

What is the importance of the subject? Why should pupils be studying it? Why should they care about it? How might the subject link to the real world/ real life scenarios?

The aim of Health and Social care is to develop an understanding about the Health and Social Care sector. About 3 million people work in Health and Social Care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants; while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both Health and Social Care is likely to rise; so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. Study of this sector at Key Stage 4 will provide an opportunity for practical application alongside conceptual study. Students will be encouraged to use their work experience in Year 10 to experience firsthand a job role within the health care sector. Two thirds of the course is completed using ICT; which provides the students with key skills needed within the modern workplace.

Aims

Through studying Health and Social Care, learners will gain knowledge and understanding of:

- How people grow and develop over the course of their lives from infancy to old age, and the factors that may affect development, such as diet, relationships, poverty or wealth.
- The impact of major life events like marriage or parenthood. Learners will analyse these impacts from a positive and negative viewpoint, demonstrating empathy. Learners will understand how people adapt to these changes and the support that is available to them.
- The range of local Health and Social Care Services, and how they may meet individual needs, as well as barriers that may make it harder to use these services.

Students

- Will be given the opportunity to demonstrate, and apply, the key care values; such as dignity and respect for others, to real life scenarios.
- Will understand how to analyse and interpret lifestyle and physiological data, and be able to design appropriate health and well-being improvement plans.
- Will also develop skills that are essential for careers in both Health and Social Care and the wider employment market generally. These include verbal and written communication, team working, working from a prescribed brief, working to deadlines, presenting information effectively, as well as accurately completing administrative tasks and processes.

What are the key concepts or big ideas underpinning the subject?

Human Lifespan Development - explore human growth and development across life stages and the factors that affect it. Investigate how individuals deal with life events.

Health and Social Care Services and Values - the different types of Health and Social Care services and barriers to accessing them. Considered attitudes most important in Health and Social Care; including the care values that are vitally important in the sector, and the opportunity to practice applying them.

Health and Wellbeing - factors that affect health and wellbeing and understand how to interpret various health indicators. Understanding of Person-centred health and wellbeing improvement plans and how to overcome obstacles in applying them. Development of key skills that prove your aptitude in Health and Social Care; such as interpreting data to assess an individual's health.

Cooperation (social) - Engage in cooperative activities and enjoy communicating, collaborating with each other within a team. Students will be encouraged to work in a team, building on trust and developing skills (either individually) or as a group.

Challenge - Succeed and excel demanding activities. Students will develop an understanding of how to improve in increasingly complex and demanding activities.

Preparation for life - Students are encouraged to become involved in a range of activities that develops their understanding of the Health and Social Care section within the UK.

Health and Social Care and the law - Students are encouraged to become involved in a range of activities that develops their understanding of the Health and Social Care section and legislation within the UK context.

What topics will the pupils be studying in each year group?

Students will study 3 components: Human Lifespan Development, Health and Social Care Services and Values and Health and Wellbeing

Component 1 Human Lifespan Development (Year 10)

In this component, students will study how people grow and develop over the course of their life; from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them

Assessment: A written report on how an individual has changed over the course of three life stages. The individual is selected by the learner and may be someone well known to them or a well-known celebrity.

Component 2 Health and Social Care Services and Values (Year 11)

Students study, and explore practically, Health and Social Care services and how they meet the needs of real service users. This component will give the students an understanding of Health and Social Care services and will help you develop skills in applying care values that are common across the sector.

Assessment: Students will be given a case study on two individuals with different Health and Social Care needs: one will have health care needs, and the other social care needs. The case study details why they need to access these services, as well as their specific circumstances that would impact on their ability to access them. Students carry out research to find services that meet their needs and produce a written report that reviews health and social care services available in the local area. The second part of the assessment involves the students taking part in role-play situations. The situation(s) could relate to health or social care. Students then review their own performance.

