

BTEC TECH in Health and Social Care: Course overview – (Year 10 leavers 2024)



This is a BTEC qualification which means that it is a vocational course which allows students to study the world of health and social care. It is equivalent to a GCSE qualification. A BTEC course is made up of a mixture of internal assessment (PSAs) and an examination. In BTEC TECH in Health and social care the internal assessments are Component 1 and Component 2 which totals 60% of the course. Component 3 is the external examination which is worth 40% of their overall grade.

Sequence of course delivery:

Component:	Type of component	Component content	Timeframe for delivery
Component 1: Human lifespan development	PSA 1: External assessment Assignment worth 30% of overall grade	Task 1: PIES growth and development through the life stage Task 2: Impact of different factors on PIES growth and development through the life stages Task 3: Impact of life events on PIES growth and development Task 4: How individuals adapt to life events	PSA 1 is released by the exam board. Release date: Monday 3 rd October 2022 Deadline – Friday 2 nd December 2022
Component 2: Care services and care values	PSA 2: External assessment Assignment worth 30% of overall grade	Task 1: How health care services work together to meet the needs of an individual Task 2: How social care services meet the needs of an individual Task 3: Barriers an individual could face when accessing services in health or social care Task 4: How health care professionals demonstrate the skills, attributes and values required when delivering care to an individual	PSA 2 is released by the exam board. Release date: Monday 6 th February 2023 Deadline – Tuesday 2 nd May 2023
Component 3: Health and wellbeing	External assessment Examination Worth 40% of overall grade	90 minute exam. Questions will be on the following topics: A: Factors that affect health and wellbeing B: Interpreting health indicators C: Person-centred approach to improving health and wellbeing	First take – February 2024 Retake (if needed) May 2024

Please note that students will be set strict deadlines for assignment tasks to be handed in. They must meet these deadlines to meet the requirements of this course.

The exam can be sat twice. They will only re-sit if they need the points to improve their overall grade. If they sit the examination their 2nd score counts towards their overall grade.

BTEC grading:

Level 1 pass (Equivalent to grade 1 at GCSE)
Level 1 merit (Equivalent to grade 2 at GCSE)
Level 1 distinction (equivalent to grade 3 at GCSE)

Level 2 pass (Equivalent to grade 4/5 at GCSE)
Level 2 merit (Equivalent to grade 6 at GCSE)
Level 2 distinction (Equivalent to grade 7 at GCSE)
Level 2 distinction* (Equivalent to grade 8-9 at GCSE)

Key knowledge & skills to be mastered by students to be mastered by students

Year 10

Component 1- human lifespan development – PSA 1

Component 2 – Care services and values – PSA 2:

Topic title	Task 1: PIES growth and development through the life stages	Task 2: Impact of different factors on PIES growth and development through the life stages	Task 3: Impact of life events on PIES growth and development	Task 4: How individuals adapt to life events	Task 1: How health care services work together to meet the needs of an individual	Task 2: How social care services meet the needs of an individual	Task 3: Barriers an individual could face when accessing services in health or social care	Task 4: How health care professionals demonstrate the skills, attributes and values required when delivering care to an individual
Key questions	What are the 6 life stages and the ages associated with each one? How do we grow and develop during these life stages within the PIES categories?	What are the factors that could affect an individual's growth and development?	What are the life events that an individual can experience in their life? What are the effects of different life events on an individual's growth and development?	What services and types of support can help an individual to deal and cope with life events?	What care services can work together to meet the needs of a selected individual?	How can different care services meet the needs of a selected individual?	What stops or hinders individuals from being able to access services?	What are the skills, attributes and values, care workers should use to meet the needs of individuals?
Key knowledge and concepts	For a chosen scenario from the exam board – students must write an account of: 1. How an individual's PIES characteristics grow and develop through 2 life stages. 2. How the PIES characteristics change from one life stage to the next. Key knowledge Life stages: Infancy (0-2yrs)	For a chosen scenario from the exam board – students must write an account of: 1. How the chosen factors can impact the PIES growth and development of individuals in selected life stages 2. The reasons why there is a difference in the impact of the factors between the given life stages	For a chosen case study from the exam board – students must write an account of: 1. consideration on how each of the individual's life events has impacted on their growth and development physically, intellectually, emotionally and socially. Key Knowledge:	For a chosen case study from the exam board – students must write an account of: 1. The different sources and types of support the individual's accessed to adapt to their life events 2. The character traits that influenced how the individual's coped with their life events	For a chosen scenario from the exam board – students must write an account of: 1. How primary health care services could meet the specific health care needs of the specified individual 2. How secondary health care services could	For a chosen scenario from the exam board – students must write an account of: 1. How social care services could meet the specific needs of the specified individual 2. How voluntary care services could meet the specific needs of	For a chosen scenario from the exam board – students must write an account of: 1. The barriers the specified individual may face when accessing the services 2. For each barrier, make realistic suggestions for	For a chosen scenario from the exam board – students must write an account of: 1. How the skills of problem solving and organisation can be demonstrated by the professionals supporting the chosen individual

