Course Title
Pearson BTEC Tech Award Level 1/2- Health and Social Care (603/7047/6) Our aim at NHESC is to deliver a sector-specific curriculum which provides an understanding of health and social care through an enquiry-based approach. We want out students to explore problems and search for solutions through investigative learning whilst asking questions. At NHESC we develop a broad curriculum to cover the three disciplines of human lifespan development, health and social care services and values, and health and wellbeing.
Assessment details
Assessment opportunities: The KS4 Health and Social Care course is based on the Pearsons BTEC Tech Award Level 1/2 specification. It covers the main three components with components 1 and 2 being non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set assignments (PSA) will be completed in approximately 6 hours of supervised assessment. Each component is worth 60 marks. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts. External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. The exam is worth 60 marks Students are assessed using both formative and summative assessments. Where the students complete regularly purple sheet tasks within lessons to consolidate previous learning. Mini assessments are embedded throughout the topics.
Outline of the Course
The general aims and objectives of the curriculum are to: • To develop health and social care practical skills relevant to the sector, such as communication, care planning and basic first aid, through well sequenced lessons. • Develop understanding of the transferable skills like problem solving, critical thinking and teamwork, which are valuable within various career paths. • To use technical terminology and to gain an insight of the career pathways in the sector, including healthcare support worker, adult care worker and community health worker
Staff Roles
Teacher - Miss Charalambou
Equipment/Health & Safety
Taking good care of equipment provided will be important. Accidents do happen, and if damage to equipment is considered accidental by staff, then parents/carers will not be asked to pay for the equipment. Following all instructions in a practical lesson is paramount to everyone's safety. Students' safety is vital in all lessons and working together will be appreciated
Appeals Process
Centre appeals process – where a student believes the centre has not followed it policies in relation to how it determined the UTAGs (unit teacher assessment grade). This route to appeal includes where the student believes special consideration has not been applied correctly or mitigating circumstances have not been considered. **Academic judgement** - grade appeals – where the student believes the centre has not made a reasonable academic judgement of their work (e.g. they have been given a pass UTAG where student feels work was at a merit standard etc). Appeals of this type will require the provision of evidence/student work for checks by

a BTEC subject expert. We will require all evidence for a unit to be provided as part of the appeal documentation.

Curriculum Plan

This table sets out the intended curriculum plan for Health and Social Care in Key Stage 4. Learning throughout each key stage is carefully sequenced to build on existing knowledge and deepen their understanding. The curriculum overview for the year takes into consideration the topics the students are covering in our feeder schools.

YEAR 10

Autumn 1 – Component 1: Human Lifespan Development A1 - Understand human growth and development across life stages and the factors that affect it • Main life stages • PIES growth and development in the main life stages	Autumn 2 – Component 1: Human Lifespan Development A2 - Factors affecting growth and development Physical factors Social and cultural factors Economic factors
Spring 1 – Component 1: Human Lifespan Development B1 - Investigate how individuals deal with life events Different types of life event Relationship changes Life circumstances	Spring 2 – Component 1: Human Lifespan Development B2 - Coping with change caused by life events How individuals adapt to these changes Types of support
Summer 1 – Component 2: Health and Social Care Services and Values A1 – Health and social care services • Different health care services and how they meet service user needs • Different social care services and how they meet service user needs	Summer 2 – Component 2: Health and Social Care Services and Values A2 - Barriers to accessing services Types of barriers and how they can be overcome by the service providers or users

YEAR 11

Autumn 1- Component 2: Health and Social Care Services and Values B1 – Care Values Empowering and promoting independence Respect for the individual by respecting service users' needs, beliefs and identity	Autumn 2 - Component 2: Health and Social Care Services and Values B2 - Reviewing own application of care values Identifying own strengths and areas for improvement Receiving and responding to feedback from teacher/service user about own performance
Spring Term 1- Component 3: Health and Wellbeing A – Factors that affect health and wellbeing Definition of health and wellbeing Physical, Social, Economic and Environmental factors that can have positive or negative effects on health and wellbeing.	Spring Term 2- Component 3: Health and Wellbeing B - Interpreting health indicators B1 -Physiological indicators B2 - Lifestyle indicators C - Person-centred health and wellbeing improvement plans Health and wellbeing improvement plan
Teachers Signature	Date
Student Signature	Date