

**Stage 4 Subject Timeline Year 9 to 11**  
**Subject: Health and Social Care**  
**Exam Board: BTEC Tech Award level 1/2**

Year 9 2022-23					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill
<p><u>Component 1 - Human lifespan development</u></p> <p>Learning Aim A: Understand human growth and development across life stages and the factors that affect it.</p> <p>A1 Human growth and development across life stages Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional, and social classification.</p> <ul style="list-style-type: none"> <li>• The main life stages: <ul style="list-style-type: none"> <li>○ Infancy</li> <li>○ Early childhood</li> <li>○ Adolescence</li> <li>○ Early adulthood</li> <li>○ Middle age</li> <li>○ Later age</li> </ul> </li> <li>• PIES growth and development in the main stages of life: <ul style="list-style-type: none"> <li>○ Physical growth and development across the life stages.</li> <li>○ Intellectual /cognitive development across the life stages</li> </ul> </li> </ul>	<p><u>Component 1 - Human lifespan development</u></p> <p>A2: Factors affecting growth and development.</p> <p>Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development</p> <ul style="list-style-type: none"> <li>• Physical Factors to include: <ul style="list-style-type: none"> <li>○ Genetic Inheritance</li> <li>○ Experience of illness and disease</li> <li>○ Diet and lifestyle choices</li> <li>○ Appearance Exercise</li> </ul> </li> <li>• Social and cultural factors: <ul style="list-style-type: none"> <li>○ Culture eg: community involvement, religion, gender roles and expectations.</li> <li>○ Educational experiences</li> <li>○ The influence of roles models</li> <li>○ The influence of social isolation</li> <li>○ Personal relationships with family and family</li> <li>○ Environmental factors</li> </ul> </li> <li>• Economic factors:</li> </ul>	<p>B2: Coping with change caused by life events</p> <p>Learners will explore how individuals can adapt or be supported through changes caused by life events.</p> <ul style="list-style-type: none"> <li>• How individuals adapt to these changes</li> <li>• Sources of support: <ul style="list-style-type: none"> <li>○ Family, friends, partners</li> <li>○ Professional carers and services</li> <li>○ Community groups, voluntary and faith-based organisations</li> </ul> </li> <li>• Types of support: <ul style="list-style-type: none"> <li>○ Emotional</li> <li>○ Information and advice</li> </ul> </li> </ul> <p>Practical help, e.g., financial assistance, childcare, transport</p> <p><b>Preparation for the assignment, scenario, and case study practise.</b></p>	<p><u>Component 1 summative assessment and internal marking</u></p> <p>Assignments 1 The assignment for this component consists of four tasks.</p> <ul style="list-style-type: none"> <li>• <b>Task 1</b>, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages.</li> <li>• <b>Task 2</b>, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages.</li> <li>• <b>Task 3a</b>, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development.</li> </ul>	<p><u>Component 2: Health and Social Care Services and Values</u></p> <p>Learning Aim A1 <b>Understand the different types of health and social care services and barriers to accessing them</b></p> <p><b>A1 healthcare services</b></p> <ul style="list-style-type: none"> <li>• Health conditions: <ul style="list-style-type: none"> <li>○ arthritis</li> <li>○ cardiovascular conditions</li> <li>○ diabetes (type 2)</li> <li>○ dementia</li> <li>○ obesity</li> <li>○ respiratory conditions</li> <li>○ additional needs</li> </ul> </li> <li>• <b>Health services available:</b> <ul style="list-style-type: none"> <li>○ primary care</li> <li>○ secondary care –</li> <li>○ tertiary care –</li> <li>○ allied health professions –</li> <li>○ multidisciplinary team working – how services work together, including referrals between services.</li> </ul> </li> </ul>	<p><u>Component 2: Health and Social Care Services and Values</u></p> <p>Learning aim A2 To explore a range of social care needs and how these can be met by the social care services that are available.</p> <p><b>A2 Social care service</b></p> <ul style="list-style-type: none"> <li>• Social care – help with day-to-day living</li> <li>• Social care services: <ul style="list-style-type: none"> <li>○ services for children and young people.</li> <li>○ services for adults or children with specific needs</li> <li>○ services for older adults – residential care, domiciliary care.</li> <li>• Additional care: <ul style="list-style-type: none"> <li>○ informal care – given by relatives, friends, neighbours, partners</li> <li>○ voluntary care – community groups and faith-based organisations, charities.</li> </ul> </li> </ul> </li> </ul>