	<p>Early Childhood (3-8yrs) Adolescence (9-18yrs) Early Adulthood (19-45yrs) Middle Adulthood (46-65yrs) Later Adulthood (65+yrs)</p> <p>Growth and development: Physical development Intellectual development Emotional development Social development</p>	<p>Key knowledge Factors: Physical Lifestyle choices Social Emotional Cultural Environmental Economic</p>	<p>Life events: Expected Unexpected Health and well being e.g., accident/illness Relationship changes e.g., marriage/divorce Life circumstances e.g., imprisonment/retirement</p>	<p>3. A comparison of the ways that the individual's adapted to their life events and the role that support played</p> <p>4. An additional source of support and reasons why it might be appropriate to the individual's life events</p> <p>Key knowledge: Character traits to cope: o resilience o self-esteem o emotional intelligence o disposition</p> <p>Sources of support: o family, friends, o professional carers and services o community groups o multi-agency working, o multidisciplinary working</p> <p>The types of support: o emotional support o information, advice, o practical help</p>	<p>meet the specific health care needs of the specified individual</p> <p>3. How the primary and secondary care services could work together to meet the specific needs of the specified individual</p> <p>Key knowledge: Health conditions: o arthritis o cardiovascular conditions o diabetes (type 2) o dementia o obesity o respiratory conditions o sensory impairments, physical impairments, learning disability.</p> <p>Health services available: o primary care – e.g. GP surgeries, o secondary care e.g. cardiology, o tertiary care – e.g. oncology, transplant services</p>	<p>the specified individual</p> <p>3. How informal care options could meet the specific needs of the specified individual.</p> <p>Key knowledge: Social care – e.g. help with day-to-day living</p> <p>• Social care services: o services for children and young people – e.g. foster care, o services for adults or children with specific needs e.g. respite care o services for older adults – e.g. residential care,</p> <p>Additional care: o informal care o voluntary care e.g. community groups.</p>	<p>how the health or social care services could minimise or remove the barrier</p> <p>3. Provide justifications to support each suggestion.</p> <p>Key knowledge: Barriers: o physical barriers o sensory barriers o social and cultural barriers o Language barriers o geographical barriers o Intellectual barriers o financial barriers</p> <p>Overcoming Barriers e.g. NHS exemption certificates, local transport schemes</p> <p>2. How the attributes of empathy and patience can be demonstrated by the professionals supporting the chosen individual</p> <p>3. How the values of communication and care can be demonstrated by the professionals supporting the chosen individual</p> <p>4. Reasons why the skills, values and attributes that you have included are important when providing the specified individual with care</p> <p>Key knowledge: Skills: o problem solving o observation o dealing with difficult situations o organisation.</p> <p>Attributes: o empathy o patience o trustworthiness o honesty.</p> <p>Values.</p>
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Skills (Command words)	Identify Explain Describe Evaluate	Identify Describe Evaluate Compare Evaluate Assess	Identify Explain Describe Explore	Identify Explain Describe Explore Compare Evaluate Assess	Describe Apply Explain Analyse	Explore Justify Link	Describe Explain Analyse	Assess Explore Describe Justify
Assessment & Educational Visit Opportunities	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets	Folder work Consolidation tasks Exit tickets

