

Statement of Intent:

The Health and Social Care curriculum ensures that St Margaret Ward is able to produce confident, compassionate young adults who have the skills and knowledge to progress into the health and social care sectors. Our learners from Year 9 to 13 will develop an understanding of how human beings develop, what factors influence their lives, and how agencies can work with health and social care workers to improve public health. Students in Year 12 and 13 will ordinarily complete 100 hours of work experience across the duration of the course in a health and social care setting of their choice – for the 2020 school year this is suspended due to COVID-19 restrictions.

Course Structure**Year 12 & Year 13***Qualification:*

BTEC Extended Diploma in Health & Social Care (2016 specification) – This qualification is worth the equivalent of three A Levels.

Mandatory examined (exam) units:

Unit 1 – Human Lifespan Development
 Unit 2 – Working in Health & Social Care
 Unit 3 – Anatomy and Physiology
 Unit 4 – Enquiries into Current Research

Mandatory internally assessed (coursework) units:

Unit 5 – Meeting Individual Care & Support Needs
 Unit 6 – Work Experience in Health and Social Care
(this includes 100 hours of work experience).
 Unit 7 – Principles of Safe Practice in Health and Social Care
 Unit 8 – Promoting Public Health

+ four other internally assessed units. This varies each year but this year we have offered:

Unit 10 – Sociological Perspectives
 Unit 11 – Psychological Perspectives
 Unit 12 – Supporting Individuals with Additional Needs
 Unit 19 – Nutritional Health
 Unit 20 – Understanding Mental Wellbeing

Grading:

Pass, Merit, Distinction or Distinction*.

This is graded for each individual unit and the points from each unit then added up to produce an overall outcome.

A student may receive a result anywhere between D*D*D* and PPP depending on the combination of grades from their individual units.

Year 10 & Year 11*Qualification:*

BTEC Tech Award in Health & Social Care – This qualification is worth the equivalent of one GCSE.

Mandatory examined (exam) units:

Component 3 – Health and Wellbeing

Mandatory internally assessed (coursework) units:

Component 1 – Human Lifespan Development
 Component 2 – Health and Social Care Services and Values

Grading:

Level 2: Pass, Merit, Distinction, Distinction*
 Level 1: Pass, Merit, Distinction

This is graded for each of the three components and the points from each unit then added up to produce an overall outcome. The highest grade available is a Level 2 Distinction *, which is the equivalent of a GCSE grade 8.5.

Year 13 BTEC Extended Diploma in Health & Social Care	
Autumn Term 1a	Autumn Term 1b
<p>Content/knowledge:</p> <p><i>Unit 3 – Anatomy & Physiology</i> AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <ul style="list-style-type: none"> • Command words: describe, discuss, evaluate, identify, justify, to what extent • Marks: ranges from 3 to 6 marks <p>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <ul style="list-style-type: none"> • Command words: describe, discuss, evaluate, explain, justify, outline, to what extent, which • Marks: ranges from 1 to 6 marks <p><i>Unit 4 – Enquiries into Current Research</i> AO1 Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and social care sector</p> <p>AO2 Apply knowledge and understanding of the methods, skills and ethical issues to current research in the health and social care sector</p> <p><i>Unit 12 – Supporting Individuals with Additional Needs</i> A1 Diagnosing or determining additional needs A2 Cognitive and learning needs A3 Physical and health needs A4 Social and emotional needs</p> <p><i>Unit 20 – Understanding Mental Wellbeing</i> A1 Ways in which mental wellbeing and mental health are understood A2 Factors that affect mental wellbeing and mental health across the life span</p>	<p>Content/knowledge:</p> <p><i>Unit 3 – Anatomy & Physiology</i> AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</p> <ul style="list-style-type: none"> • Command words: evaluate • Marks: 10 marks <p>AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <ul style="list-style-type: none"> • Command words: discuss, evaluate, justify, to what extent • Marks: ranges from 10 to 12 marks <p><i>Unit 4 – Enquiries into Current Research</i> AO3 Analyse information and data related to current research in health and social care, demonstrating the ability to interpret the potential impact and influence of the research on health and social care practice and service provision</p> <p>AO4 Evaluate current health and social care research to make informed judgements about the validity of the research methods used, further areas for research and the potential impact of the research on health and social care practice and service provision</p> <p><i>Unit 12 – Supporting Individuals with Additional Needs</i> B1 Definitions of disability B2 Minimising environmental and social challenges B3 Minimising personal challenges B4 Attitudes of others</p> <p><i>Unit 20 – Understanding Mental Wellbeing</i> B1 Recognised mental ill-health conditions and their symptoms according to current classification systems B2 Strengths and limitations of classification systems</p>