**Stage 4 Subject Timeline Year 9 to 11**

**Subject: Health and Social Care**

**Exam Board: BTEC Tech Award level 1/2**

<ul style="list-style-type: none"><li>○ Emotional development across the life stages,</li><li>○ Social development across the life.</li></ul> <p><b>Check my understanding questions</b></p>	<ul style="list-style-type: none"><li>○ Income / wealth</li><li>○ Material possessions.</li></ul> <p><b>Learning Aim B: Investigate how individuals deal with life events</b></p> <p><b>B1: Different types of life event</b> Learners will explore the different events that can impact peoples physical, intellectual, emotional and social development.</p> <ul style="list-style-type: none"><li>•Physical events to include:<ul style="list-style-type: none"><li>○ Accident/ injury</li><li>○ Ill health</li></ul></li><li>•Relationship changes to include:<ul style="list-style-type: none"><li>○ Entering into relationships</li><li>○ Marriage</li><li>○ Divorce</li><li>○ Parenthood</li><li>○ Bereavement</li></ul></li><li>•Life circumstances to include:<ul style="list-style-type: none"><li>○ Moving house school or job</li><li>○ Exclusion from education</li><li>○ Redundancy</li><li>○ Imprisonment</li><li>○ Retirement</li></ul></li></ul> <p><b>Check my understanding questions</b></p>		<ul style="list-style-type: none"><li>• <b>Task 3b</b>, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.</li></ul>		
--	--	--	--	--	--

**Stage 4 Subject Timeline Year 9 to 11**  
**Subject: Health and Social Care**  
**Exam Board: BTEC Tech Award level 1/2**

End Point	End Point	End Point	End Point	End Point	End Point
<p>Understand how people grow and develop throughout their lives and have a strong understanding of how we as humans grow and develop.</p> <p>Resources made on each topic in the form of applied activities, research activities, case studies and presentations. Students will use presentations to submit online.</p>	<p>Understand how people grow and develop throughout their lives and have a strong understanding of how we as humans grow and develop.</p> <p>Resources made on each topic in the form of applied activities, research activities, case studies and presentations. Practise assignment.</p>	<p>Understand human growth and development across life stages and the factors that affect it.</p> <p>Resources made on each topic in the form of applied activities, research activities, case studies and presentations. Practise assignment.</p>	<p>Understand human growth and development across life stages and the factors that affect it.</p> <p>Written assignment 1A showing the understanding of life stages covered in component 1</p>	<p>Understand how barriers can make it difficult to use these services and suggest and how these barriers can be overcome.</p> <p>Resources made on each topic in the form of applied activities, research activities, case studies and presentations. Practise assignment.</p>	<p>Understand how barriers can make it difficult to use these services and suggest and how these barriers can be overcome.</p> <p>Resources made on each topic in the form of applied activities, research activities, case studies and presentations. Practise assignment.</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<p>Formative Assessment Exam questions</p>	<p>Formative Assessment Case studies Exam questions</p>	<p>Formative Assessment Case studies Exam questions</p>	<p>Formative Assessment Case studies Exam questions</p>	<p>Formative Assessment Case studies Exam questions</p>	<p>Formative Assessment Case studies Exam questions</p>

Use of Technology Cultural Capital Inclusiveness Diversity

**Stage 4 Subject Timeline Year 9 to 11**  
**Subject: Health and Social Care**  
**Exam Board: BTEC Tech Award level 1/2**

