

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

Year 9					
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> </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>• Economic factors: <ul style="list-style-type: none"> <li>○ Income / wealth</li> <li>○ Material possessions.</li> </ul> </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**

<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. 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>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<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>

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

Year 10					
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><b>Learning outcome B:</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>● <b>Skills:</b> <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>● <b>Attributes:</b> <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,</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 effects on health and wellbeing</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**

			<p>attributes and values when delivering care to an individual.</p> <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>	<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>	
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. 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>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<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>Controlled assessment Formative Assessment</p>	<p>Formative Assessment Case studies Exam questions</p>	<p>Formative Assessment Case studies Exam questions</p>

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

Year 11					
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		