



## **BTEC NQF L1/2 Award in Health and Social Care**

The Health and Social Care curriculum at Key Stage 4 is designed to cover a range of topics such as:

<b>Human Lifespan Development</b> Externally Assessed Unit	<b>Care Values in Health and Social Care</b>	<b>Effective Communication Skills in health and Social Care</b>	<b>Social Influences on Health and Well-being</b>
<ul style="list-style-type: none"> <li>❖ Key Aspects of Human Growth and Development</li> <li>❖ Physical, intellectual, emotional and social development (PIES)</li> <li>❖ Factors Affecting Human Growth and Development</li> <li>❖ Life events affecting Human Growth and development</li> <li>❖ Growth and development</li> </ul>	<ul style="list-style-type: none"> <li>❖ Defining and demonstrating care values</li> <li>❖ Importance of the values that underpin current practice in health and social care</li> <li>❖ Empowering service users</li> <li>❖ Potential difficulties in taking individual circumstances into account when planning care that will empower individuals</li> </ul>	<ul style="list-style-type: none"> <li>❖ Investigate different Forms of communication in health and Social Care</li> <li>❖ Alternative forms of Communication in Health and Social Care</li> <li>❖ Barriers to communication in Health and Social Care</li> <li>❖ Communicating effectively in Health and Social Care Sectors</li> </ul>	<ul style="list-style-type: none"> <li>❖ Explore the effects of Socialisation on health and wellbeing of individuals</li> <li>❖ Influences of different relationships on individuals</li> <li>❖ Effects of social factors on the health and well-being of individuals</li> </ul>

**Awarding Organisation: Edexcel**

**QAN: 601/0170/2**

### **Details of the Programme**

This qualification is designed to enable learners to gain a sound theoretical and practical knowledge and understanding of working within the Health and Social Care sector. Learners develop their knowledge and understanding by applying their learning and skills in a work-related context. Learners are guided to develop generic key sector skills and knowledge and understanding of specific areas of interest in the sector essential for the modern-day workplace. BTEC firsts motivate learners, opens doors to progression into further study and responsibility within the workplace. Learners will be provided with a '**Learner handbook**' during Induction which will contain further information on the programme including all internally assessed assignment briefs.

The programme is delivered by teachers in Arden at kS4 who have a wide expertise in the sector. Learners may expect to cover interesting topics relating to the real world and develop transferable key skills in the process, including the ability to:

- ❖ Enhance their English and Mathematical competence in relevant, applied scenarios
- ❖ Work as a team, problem solve, become independent learners and personal, learning and thinking skills (PLTS)
- ❖ Navigate a route through education that has clear progression pathways into post 16, Further Education or an apprenticeship

## Assessment

Learners must complete four units over the duration of the two-year programme including two core units and two optional units:

- ❖ Unit 1 Human Lifespan Development which is assessed by a one- hour exam
- ❖ Unit 2 Care values for Health and Social Care, which is an internally set unit, but which is externally moderated.

Learners will then study a further two units which are assessed by coursework.

- ❖ Unit 3: Effective Communication Skills for Health and Social Care
- ❖ Unit 4: Social Influences on Health and Well-being

Learners are graded an overall Pass, Merit or Distinction at L2. If they do not achieve at level 2 a L1 fall-back grade is awarded if they meet the criteria

Please Note that learners will only have the opportunity to up-grade their work under the following conditions:

- ❖ Work is handed in to deadline
- ❖ Up-graded work is returned within 10 days
- ❖ Where learner does not achieve the unit at a pass level they will be given a final chance to achieve a Pass.