Year 10 2022-23					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill
<p><u>Continue Component 2: Health and Social Care Services and Values</u></p> <p><b>A3 Barriers to accessing services</b>            Learning aim: Explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.</p> <ul style="list-style-type: none"> <li>● Definition of barriers</li> <li>● Types of barriers and how they can be overcome.               <ul style="list-style-type: none"> <li>o physical barriers – issues getting into and around the facilities</li> <li>o barriers to people with sensory disability – hearing and visual difficulties</li> <li>o barriers to people with different social and cultural backgrounds.</li> <li>o barriers to people that speak English as an additional language</li> <li>o geographical barriers – distance of service provider, poor transport links:</li> <li>o text barriers to people with learning disabilities</li> <li>o financial barriers.</li> </ul> </li> </ul>	<p>Learning outcome B: Understand the skills, attributes and values required to give care</p> <p><b>B1 Skills and attributes in health and social care</b></p> <ul style="list-style-type: none"> <li>● Skills:           <ul style="list-style-type: none"> <li>o problem solving</li> <li>o observation</li> <li>o dealing with difficult situations</li> <li>o organisation.</li> </ul> </li> <li>● Attributes:           <ul style="list-style-type: none"> <li>o empathy</li> <li>o patience</li> <li>o trustworthiness</li> <li>o honesty</li> </ul> </li> </ul> <p><b>B2 Values in health and social care</b></p> <ul style="list-style-type: none"> <li>● The 6 Cs:           <ul style="list-style-type: none"> <li>o care</li> <li>o compassion</li> <li>o competence</li> <li>o communication</li> <li>o courage</li> <li>o commitment</li> </ul> </li> </ul> <p><b>B3 The obstacles individuals requiring care may face</b></p> <ul style="list-style-type: none"> <li>● Definition of obstacles</li> <li>● Potential obstacles and their impact on the individual:</li> </ul>	<p><b>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</b></p> <ul style="list-style-type: none"> <li>● Learners will explore how skills, attributes and values benefit individuals when receiving care.</li> <li>● Individuals will:           <ul style="list-style-type: none"> <li>o be supported to overcome their own personal obstacles</li> <li>o receive high quality care</li> <li>o receive person-centred care based on individual wishes</li> <li>o be treated with respect</li> <li>o not be discriminated against</li> <li>o be empowered and have independence</li> <li>o be involved in care decisions</li> <li>o be protected from harm</li> <li>o feel comfortable to raise complaints</li> <li>o have their dignity and privacy protected</li> <li>o have their confidentiality protected</li> <li>o have their rights promoted.</li> </ul> </li> </ul>	<p>Preparation for assignment 2            practice case studies and scenarios</p> <p><b>Assignment 2</b></p> <ul style="list-style-type: none"> <li>● <b>Task 1</b>, demonstrate their knowledge and understanding of how health care services work together to meet the needs of an individual.</li> <li>● <b>Task 2</b>, learners will demonstrate their knowledge and understanding of how social care services meet the needs of an individual.</li> <li>● <b>Task 3</b>, learners will demonstrate their knowledge and understanding of barriers an individual could face when accessing services in health or social care.</li> <li>● <b>Task 4</b>, learners will demonstrate their knowledge and understanding of how health care professionals demonstrate the skills, attributes and values when delivering care to an individual.</li> </ul>	<p><u>Component 3: Health and Wellbeing</u></p> <p>Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.</p> <p><b>A1 Factors affecting health and wellbeing</b></p> <ul style="list-style-type: none"> <li>● Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</li> <li>● Physical factors that can have positive or negative effects on health and wellbeing</li> <li>● Lifestyle factors that can have positive or negative effects on health and wellbeing</li> <li>● Social factors that can have positive or negative</li> </ul>	<p>PPE – Revision and exam</p> <p>Scenarios, case studies to practise</p> <p>Placement at Health and Social Care place of work</p>

**Stage 4 Subject Timeline Year 9 to 11**  
**Subject: Health and Social Care**  
**Exam Board: BTEC Tech Award level 1/2**

			<ul style="list-style-type: none"> <li>● <b>Task 5</b>, learners will demonstrate their knowledge and understanding of how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles</li> </ul>	<p>effects on health and wellbeing</p> <ul style="list-style-type: none"> <li>● Cultural factors that can have positive or negative effects on health and wellbeing</li> <li>● Economic factors that can have positive or negative effects on health and wellbeing</li> <li>● Environmental factors that can have positive or negative effects on health and wellbeing</li> <li>● The impact on physical, intellectual, emotional, and social health and wellbeing of different types of life event</li> </ul>	
<b>End Point</b>	<b>End Point</b>	<b>End Point</b>	<b>End Point</b>	<b>End Point</b>	<b>End Point</b>
<p>Understand how people grow and develop throughout their lives and have a strong understanding of how we as humans grow and develop.</p> <p>Resources made on each topic in the form of applied activities, research activities, case studies and presentations. Practise assignment.</p>	<p>Understand how people grow and develop throughout their lives and have a strong understanding of how we as humans grow and develop.</p> <p>Resources made on each topic in the form of applied activities, research activities, case studies and presentations. Practise assignment.</p>	<p>Understand how people grow and develop throughout their lives and have a strong understanding of how we as humans grow and develop</p> <p>Resources made on each topic in the form of applied activities, research activities, case studies and presentations. Practise assignment.</p>	<p>Understand how barriers can make it difficult to use these services and suggest and how these barriers can be overcome.</p> <p><b>Written assignment 2A showing the understanding of life stages covered in component 2</b></p>	<p>Understand the factors that affect health and wellbeing, including physiological and lifestyle indicators.</p> <p>Resources made on each topic in the form of applied activities, research activities, case studies and presentations. Practise assignment.</p>	<p>Understand the factors that affect health and wellbeing, including physiological and lifestyle indicators.</p> <p>Resources made on each topic in the form of applied activities, research activities, case studies and presentations. Practise assignment.</p>

