



Haydock High School Health and Social Care Department – Curriculum

Aims of the Department

The BTEC Tech Award in Health and Social Care curriculum provides students with an introduction to vocational qualifications. The BTEC Tech award suite of qualifications has been designed to allow students to draw on the knowledge and skills acquired from a variety of other Key Stage 4 subjects including English, Maths and Science. The award gives learners the opportunity to build skills that show an aptitude for further learning both in the Health and Social Care sector and more widely.

Studying Health and Social Care provides the opportunity for practical application alongside conceptual study. The qualification prepares students for their next educational steps or to begin their working career in the Health and Social Care sector through jobs and apprenticeships.

Curriculum Ethos

As a department we hope to promote independent learners who have the ability to think on their feet, be able to use their initiative and show resilience. Students will develop a variety of transferable skills including research, communication and interpersonal skills. Students will develop their empathy for others and will learn how to apply and demonstrate the care values when working with those who are vulnerable and are in need of help, support and care.

Throughout their time studying the BTEC Tech Award in Health and Social Care students are immersed in the vocational aspects of the course and through shared experiences students develop knowledge, understanding and the skills to work in a variety of Health and Social Care careers and jobs. Students apply their knowledge and understanding of the topics covered through the completion of a variety of assignments based on different aspects of Health and Social Care.

Component 1: Human Lifespan Development.

In this component students will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Students will identify and be able to explain how different types and sources of support can help people deal with the different life events, thus opening them up to the variety of Health and Social Care jobs and careers and why they are so important.

Component 2: Health and Social Care Services and Values.

In this component students study and explore practically, health and social care services and how they meet the needs of real service users. Students build on what they have learnt in Component 1 investigating the role of care workers in meeting the needs of service users. Students develop skills in applying care values common across the sector and which underpin all aspects of a Health and



Haydock High School Health and Social Care Department – Curriculum

Social Care workers job (some of which are transferable to other sectors that involve interactions with clients or customers)

Component 3: Health and Well Being

In this final synoptic component students will look at the factors that can have a positive or negative influence on a person's health and well-being. Students will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. Students will learn how to use this information to design an appropriate plan for improving someone's health and well-being, including short term and long term targets. Additionally they will explore the difficulties an individual may face when trying to make these changes. Students will develop skills in analysing information and communicating for a specific purpose, which will support their progression to Level 2 or 3 vocational or academic qualifications.

This component builds on the knowledge; understanding and skills acquired and developed in components 1 and 2.

Teaching and Learning

How does the sequence and content of the curriculum allow students to grow, excel and thrive in their learning?

Year 9

At the beginning of Year 9 students will complete the 'Step into NHS' project to introduce them to the wide variety of jobs and careers in Health and Social Care. This project builds on the skills they will have developed in other subjects at key stage 3 including research, communication, literacy, teamwork and leadership, creativity and problem solving.

Students will then go on to covering the theory for Component 1 Learning Aim A, looking at how individuals grow and develop and the factors that can influence it.

As students cover the content of Learning Aim A they will complete assessments based on its assessment criteria building on the skills needed to complete their first assignment in Year 10.

Year 10

Students will complete Component 1 Learning Aim and will go on to complete Learning Aim B by the end of term 1.

During term 2 students will complete Component 2 Learning Aim A and by the end of Year 10 will complete Learning Aim B.



Haydock High School Health and Social Care Department – Curriculum

Assessment

Component 1 – Learning Aim A – assignment brief – students to produce a report based on an individual looking at how they grow and develop and the factors that affect them.

Component 1 – Learning Aim B – assignment brief- students to produce a report based on two individuals and how a life event has impacted on their development and the support that helped them to adapt.

Component 2 – Learning Aim A – students will produce a report on one case study about two people. They will identify and explain their needs and the health and social care services that meet those needs. Students will explain how barriers would affect the use of one of the health and social care services. They will analyse the extent to which the services meet the needs and explain how barriers can be overcome. For a distinction students will assess the suitability of the health and social care services and will give realistic suggestions for how the barriers can be overcome.

Component 2 - Learning Aim B- for this assignment students will be expected to complete a role play demonstrating the care values independently in a health and social care context. They will describe the positive and negative aspects of their own demonstration and comment on aspects of feedback. To achieve a merit they will also make suggestions for improvements of own application of the care values incorporating the feedback. To achieve the distinction they will make justified and appropriate recommendations for the improvements.

Year 11

During the final year students will complete Component 3, as the synoptic component it utilises all of the work they have done in Components 1 and 2 in Years 9 and 10. This component is externally assessed through a written task worth 60 marks and completed under exam conditions over two hours. Students will sit the exam in February and if ant need to resit they will do this in June.

How will they grow as individuals in your subject?

In year 9 and 10 whilst studying component 1 students will be able to look at their own growth and development from birth to present day and looking to the future. They will learn all about how we as individuals grow and develop physically, intellectually, emotionally and socially. More importantly they will investigate a wide variety of factors that can have a positive and negative impact on their own growth and development and that of others, for example relationships, alcohol, smoking, educational experiences amongst others. This will enable them to empathise with others and develop their emotional intelligence.



Haydock High School Health and Social Care Department – Curriculum

In year 10 studying component 2 students will develop an insight into their own health needs and that of others. They will develop confidence as they learn how to apply and demonstrate the care values through role play.

Throughout the course students will develop in a variety of ways. They will develop leadership and team working skills through a variety of group and paired activities. They will produce presentations which will develop their communication skills and confidence when speaking in front of others. Students will develop their literacy and numeracy skills. Students will develop report writing skills including being able to identify, outline, describe, explain, compare and assess (depending on the assignment they are completing). Analysis and interpretation skills will be developed in component

In component 1 the students will investigate the factors that can affect a person's growth and development, including religion and culture. Time will be spent looking at the positive and negative aspects of various religions and cultures and the impact they have on physical, intellectual, emotional and social development.

In component 2 the students will investigate the needs of different service users. We will look at a variety of different people – ages, culture, disability, etc. to broaden students understanding and knowledge of the multicultural society we live in. Students will investigate barriers that can prevent people from accessing health and social care services including culture and language and more importantly looking at how these barriers can be overcome by the service users themselves and the Health and Social Care services. In learning aim B students will learn about and demonstrate the care values including anti discriminatory practices, respect, and dignity.

In component 3 students will build on and develop the skills, knowledge and understanding of cultures, etc. through case studies devised to look at care values, barriers to change, factors affecting health and well-being, etc.

In all 3 Components students will develop a variety of literacy skills including:

Vocabulary and spelling – learning key terminology and its application in a variety of context.

Comprehension - reading and understanding a variety of text

Writing – students will have opportunities to develop a range of writing skills including analysis, discussion, evaluate, explanations, instructions, informative, persuasive, etc. Students will do this through a variety of tasks both independent and as part of a group or pair.

In Component 3 students will develop numeracy skills when analysing and interpreting physiological data including BMI, Peak flow data, and blood pressure data.



Haydock High School Health and Social Care Department – Curriculum

Extra Curricular

**After school lessons to support in the completion of assignments in both Component 1 and 2.
Lunchtime sessions will also be available**

Revision sessions for Component 3- lunchtimes and after school.

Homework

In line with whole school policy