### Calculation of Overall Grade

<b><u>Award</u></b>	
<b>120 Guided Learning Hours</b>	
<b>Grade</b>	<b>Minimum Points required</b>
<b><u>U</u></b>	<b>0</b>
<b><u>Level 1 Pass</u></b>	<b>24</b>
<b><u>Level 2 Pass</u></b>	<b>48</b>
<b><u>Level 2 Merit</u></b>	<b>66</b>
<b><u>Level 2 Distinction</u></b>	<b>84</b>
<b><u>Level 2 Distinction*</u></b>	<b>90</b>

#### **Note:**

To achieve at level 2 qualification, learners must achieve at least 24 points across units 1: Human Growth and Development and unit 2 Care Values. To achieve a L1 Pass, learners must achieve a minimum of 12

points across units 1: Human Growth and Development, and Unit 2: Care Values

### **Exam Series & Retake**

- ❖ There will be two examination series available each year in **January/April** to all learners.
- ❖ Learners can retake the qualification as many times as they wish (although learners may have to pay the fee in some circumstances). They can retake all examined components of the qualification.

## Key Stage 4 Health and Social Care Curriculum Content

Pupils will study the following topics based on a two-year course.

Term	Year 10
HT1	<p><b><u>Introduction to the course</u></b></p> <ul style="list-style-type: none"> <li>❖ Assessment of the programme</li> <li>❖ Literacy Skills input</li> </ul> <p><b>Key theories underpinning Health and social Care:</b></p> <ul style="list-style-type: none"> <li>❖ Maslow</li> <li>❖ Bowlby</li> <li>❖ Nurture/nature</li> </ul> <p><b><u>Unit 2: Care Values in health and Social Care Learning Aim A</u></b></p> <p>Defining and demonstrating Care Values</p> <ul style="list-style-type: none"> <li>❖ Confidentiality</li> <li>❖ Dignity, Respect</li> <li>❖ Non-Discriminatory practice</li> <li>❖ Safeguarding and duty of care</li> <li>❖ Relevant codes of Practice: Care Quality Commission (CQC)</li> <li>❖ Person-centred care and needs-led assessment</li> </ul>
HT2	<p>Unit 2: Medical Ethics: Culture and Religion</p> <p>Practical Assessment: Fitting theory to practice</p> <p>Unit 2 Written Assessment 1</p>
HT3	<p><b><u>Unit 2: Care Values in Health and Social Care Learning Aim B</u></b></p> <p><b><u>Empowerment</u></b></p> <ul style="list-style-type: none"> <li>❖ Interpreting and analysing the concept of ‘Empowerment’ as it relates to H&amp;SC</li> <li>❖ Adapting activities and environments</li> <li>❖ Individual rights, preferences and needs</li> <li>❖ Difficulties of implementing individual rights</li> <li>❖ Overriding individual rights: risk versus safety</li> <li>❖ Working in multi-disciplinary teams (MDT)</li> <li>❖ Service-user Autonomy</li> <li>❖ Risk Assessment</li> </ul> <p>Unit 2: Written Assessment 2</p>
HT4	<p><b><u>Introduction to Unit 3 Learning Aim A</u></b></p> <ul style="list-style-type: none"> <li>❖ Learning Aims and expectations</li> <li>❖ Assessment requirements</li> <li>❖ Different forms of effective Communication</li> <li>❖ Contexts of communication</li> <li>❖ Alternative forms of communication</li> <li>❖ SENDA 2001</li> </ul> <p>Unit 3: Written Assessment 1</p>
HT5	<p><b><u>Barriers to Communication learning Aim B</u></b></p> <ul style="list-style-type: none"> <li>❖ Environmental</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Physical</li> <li>❖ Linguistic</li> <li>❖ Social isolation</li> </ul> <p><b>Effects of barriers on service users and individuals</b></p> <ul style="list-style-type: none"> <li>❖ Reduced access to H&amp;SC services</li> <li>❖ Poor quality Care</li> <li>❖ Increased social issues</li> </ul> <p>Learning Aim C: Demonstration of learner own communication skills via case studies, scenarios and role-play</p> <p>Unit 3: Written Assessment 2, and practical assignment for learning aim C</p>