Year 11						
Component 3- Health and well being – Exam unit						
Topic title	A: Factors that affect health and wellbeing	B: Interpreting health indicators	B: Interpreting health indicators	C: Person-centred approach to improving health and wellbeing	C: Person-centred approach to improving health and wellbeing	C: Person-centred approach to improving health and wellbeing
Key questions	What are the factors that impact health and wellbeing?	What are the physiological indicators of health and wellbeing?	What are the lifestyle indicators of health and wellbeing?	How do we ensure a person-centred approach improving health and wellbeing?	What are the recommendations and actions that can improve health and wellbeing?	What are the barriers and obstacles individual have to meeting health recommendations?
Key knowledge and concepts	Physical factors o inherited conditions o mental ill health o sensory impairments. Lifestyle factors o nutrition o physical activity	Interpretation of physiological data: o resting heart rate o heart rate (pulse) recovery after exercise o blood pressure o body mass index	Interpretation of lifestyle data: o nutrition – the Eatwell Guide o physical activity – UK Chief Medical Officers’ Physical Activity Guidelines	The ways in which a person-centred approach takes into account an individual’s: o needs o wishes o circumstances	Established recommendations for helping to improve health and wellbeing: o improving resting and recovery heart rates o improving blood pressure	Potential barriers: o physical barriers o barriers to people with sensory disability o barriers to people with different social and cultural backgrounds

	<ul style="list-style-type: none"> o smoking o alcohol o substance misuse. <p>Social factors</p> <ul style="list-style-type: none"> o supportive and unsupportive o social inclusion and exclusion o bullying o discrimination. <p>Cultural factors:</p> <ul style="list-style-type: none"> o religion o gender roles o gender identity o sexual orientation o community participation. <p>Economic factors</p> <ul style="list-style-type: none"> o employment situation o financial resources – <p>Environmental factors</p> <ul style="list-style-type: none"> o housing needs, conditions, location home environment o exposure to pollution <p>The impact on PIES and health and wellbeing of different types of life event:</p> <ul style="list-style-type: none"> o physical events o relationship changes o life circumstances. 	<p>The potential significance of abnormal readings:</p> <ul style="list-style-type: none"> o impact on current physical health (short-term risks) o potential risks to physical health (long-term risks) 	<ul style="list-style-type: none"> o smoking – UK Chief Medical Officers’ Smoking Guidelines o alcohol – UK Chief Medical Officers’ Alcohol Guidelines o substance misuse. 	<p>The importance of a person-centred approach for individuals:</p> <ul style="list-style-type: none"> o makes them more comfortable o gives them more confidence o ensures their unique and personal needs are met o increases the support available o they are more motivated improve their health o they feel happier and more positive about their health and wellbeing. <p>The benefits of a person-centred approach</p> <ul style="list-style-type: none"> o Improves job satisfaction o Saves time for health and social care services o Saves money for health and social care services o Reduces complaints about health and social care services and workers. 	<ul style="list-style-type: none"> o maintaining a healthy weight o eating a balanced diet o getting enough physical activity o quitting smoking o sensible alcohol consumption o stopping substance misuse. <p>Support available when following recommendations to improve health and wellbeing:</p> <ul style="list-style-type: none"> o formal support from professionals, trained volunteers, support groups and charities o informal support from friends, family, neighbours, community and work colleagues 	<ul style="list-style-type: none"> o barriers to people that speak English as an additional language or those who have language or speech impairments o geographical barriers o resource barriers for service provider o financial barriers. <p>Potential obstacles as appropriate to the individual and the recommendation:</p> <ul style="list-style-type: none"> o emotional/psychological o time constraints o availability of resources o unachievable targets o lack of support.
<p>Skills (Command words)</p>	<p>Describe Explain Link Apply</p>	<p>Assess Interpret Describe Explain Apply</p>	<p>Recommend Justify Apply</p>	<p>Explain Justify Evaluate</p>	<p>Describe Suggest Evaluate</p>	<p>Describe Explain Apply Demonstrate Recommend Analyse Justify</p>

