care industry, physiotherapy, radiography, speech therapy, teaching, educational/health psychology, social work, police studies, nursery nursing.</p>