<b>HT6</b>	<p><b>Unit 1 Human Growth and Development: Exam unit</b></p> <ul style="list-style-type: none"> <li>❖ Overview of the unit requirements</li> <li>❖ Learning Aim A. Explore human growth and development across life stages</li> <li>❖ Life stages</li> </ul> <p><b>Key Aspects of Development:</b></p> <ul style="list-style-type: none"> <li>❖ Physical development across the lifespan (infancy, childhood, adolescence, early, middle and late adulthood)</li> <li>❖ Intellectual development across the lifespan</li> <li>❖ Emotional development across the life span</li> <li>❖ Social development across the lifespan</li> </ul> <p>Assessed by Comprehension and mock exam papers</p>
<b>Term</b>	<b>Year 11</b>
<b>HT1</b>	<p><b>CONTINUATION OF EXAM UNIT 1: Human Growth and Development</b></p> <p><b>Factors Affecting Human Growth and Development Learning Aim B</b></p> <p><b>Physical Factors</b></p> <ul style="list-style-type: none"> <li>❖ Genetics</li> <li>❖ <b>Nurture/nature</b></li> <li>❖ <b>Lifestyle choices (diet, smoking alcohol, drugs)</b></li> <li>❖ <b>Illness and disease and the impact on growth and development</b></li> </ul> <p><b>Social, cultural and emotional factors affecting growth and development</b></p> <ul style="list-style-type: none"> <li>❖ Types of play (solitary, imaginary, parallel)</li> <li>❖ Culture and effects of religion</li> <li>❖ Gender (inequality of pay, opportunity employment,</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Social inequalities</li> <li>❖ Influence of role models</li> <li>❖ Influence of social isolation</li> </ul> <p><b><u>Economic Factors affecting growth and development</u></b></p> <ul style="list-style-type: none"> <li>❖ Income/wealth</li> <li>❖ Occupation</li> <li>❖ Employment/unemployment NEET and impact on social and emotional development</li> </ul> <p><b>Physical and environmental factors</b></p> <ul style="list-style-type: none"> <li>❖ Housing/pollution</li> </ul> <p><b>Psychological factors;</b></p> <ul style="list-style-type: none"> <li>❖ Relationships</li> <li>❖ Growing up in care</li> <li>❖ Friendship partners</li> <li>❖ stress</li> </ul> <p>End of Learning Aim B comprehension, test and mock exam</p>
<b>HT2</b>	<p><b>Introduction to the concept of expected and unexpected Life events</b></p> <ul style="list-style-type: none"> <li>❖ Expected life events</li> <li>❖ Unexpected life events</li> <li>❖ Understanding how to manage change</li> </ul> <p><b>EXAM PREPARATION</b></p>
<b>HT3</b>	<p><b><u>Introduction to unit 4: Social Influences on Health and Wellbeing</u></b></p> <p>Learning Aim A: Explore the effects of socialisation on the health and wellbeing of individuals:</p> <ul style="list-style-type: none"> <li>❖ Agents of primary and secondary socialisation</li> <li>❖ Effects of socialisation (language, gender roles, moral development, influence on lifestyles, attitudes)</li> </ul> <p>Written Assessment 1</p> <p>Learning Aim B: Understand the Influences that relationships have on the health and wellbeing of individuals</p> <ul style="list-style-type: none"> <li>❖ Different types of relationships</li> <li>❖ Families</li> <li>❖ Working</li> <li>❖ Social</li> <li>❖ Intimate and sexual</li> </ul> <p>Written Assessment 2</p>
<b>HT4</b>	<p><b><u>Introduction to Learning Aim C: Effects of social Factors on the health and wellbeing of individuals</u></b></p> <ul style="list-style-type: none"> <li>❖ Social Factors (education, income, wealth, occupation, social class, wealth, values, family, media, peers, living conditions, gender, culture)</li> <li>❖ Effects of Social Factors on health choices(diet, smoking living accommodation, recreational drug use, alcohol consumption, participation in sport/exercise, seeking medical car)</li> <li>❖ Effects of Social Factors on health and wellbeing (self-esteem, stress and anxiety, access to health care services, effects on physical health and well-being, long-term effects on health and wellbeing)</li> </ul> <p>Written Assessment 3</p>
<b>HT5</b>	<b>EXTENSION WORK/EXAM/RESIT PREPARATION</b>
<b>HT6</b>	<b>EXAM/RESIT</b>