**Stage 4 Subject Timeline Year 9 to 11**  
**Subject: Health and Social Care**  
**Exam Board: BTEC Tech Award level 1/2**

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Formative Assessment Case studies Exam questions	Formative Assessment Case studies Exam questions	Formative Assessment Case studies Exam questions	Controlled assessment Formative Assessment	Formative Assessment Case studies Exam questions	Formative Assessment Case studies Exam questions

Use of Technology Cultural Capital Inclusiveness Diversity

**Stage 4 Subject Timeline Year 9 to 11**  
**Subject: Health and Social Care**  
**Exam Board: BTEC Tech Award level 1/2**

Year 11 2022-23					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill	Key concept/Skill
<p><u>Continue Component 3: Health and Wellbeing</u></p> <p><b>B Interpreting health indicators</b>  <b>B1 Physiological indicators</b></p> <p>Learners will explore how physiological indicators are used to measure health.</p> <ul style="list-style-type: none"> <li>● Interpretation of physiological data according to published guidelines: <ul style="list-style-type: none"> <li>o resting heart</li> <li>o heart rate (pulse) recovery after exercise</li> <li>o blood pressure</li> <li>o body mass index (BMI)</li> </ul> </li> <li>● The potential significance of abnormal readings: <ul style="list-style-type: none"> <li>o impact on current physical health (short-term risks)</li> <li>o potential risks to physical health (long-term risks)</li> </ul> </li> </ul> <p><b>B2 Lifestyle indicators</b></p> <p>Learners will explore how lifestyle choices determine physical health.</p> <ul style="list-style-type: none"> <li>● Interpretation of lifestyle data according to published guidelines:</li> </ul>	<p><b>C2 Recommendations and actions to improve health and wellbeing</b></p> <p>Learners will explore recommendations and actions that are aimed at improving health and wellbeing,. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care.</p> <ul style="list-style-type: none"> <li>● Established recommendations for helping to improve health and wellbeing</li> <li>● Support available when following recommendations to improve health and wellbeing</li> </ul> <p><b>C3 Barriers and obstacles to following recommendations</b></p> <p>Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome.</p>	<p><u>Revision for exam</u></p> <p><u>Component 3 external assessment</u></p>	<p><u>Revision for exam</u></p> <p><u>Revision for any necessary resit of component 3</u></p>	<p><u>Revision for exam</u></p> <p><u>Resit of component 3 external assessment</u></p>	

**Stage 4 Subject Timeline Year 9 to 11**

**Subject: Health and Social Care**

**Exam Board: BTEC Tech Award level 1/2**

<p>o nutrition – the Eatwell Guide o physical activity – UK Chief Medical Officers’ Physical Activity Guidelines o smoking – UK Chief Medical Officers’ Smoking Guidelines o alcohol – UK Chief Medical Officers’ Alcohol Guidelines o substance misuse</p> <p><b>C Person-centred approach to improving health and wellbeing</b></p> <p><b>C1 Person-centred approach</b></p> <p>Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.</p> <ul style="list-style-type: none"><li>● The ways in which a person-centred approach takes into account an individual’s:<ul style="list-style-type: none"><li>o needs – to reduce health risks</li><li>o wishes – their preferences and choices</li><li>o circumstances – to include age, ability, location, living conditions, support, physical and emotional health.</li></ul></li><li>● The importance of a person-centred approach for individuals</li></ul>	<ul style="list-style-type: none"><li>● Definition of barriers</li><li>● Potential barriers as appropriate to the individual and the recommendation</li><li>● Definition of obstacles</li><li>● Potential obstacles as appropriate to the individual and the recommendation</li></ul> <p><b>Revision scenarios case studies and preparation for exam</b></p>				
---	--	--	--	--	--



**Stage 4 Subject Timeline Year 9 to 11**  
**Subject: Health and Social Care**  
**Exam Board: BTEC Tech Award level 1/2**

<ul style="list-style-type: none"> <li>• The benefits of a person-centred approach for health and social care workers and services</li> </ul>					
<b>End Point</b>	<b>End Point</b>	<b>End Point</b>	<b>End Point</b>	<b>End Point</b>	
Understand the factors that affect health and wellbeing, including physiological and lifestyle indicators.	Understanding how components 1 & 2 work across this qualification and prior learning should be used for component 3.				
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>		
Formative assessment Case studies Exam questions	Formative assessment Exam PPE practise	Final exam	Possible retake		

Use of Technology Cultural Capital Inclusiveness Diversity