Spring Term 2a	Spring Term 2b
<p>Content/knowledge:</p> <p><i>Unit 3 – Anatomy & Physiology EXAM</i> Examination in January.</p> <p><i>Unit 4 – Enquiries into Current Research EXAM</i> Examination in January.</p> <p><i>Unit 8 – Promoting Public Health</i> A1 The origins and aims of public health policy A2 Strategies for developing public health policy A3 Monitoring the health status of the population A4 Groups that influence public health policy B1 Factors affecting health B2 The socio-economic impact of improving health of individuals and the population</p> <p><i>Unit 12 – Supporting Individuals with Additional Needs</i> C1 Professionals involved in supporting individuals with additional needs C2 Support and adaptations for individuals with additional needs C3 Financial support for individuals with additional needs</p> <p><i>Unit 20 – Understanding Mental Wellbeing</i> C1 The impact of mental ill health on individuals C2 Mental ill health and relationships</p>	<p>Content/knowledge:</p> <p><i>Unit 8 – Promoting Public Health</i> C1 The role of health promoters C2 Approaches to promoting public health and wellbeing C3 Approaches to protecting public health and wellbeing C4 Disease prevention and control methods D1 Features of health promotion campaigns D2 Barriers to participation and challenging indifference D3 Models and theories that justify health behaviour change D4 Approaches to increasing public awareness of health promotion</p> <p>Students will hand in the first submission of their assignment for this unit.</p> <p><i>Unit 12 – Supporting Individuals with Additional Needs</i> C4 Statutory provision for children with additional needs C5 Statutory provision for adults with additional needs C6 Person-centred care for all individuals with additional needs</p> <p>Students will hand in the first submission of their assignment for this unit.</p> <p><i>Unit 20 – Understanding Mental Wellbeing</i> D1 Legislation, policies and codes of practice D2 Assessment and treatment</p> <p>Students will hand in the first submission of their assignment for this unit.</p>
Summer Term 3a	Summer Term 3b
<p>Content/knowledge:</p> <p><i>Unit 8 – Promoting Public Health</i> All content has been delivered and students are working on their assignment. Their resubmission of their assignment is due this half term.</p>	<p>N/A – Y13 have finished the course.</p>

<p><i>Unit 12 – Supporting Individuals with Additional Needs</i> All content has been delivered and students are working on their assignment. Their resubmission of their assignment is due this half term.</p> <p><i>Unit 20 – Understanding Mental Wellbeing</i> All content has been delivered and students are working on their assignment. Their resubmission of their assignment is due this half term.</p>	
Year 12	
Autumn Term 1a	Autumn Term 1b
<p>Content/knowledge:</p> <p><i>Unit 1 – Human Lifespan Development</i> AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <ul style="list-style-type: none"> • Command words: describe, discuss, evaluate, identify, justify, to what extent • Marks: ranges from 3 to 6 marks <p>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <ul style="list-style-type: none"> • Command words: describe, discuss, evaluate, explain, justify, outline, to what extent, which • Marks: ranges from 1 to 6 marks <p><i>Unit 2 – Working in Health & Social Care</i> AO1 Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector</p> <ul style="list-style-type: none"> • Command words: identify • Marks: 2 marks <p><i>Unit 3 – Anatomy & Physiology</i> AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <ul style="list-style-type: none"> • Command words: describe, discuss, evaluate, identify, justify, to what extent • Marks: ranges from 3 to 6 marks 	<p>Content/knowledge:</p> <p><i>Unit 1 – Human Lifespan Development</i> AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</p> <ul style="list-style-type: none"> • Command words: evaluate • Marks: 10 marks <p>AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <ul style="list-style-type: none"> • Command words: discuss, evaluate, justify, to what extent • Marks: ranges from 10 to 12 marks <p><i>Unit 2 – Working in Health & Social Care</i> AO2 Demonstrate understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector</p> <ul style="list-style-type: none"> • Command words: describe • Marks: 4 marks <p><i>Unit 3 – Anatomy & Physiology</i> AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</p> <ul style="list-style-type: none"> • Command words: evaluate • Marks: 10 marks <p>AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p>

