

BTEC TECH in Health and Social Care: Course overview – (Year 11 leavers 2023)

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 (coursework) 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	Internal assessment	Assignment 1: Life stages and factors that affect growth and development. Assignment 2: Life events and their impacts on individuals	September to December – year 10 December to April – year 10
Component 2: Care services and care values	Internal assessment	Assignment 1: Care services and their impact on specific individuals. Assignment 2: Care values and their importance within health and social care	April to July - year 10 February-April – year 11
Component 3: Health and wellbeing	External exam.	This is a 2 hour written exam. It is a case study which the students have to answer questions on in examined conditions.	February – year 11 *Resit – May Year 11 if needed.

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

*Please note that they are allowed to sit their examination twice. They will only re-sit if they need the points to improve their overall grade. If they sit the examination twice their best grade counts towards their overall BTEC 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 11						
	Component 1- human lifespan development – Assignment 1		Component 1- human lifespan development – Assignment 2		Component 2 – Care services and values – Assignment 1	
Topic title	The growth and development during different life stages	Factors that affect the growth and development of individuals.	Life events that can affect an individual's growth and development.	Support and services that can help individual to cope and adapt to life events	Care services that can offer helps and support to individuals.	Barriers to accessing services.
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 are suitable for and can offer support to individuals with specific needs? How can these care services help?	What stops or hinders individuals from being able to access services? What are the barriers to accessing services that individuals may have?
Key knowledge and concepts	Life stages: Infancy (0-2yrs) Early Childhood (3-8yrs) Adolescence (9-18yrs) Early Adulthood (19-45yrs) Middle Adulthood (46-65yrs) Later Adulthood (65+yrs) Growth and development: Physical development Intellectual development Emotional development Social development	Factors: Physical Lifestyle choices Social Cultural Economic	Life events: Expected Unexpected Physical Relationship changes Life circumstances	Support: Formal Informal Practical help Emotional support Information and advice Strategies for adapting through Change - Accepting Change - Letting go of old circumstances - Being resilient - Understand that things need to change - Giving it time - Talking to people - Support	Types of services: Primary services Secondary services Tertiary care services Allied health professionals Types of support: Foster care Residential care Respite care Domiciliary care Specialised care for learning and physical disabilities. Informal support: Friends Family Neighbours	Types of barriers: Physical barriers Sensory barriers Social barriers Cultural barriers Psychological barriers Geographical barriers Resource barriers Financial barriers Exploring solutions for overcoming the barriers that have been described.
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 Justify	Describe Explain Analyse Assess

Assessment & Educational Visit Opportunities	Assignment 1 part 1- Select an individual and describe the person's growth and development across three life stages.	Assignment 1 part 2- Describe how the identified factors can affect your individual's growth and development. Compare how the factors have affected them in 3 different life stages and evaluate the changing impact of these factors.	Assignment 2 part 1- Describe two individuals that went through the same life event. Describe how they reacted to the life event and the impact the life event had on their growth and development.	Assignment 2 part 2- Describe how two individual coped and adapted to the life event. Describe the role that support played in them deadline with it and compare how they experienced the same life event.	Assignment 1- part 1: Choose two individuals from the available case studies. Describe the care service that they either are using or could use to meet their individual needs.	Assignment 1- part 2: Describe the barriers that the two individuals have that could prevent them from accessing services. Choose one service that they should use. Describe how it can help them, assess the barriers they have to accessing this services and assess how these barriers could be overcome with realistic solutions.
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Year 11							
	Component 3- Health and well being – Exam unit						Component 2 – Care services and values – Assignment 2
Topic title	Factors that affect health and wellbeing	Interpreting health indicators to understand the physical health of an individual	Person centred approach to care – creating personalised health care plans	Rationale of health care plan	Potential obstacles to meeting care plans and ways to overcome them	Answering exam questions – exam practice	Demonstrating the care values important in health and social care settings.
Key questions	How do factors affect the health and wellbeing of individuals and service users?	What does specific health data indicate about an individual's current physical health and the future risks to physical health?	How can we use health data and other gathered information to create an individualised health care plan for a specific individual?	How does the care plan meet and take into account the needs, wishes and circumstances of the individual?	What are the obstacles an individual faces to meeting care plans? How can these obstacles be minimised or overcome?	How to apply knowledge to exam questions. How can I revise effectively?	Why are the care values important and how should they be used effectively within a health and social care setting.
Key knowledge and concepts	Impact of factors on health and wellbeing: Physical factors Lifestyle factors Social factors Emotional factors Cultural factors	Interpreting health data for: <u>Lifestyle data</u> - Smoking - Alcohol - Drugs - Inactive lifestyles - Diet	Target setting: Using the health data, set recommended actions and targets for an individual in order to improve their health and wellbeing.	Rationale of health care plan: Using data and information explain how the plan takes into account: <u>Needs of individual</u> - linked to health data. <u>Wishes of the individual</u>	Obstacles to meeting care plans: Using the information provided explain potential obstacles to meeting the care plan for the individual using these categories: -emotional -psychological -Time constraints	Health and wellbeing Factors Explain Describe Assess Justify Recommend Interpret Data Obstacles	Care values: -Empowerment and promoting independence -Respect, tolerance -Non-discriminatory practice - Dignity -Confidentiality

Commented [CL1]:

	Economic factors Environmental factors Life events	Physiological data: Peak flow Body mass index pulse rate Blood pressure	Recommended actions Short term goals Long term goals Sources of support	- linked to the preferences stated by the individual Circumstances of the individual -Linked to the information about the individual's life	-resources -lack of support -unachievable targets -factors specific to individual -barriers to accessing identified services.	Barriers Physiological data Lifestyle data Peak flow Pulse BMI Blood pressure	-Safe guarding and duty of care - Effective communication
Skills (Command words)	Describe Explain Link Apply	Assess Interpret Describe Explain Apply	Recommend Justify Apply	Explain Justify Evaluate	Describe Suggest Evaluate	Revision techniques Answering exam questions Understanding mark scheme	Describe Explain Apply Demonstrate Recommend Analyse Justify
Assessment & Educational Visit Opportunities	Apply knowledge to exam questions	Apply knowledge to exam questions	Apply knowledge to exam questions	Apply knowledge to exam questions	Apply knowledge to exam questions	Apply knowledge to exam questions	Assignment 2: Plan a role play where you demonstrate all of the care values effectively. Write an evaluation of your strengths and weaknesses and recommend ways to improve.