Component 3 Health and Wellbeing (Across both years)

In this component, students look at the factors that can have a positive or negative influence on a person's health and wellbeing. The 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 wellbeing, including short- and long-term targets. Additionally, students will explore the difficulties an individual may face when trying to make these changes. This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2.

Assessment: This unit will be assessed by a 2 hour externally set exam. Students will be given a case study and will assess an individual's health and wellbeing; drawing on their understanding of life events from Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2. This exam is set early enough in the course to allow for a necessary re-sit if required.

Key Stage 5

The Pearson BTEC Level 3 National Certificate in Health and Social Care aims to provide an introduction to the sector. The qualification supports access to a range of higher education courses possibly, but not exclusively, in Health and Social Care, if taken alongside further Level 3 qualifications. It builds on knowledge and skills developed across the Key Stage 4 Health and Social Care BTEC Tech Award, but is a standalone qualification which does not require prior study in this subject.

Year 12 BTEC Level 3 National Certificate in Health and Social Care

There are two mandatory units, one internal and one external. Students must complete and achieve at Near Pass grade or above in the mandatory external unit and achieve a Pass or above in the mandatory internal unit.

Unit 1: Human Lifespan Development (External)

This unit will develop the students knowledge and understanding of patterns of human growth and development. Students will explore the key aspects of growth and development, and the experience of health and wellbeing. Students will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. The students will learn about a number of theories and models to explain and interpret behavior through the human lifespan. In this unit, you will explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals. Students will study the interaction between the physical and psychological factors of the ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years. If you have already completed the BTEC Tech Award, this unit builds on prior knowledge gained to completing written report on different clients for Component 1.

Assessment: The unit will be assessed through one examination of 90 marks lasting 1 hour and 30 minutes. Students will be assessed through a number of short- and long-answer questions. Students will need to explore and relate to contexts and data presented. The questions will assess understanding of growth and development through the human lifespan, the factors that affect growth and development and the effects of ageing. This exam will be sat in the May/June of Year 12 with the possibility of a re-sit in the January of Year 13 if required.

Unit 5: Meeting Individual Care and Support Needs (Internal)

This unit introduces students to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a Health and Social Care environment.

Assessment: This unit will be internally assessed. Students will receive a number of case studies and must then produce a set of case notes to demonstrate an understanding of the diverse care and support needs for two individuals and how these can be met. If students have already completed the BTEC Tech Award, this unit builds on prior knowledge gained through Component 2 and role play scenarios.

Year 13 BTEC Level 3 National Extended Certificate in Health and Social Care

There are two further units, one internal (optional) and one external (mandatory). Students must complete and achieve at Near Pass grade or above in the mandatory external unit and achieve a Pass or above in the internal unit.

Unit 2: Working in Health and Social Care (external)

In this unit, students explore what it is like to work in the Health and Social Care sector, including the roles and responsibilities of workers and organisations. This will include maintaining the safety, and safeguarding, of individuals with health and social care needs; making sure that personal information is properly handled and preventing discrimination. An understanding of how workers are accountable both to the service users and the regulatory bodies will also be developed. If students have already completed the BTEC Tech Award, this unit builds on prior knowledge gained through Component 2 and also on knowledge gained from Unit 5 coursework.

Assessment: This unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes. Students will be assessed through a number of short- and long-answer questions. The paper consists of four sections, and each section is based on a different short scenario briefly explaining the situation of a person with health and social care needs. Each scenario is relevant to a different service user group. Each section of the paper is structured with questions of 2, 4, 6 and 8 marks. This exam will be sat in January of Year 13 allowing the possibility of a re-sit in May/June if required.

A further unit, internally assessed, will also be covered; but this will vary from year to year, depending on the interest of the students.

The choice is one unit from the following four: Sociological Perspectives, Psychological Perspectives, Supporting Individuals with Additional Needs or Physiological Disorders and their Care

Assessment: Assessment will vary depending on the unit chosen, but will mainly consist of students receiving a number of case studies and must then produce a set of case notes to demonstrate an understanding of the topics covered.