<p>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <ul style="list-style-type: none"> • Command words: describe, discuss, evaluate, explain, justify, outline, to what extent, which • Marks: ranges from 1 to 6 marks <p><i>Unit 4 – Enquiries into Current Research</i> AO1 Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and social care sector</p> <p><i>Unit 19 – Nutritional Health</i> A1 Concepts of nutritional health A2 Nutritional measures and recommended dietary intakes A3 Characteristics of essential nutrients</p>	<ul style="list-style-type: none"> • Command words: discuss, evaluate, justify, to what extent • Marks: ranges from 10 to 12 marks <p><i>Unit 4 – Enquiries into Current Research</i> AO2 Apply knowledge and understanding of the methods, skills and ethical issues to current research in the health and social care sector</p> <p><i>Unit 19 – Nutritional Health</i> B1 Dietary needs of individuals B2 Factors affecting nutritional health B3 Factors affecting dietary intake</p>
Spring Term 2a	Spring Term 2b
<p>Content/knowledge:</p> <p><i>Unit 1 – Human Lifespan Development EXAM</i> Examination in January.</p> <p><i>Unit 2 – Working in Health & Social Care</i> AO3 Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated</p> <ul style="list-style-type: none"> • Command words: explain • Marks: 6 marks <p><i>Unit 3 – Anatomy & Physiology EXAM</i> Examination in January.</p> <p><i>Unit 4 – Enquiries into Current Research</i> AO3 Analyse information and data related to current research in health and social care, demonstrating the ability to interpret the potential impact and influence of the research on health and social care practice and service provision</p> <p><i>Unit 8 – Promoting Public Health</i> A1 The origins and aims of public health policy A2 Strategies for developing public health policy</p>	<p>Content/knowledge:</p> <p><i>Unit 2 – Working in Health & Social Care</i> AO4 Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs</p> <ul style="list-style-type: none"> • Command words: discuss • Marks: 8 marks <p><i>Unit 4 – Enquiries into Current Research</i> AO4 Evaluate current health and social care research to make informed judgements about the validity of the research methods used, further areas for research and the potential impact of the research on health and social care practice and service provision</p> <p><i>Unit 8 – Promoting Public Health</i> C1 The role of health promoters C2 Approaches to promoting public health and wellbeing C3 Approaches to protecting public health and wellbeing C4 Disease prevention and control methods D1 Features of health promotion campaigns D2 Barriers to participation and challenging indifference</p>

<p>A3 Monitoring the health status of the population A4 Groups that influence public health policy B1 Factors affecting health B2 The socio-economic impact of improving health of individuals and the population</p> <p><i>Unit 19 – Nutritional Health</i> C1 Assessment of nutrient intake C2 Nutritional health improvement plan</p>	<p>D3 Models and theories that justify health behaviour change D4 Approaches to increasing public awareness of health promotion</p> <p><i>Unit 19 – Nutritional Health</i> All content has been delivered and students are working on their assignment. Their first submission of their assignment is due this half term.</p>
<p>Summer Term 3a</p>	<p>Summer Term 3b</p>
<p>Content/knowledge:</p> <p><i>Unit 2 – Working in Health & Social Care EXAM</i> Examination in May.</p> <p><i>Unit 4 – Enquiries into Current Research EXAM</i> Examination in May.</p> <p><i>Unit 8 – Promoting Public Health</i> All content has been delivered and students are working on their assignment. Their first submission of their assignment is due this half term.</p> <p><i>Unit 19 – Nutritional Health</i> All content has been delivered and students are working on their assignment. Their resubmission of their assignment is due this half term.</p>	<p>Content/knowledge:</p> <p><i>Unit 8 – Promoting Public Health</i> All content has been delivered and students are working on their assignment. Their resubmission of their assignment is due this half term.</p> <p><i>Individual preparation for Year 13</i> These sessions are assigned later in the year abased on students’ achievements and concerns during the year. This is personalised to achieve the best possible outcome.</p>
<p style="text-align: center;">Year 11</p>	
<p>Autumn Term 1a</p>	<p>Term 1b</p>
<p>Content/knowledge:</p> <p><i>Component 3 – Health & Wellbeing</i></p> <ul style="list-style-type: none"> • AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing. • AO2 Interpret health indicators. 	<p>Content/knowledge:</p> <p><i>Component 3 – Health & Wellbeing</i></p> <ul style="list-style-type: none"> • AO3 Design a person-centred health and wellbeing improvement plan • AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans

Spring Term 2a	Spring Term 2b
<p>Content/knowledge:</p> <p><i>Component 3 – Health & Wellbeing EXAM</i> Exam practice covering the four learning aims:</p> <ul style="list-style-type: none"> • AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing • AO2 Interpret health indicators • AO3 Design a person-centred health and wellbeing improvement plan • AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans <p>EXAM in February 2021.</p> <p><i>Component 2B – Health & Social Care Values</i> Care values:</p> <ul style="list-style-type: none"> • empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered • respect for the individual by respecting service users’ needs, beliefs and identity • maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip) • 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, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm • promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour. 	<p>Content/knowledge:</p> <p><i>‘Component 2B – Health & Social Care Values</i> Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <p>Key aspects of a review:</p> <ul style="list-style-type: none"> • 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. <p>[ASSESSMENT 2B – First submission]</p>
Summer Term 3a	Term 3b
<p>Content/knowledge:</p> <p><i>Component 2B – Health & Social Care Values</i> Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <p>Key aspects of a review:</p> <ul style="list-style-type: none"> • identifying own strengths and areas for improvement against the care values 	<p>Content/knowledge: N/A – Year 11 have finished the course.</p>

<ul style="list-style-type: none"> receiving feedback from teacher or service user about own performance responding to feedback and identifying ways to improve own performance. <p>[ASSESSMENT 2B – Resubmission after feedback]</p> <p><i>Component 3 – Health & Wellbeing EXAM RESIT</i> Examination resit in May.</p>	
Year 10	
Autumn Term 1a	Autumn Term 1b
<p>Content/knowledge:</p> <p><i>Component 1A – Human Lifespan Development (Factors)</i> Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <p>Main life stages:</p> <ul style="list-style-type: none"> 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>PIES growth and development in the main life stages:</p> <ul style="list-style-type: none"> 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>[ASSESSMENT 1A – First submission]</p>	<p>Content/knowledge:</p> <p><i>Component 1A – Human Lifespan Development (Factors)</i> 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.</p> <p>Physical factors, to include:</p> <ul style="list-style-type: none"> genetic inheritance experience of illness and disease diet and lifestyle choices appearance <p>Social and cultural factors, to include:</p> <ul style="list-style-type: none"> culture, e.g. community involvement, religion, gender roles and expectations educational experiences the influence of role models the influence of social isolation personal relationships with friends and family <p>Economic factors, to include:</p> <ul style="list-style-type: none"> income/wealth material possessions. <p>[ASSESSMENT 1A – Resubmission]</p>

Spring Term 2a	Spring Term 2b
<p>Content/knowledge:</p> <p><i>Component 1B – Human Lifespan Development (Events)</i> Life events are expected or unexpected events that occur in an individual’s life. Learners will explore the different events that can impact on people’s physical, intellectual, emotional and social development.</p> <p>Physical events, to include:</p> <ul style="list-style-type: none"> • accident/injury • ill health <p>Relationship changes, to include:</p> <ul style="list-style-type: none"> • entering into relationships • marriage • divorce • parenthood • bereavement <p>Life circumstances, to include:</p> <ul style="list-style-type: none"> • moving house, school or job • exclusion from education • redundancy • imprisonment • retirement. <p>[ASSESSMENT 2B – First submission]</p>	<p>Content/knowledge:</p> <p><i>Component 1B – Human Lifespan Development (Events)</i> 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.</p> <p>How individuals adapt to these changes. Sources of support:</p> <ul style="list-style-type: none"> • family, friends, partners • professional carers and services • community groups, voluntary and faith-based organisations <p>Types of support:</p> <ul style="list-style-type: none"> • emotional • information and advice • practical help, e.g. financial assistance, childcare, transport <p>[ASSESSMENT 2B – Resubmission]</p>
Summer Term 3a	Summer Term 3b
<p>Content/knowledge:</p> <p><i>Component 2A – Health & Social Care Services</i> Learners will explore the health and social care services that are available and why individuals may need to use them.</p> <p>Different health care services and how they meet service user needs:</p> <ul style="list-style-type: none"> • 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 <p>Different social care services and how they meet service user needs:</p>	<p>Content/knowledge:</p> <p><i>Component 2A – Health & Social Care Services</i> Learners will explore barriers that can make it difficult to use these services, and how these barriers can be overcome.</p> <p>Types of barrier and how they can be overcome by the service providers or users:</p> <ul style="list-style-type: none"> • physical barriers, e.g. issues getting into and around the facilities • sensory barriers, e.g. hearing and visual difficulties • social, cultural and psychological 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

- 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

[ASSESSMENT 2A – First submission]

- geographical barriers, e.g. distance of service provider, poor transport links
- intellectual barriers, e.g. learning difficulties
o 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

[ASSESSMENT 2A – Resubmission]