

### Technical Award in Health and Social Care

#### **KS4 Health and Social Care Intent**

As part of the Applied Learning Faculty Health and Social Care aims to teach the students both British and Care Values in order to prepare them for life within the Black Country and beyond. The course will focus on building the following skills: leadership, resilience, confidence, teamwork and independence. Students will be responsible for writing assignments, resubmitting assignments, answering exam questions and completing role play. The topics covered within Health and Social Care will prepare students for not only further education but life events they may experience later on in life. The students will develop their skills further as they apply their knowledge in a variety of assessments. Topics covered on the course include development through the life stages, factors affecting development, life events, types of support, health and social care services, barriers, care values and finally health and wellbeing. Health and Social Care is a pre-college course and aims to prepare students for apprenticeships, college courses and full-time work in the Health and Social Care sector.

Term	Year 10	Year 11
<b>Autumn September- October</b>	Overview: Introduction to Component 1 LAA Human Lifespan Development A.1P1 Identify aspects of growth and development for a selected individual. A.1M1 Outline different aspects of growth and development across three life stages for a selected individual. A.2P1 Describe growth and development across three life stages for a selected individual. A.2M1 Compare the different factors that have affected growth and development across three life stages for a selected individual. A.2D1 Assess the changing impact of different factors in the growth and development across three life stages of a selected individual.	Overview: Introduction to Component 3 Health and Wellbeing (external exam component)  AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing  AO2 Interpret health indicators
	Skills: Essay writing, Oracy, research, IT skills, Word Skills (saving, layout of work), literacy skills.	Skills: Exam technique, time management, annotating skills, literacy skills
	Assessment: Formative essay based on a celebrity explaining how the PIES were affected across three life stages towards A1P1, A1M1, A2P1, A2M1, A1D1, A2D1.	Assessment: Mock 1
<b>Autumn November- December</b>	Overview: Continuation with Component 1 LAA Human Lifespan and Development. A.1P2 Identify factors that have had an effect on growth and development of a selected individual.	Overview: Introduction to Component 3 Health and Wellbeing external examination.

	<p>A.1M2 Outline the ways that different factors have affected growth and development of a selected individual.</p> <p>A.2P2 Explain how different factors have affected growth and development of a selected individual.</p>	<p>AO3 Design a person-centred health and wellbeing improvement plan</p> <p>AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p>
	<p>Skills: Essay writing, Oracy, research, IT skills, Word Skills (saving, layout of work, printing), literacy skills.</p>	<p>Skills: Exam technique, time management, annotating skills, literacy skills</p>
	<p>Assessment: Learners could be asked to write a report to illustrate how people change over different life stages. Learners could choose an individual, e.g. a well-known person, and carry out desk research to find out how they have changed over the course of three life stages (the life stages chosen by learners) and then use this to write a report. Learners should have the opportunity to choose the person that they want to research. You should advise learners to ensure that their chosen individual will afford them enough opportunity to gather the required evidence.</p>	<p>Assessment: Mock 2</p>
<p><b>Spring January- February</b></p>	<p>Overview: Introduction to Component 1 LAB. B.1P3 Identify relevant information about a life event experienced by two individuals. B.1M3 Outline the impact of a life event on the development of two individuals. B.2P3 Explain the impact of a life event on the development of two individuals. B.2M2 Compare the ways that two individuals adapted to a life event and the role that support played. B.2D2 Assess how well two individuals adapted to a life event and the role and value of support in this.</p>	<p>Overview: Component 3 Revision ready for students to sit exam in February (Dates TBC)</p> <p>Revision based on the following: AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing</p> <p>AO2 Interpret health indicators</p> <p>AO3 Design a person-centred health and wellbeing improvement plan</p> <p>AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p>
	<p>Skills:</p>	<p>Skills:</p>

	<p>Essay writing, Oracy, research, IT skills, Word Skills (saving), literacy skills</p>	<p>Exam technique, time management, annotating skills, literacy skills</p>
	<p>Assessment: Formative essay explaining how a life event of the students choice can impact two individuals development and comparing which individual was affected more.</p>	<p>Assessment: Students to sit external examination in February of Year 11 (Dates TBC)</p>
<p><b>Spring February- Easter</b></p>	<p>Overview: Continuation with Component 1 LAB assignment. B.1P4 Identify sources of support that were available to two individuals experiencing a life event. B.1M4 Outline what support was given to two individuals experiencing a life event. B.2P4 Explain how two individuals adapted to a life event, using support.</p>	<p>Overview: Introduction to Component 2 LAB Care Values</p> <p>B.1P3 Demonstrate some care values in a health or social care context, making use of notes as support. B.1M3 Demonstrate the care values in a health or social care context, making use of notes as support. B.2P3 Demonstrate the care values independently in a health or social care context. B.2M2 Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback. B.2D2 Demonstrate the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback. B.1P4 Summarise briefly some key points from feedback. B.1M4 Outline positive aspects of own demonstration of care values and respond to feedback. B.2P4 Describe positive and negative aspects of own demonstration of the care values and comment on aspects of feedback.</p>
	<p>Skills:</p>	<p>Skills:</p>

	<p>Essay writing, Oracy, research, IT skills, Word Skills (saving), literacy skills</p>	<p>Essay writing, Oracy, research, IT skills, Word Skills (saving), literacy skills, confidence, performance skills such as eye contact and voice projection, resilience.</p>
	<p>Assessment: Learners could be asked to contribute to an event called Change and how people cope with it. To contribute, they choose two people who have experienced the same event (e.g. marriage, redundancy, an accident) and investigate how it affected them. Learners should gather evidence through, e.g., interviewing the two people so that they can ask specific questions and draw out their experiences first hand. You can advise learners to ensure that the proposed individuals are suitable for generating the necessary evidence.</p>	<p>Assessment: Learners must be given the opportunity to demonstrate care values in one or more simulated or real situations (one situation may not provide sufficient opportunities for learners to demonstrate all of the care values, in which case additional situations could be used). The situation(s) could relate to health or social care. Learners then review their own performance.</p>
<p><b>Summer Easter- May</b></p>	<p>Overview: Overview: Introduction to Component 2 LAA services and barriers. A.1P1 Identify health and social care services that meet some of the needs of individuals in a given scenario. A.1M1 Outline ways in which health and social care services meet the needs of individuals in a given scenario. A.2P1 Explain how health and social care services meet the needs of individuals in a given scenario. A.2M1 Analyse the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome. A.2D1 Assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome.</p>	<p>Overview: Students will go on study leave. Students have the opportunity to re-sit the Component 3 examination during May if required.</p>
	<p>Skills: Essay writing, Oracy, research, IT skills, Word Skills (saving), literacy skills</p>	
	<p>Assessment: Formative essay based on the different services within the local area that could meet the needs of two individuals from a chosen case study.</p>	
<p><b>Summer June- July</b></p>	<p>Overview: Continuation with Component 2 LAA</p>	

	<p>A.1P2 Identify barriers that might prevent individuals accessing a health or social care service.</p> <p>A.1M2 Outline barriers that would affect the use of one health or social care service for an individual in a given scenario.</p> <p>A.2P2 Explain how barriers could affect the use of one health or social care service for an individual in a given scenario.</p>	
	<p>Skills: Essay writing, Oracy, research, IT skills, Word Skills (saving), literacy skills</p>	
	<p>Assessment: Learners could be asked to carry out a review into health and social care services available in their area. Learners could 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. Learners carry out research to find local services that meet their needs.</p>	