What key capacities / skills will the pupils develop?

No matter which area of the curriculum is studied within Health and Social Care, students will gain a wide range of very employable and transferable skills, knowledge and attributes. These include:

Health and Social Care at Millom School should help students to:

- Develop subject knowledge and ***understanding*** that is highly relevant to the Health and Social Care programme of study; but also to the wider context of becoming an

adult. Students will learn specialist skills which are relevant to specific activities; but they will also learn skills which are transferable into society.

- Develop **independence** through working to develop knowledge about their own experiences of health and development and relate these to wider contexts.
- **Communicate** skills, thoughts and ideas to a variety of audiences in different situations, from group work in a team to written essays.
- Have **Determination** to tackle complex and demanding activities.
- Be a **collaborator** by having the experience of working in a team.
- Be an **investigator** and showing an interest in how to improve health. The investigations will include developments and barriers within the section and how they are sort to be overcome
- Achieve a **positive** approach to the Health and Social Care section learning and working with others.

How are the pupils' learning being assessed in this subject? How does the subject support the learning of all pupils?

The Health and Social Care curriculum provides opportunities for students to learn new activities and build on skills learnt in other subjects in a variety of ways. This in turn provides opportunities for student progress to be assessed in a range of ways.

Assessment opportunities include:

- Question and answers – this will happen in all lessons to ensure students fully understand the key skills, processes and concepts taught in the lesson.
- Formative assessment - also known as **assessment for learning**, is a method of assessing pupils while learning is happening rather than at the end of a topic or sequence of lessons. This can take many forms; including teacher observation of the skills being completed.
- Summative assessments - are used to evaluate student learning, skill acquisition, and achievement at the conclusion of a unit of work. Students are provided with assignment briefs with a number of activities within them. Each activity has predetermined criteria against which the students are assessed. Assessments follow BTEC marking system of Level One Pass, Merit and Distinction – Level 2 Pass, Merit, Distinction.
- Peer assessments - Peer assessments are a key assessment tool; allowing all pupils to give and receive immediate, individual feedback. Students inform their peers what they did well and what they could do to improve against predetermine sets of criteria.

How can pupils progress in this subject?

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects.
- Study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of Health or Social Care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, to apprenticeships or to further study at Level 3.

For these learners, the attitudes and the reflective and communication skills covered in this qualification will help them achieve.

- Study of Health and Social Care post-16 through the study of a Technical Certificate.

Learners who perform strongly in this qualification, compared to their overall performance, should strongly consider this progression route; as it can lead ultimately to employment in the Health and Care sector.

Health and Social Care is so diverse in the nature of the course it has direct links to a very wide range of Higher Education courses. These include:

- Nursing
- Social Work
- Child care and development
- Biology
- Nutrition
- English
- Sociology
- Psychology
- Strength and Conditioning
- Physiotherapy
- Sports Rehabilitation
- Primary Education
- Physical Education

**How does the subject support careers education, information, advice and guidance?
What career pathways can pupils take by studying this subject further?**

Health and Social Care lends itself to a range of careers within the care sector, as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have qualifications in Health and Social Care?

Some careers that you could consider doing with Health and Social Care include:

- Nurse
- Paramedic
- Physiotherapist
- Psychotherapists
- Counsellor
- Health and Social policy at local and national level
- Child Care profession
- Social worker



How can pupils enrich their knowledge and understanding in this subject?

Students are encouraged to develop their own understanding of the Health and Care sector by staying up to date with current events and the ever changing political landscape. Students are also encouraged to investigate issues within the sector.

Within a local context, perhaps understanding the issues within the local area at Furness General Hospital would be a great starting place.

The department offers a number of visitors to come into school and talk to students about a wide range of topics.

Students also have an opportunity to enhance their awareness of both the subject and the opportunities that it presents during university visits.