



# Why Should I Study Health and Social Care?

- You want to learn how individuals develop holistically and the factors that effect development
- You want to learn how we adapt to life events and cope with making decisions
- You want to learn about the Health and Social Care services which are available locally and nationally and explore why individuals do not access the services they need
- You want to learn about the care values within Health and Social care and how we can use these values to protect vulnerable individuals
- You want to learn about the concept of 'Healthy' and what that means for different individuals and look at the factors which may influence an individuals health and well being





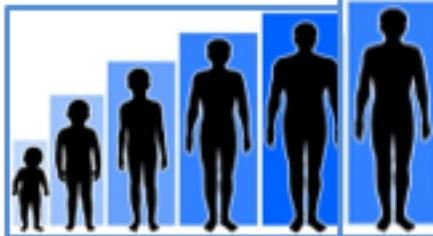
Component 1:  
Human Life  
Development

# Learning Aim A:

Understand human growth and development across life stages and

## A1: Human growth and development across the life stages

- **6 main life stages:**
  - Infants (birth - 2 years)
  - Early childhood (3 - 8 years)
  - Adolescence (9 - 18 years)
  - Early adulthood (19 - 45 years)
  - Middle adulthood (46 - 65 years)
  - Later adulthood (65+ years)



- **Physical/Intellectual/Emotional and Social development across the life stages**

# Learning Aim B:

Investigate how individuals deal with life events

## B1: Different types of life event

- Physical events - accident/injury, ill health
- Relationship changes - marriage, divorce, parenthood, entering into relationships
- Life circumstances - moving house, school or job, imprisonment, retirement, exclusion from education



## Unit 1: Human Lifespan Development

## A2: The factors affecting human growth and development

- Physical factors - genetic inheritance, illness/disease, diet and lifestyle choices and appearance
- Economic factors - income, wealth, material possessions
- Social and cultural factors - culture, educational experiences, role models, social isolation and personal relationships



## B2: Coping with change caused by life events

- How individuals can adapt, or be supported through changes caused by life events
- Sources of support:
  - family, friends and partners
  - professional carers and services
  - community groups, voluntary and faith-based organisations



Types of support: emotional / information and advice / practical help e.g. financial assistance, childcare, transport

## Component 2: Health and Social care Services and Values

### Learning Aim A:

Understand the different types of health and social care services and barriers to accessing them

#### A1: Health and social care services

- **Different health care services and how they meet service user needs:**
  - primary care, e.g. GPs, dental care, optometry, community health care
  - secondary and tertiary care, e.g. specialist medical care
  - allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.
- **Different social care services and how they meet service user needs:**
  - services for children and young people, e.g. foster care, residential care, youth work
  - services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care
  - services for older adults, e.g. residential care, domiciliary care
  - the role of informal social care provided by relatives, friends and neighbours.



#### A2: Barriers to accessing services

- **Types of barrier and how they can be overcome by the service providers or users:**
  - physical barriers, e.g. issues getting into and around the facilities
  - sensory barriers, e.g. hearing and visual difficulties
  - social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence
  - language barriers, e.g. differing first language, language impairments
  - geographical barriers, e.g. distance of service provider, poor transport links
  - intellectual barriers, e.g. learning difficulties
  - resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand
  - financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.



### Learning Aim B:

Demonstrate care values and review own practice

#### B1: Skills & Attributes

- empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered
- respect for the individual by respecting service users' needs, beliefs and identity
- maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)
- preserving the dignity of individuals to help them maintain privacy and self-respect
- effective communication that displays empathy and warmth
- safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm
- promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour

### Unit 2: Health and Social Care Services and Values

#### B2: Values in Health & Social Care

- 6Cs
- Empathy
- Respect
- Dignity

The benefits of using skills, attributes and values in Health & social care

How using skills, attributes and values can remove obstacles to individuals accessing Health & Social care



# Component 3: Health and Wellbeing

## Learning Aim A: Factors that affect health and wellbeing

### A1: Factors affecting health and wellbeing

- Definition of health and wellbeing
- Physical and lifestyle factors
- Social, emotional and cultural
- Economic factors
- Environmental factors
- The impact of life events relating to relationship changes and changes in life circumstances



## Learning Aim B: Interpreting health indicators

### B1: Physiological indicators

- Physiological indicators that are used to measure health
  - pulse (resting and recovery rate after exercise)
  - blood pressure
  - peak flow
  - body mass index (BMI).
- Using published guidance to interpret data relating to these physiological indicators
- The potential significance of abnormal readings: risks to physical health



## B2: Lifestyle indicators

- Interpretation of lifestyle data, specifically risks to physical health associated with:
  - smoking
  - alcohol consumption
  - inactive lifestyles



# Unit 3: Health and Wellbeing

## Learning Aim C: Health and wellbeing improvement plans

### C1: Health and wellbeing improvement plans

- the importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.
- information to be included in plan:
  - recommended actions to improve health and wellbeing
  - short-term (less than 6 months) and long-term targets
  - appropriate sources of support (formal and/or informal).

## C2: Obstacles to implementing plans

- Potential obstacles:
  - emotional/psychological - lack of motivation, low self-esteem, acceptance of current state
  - time constraints - work and family commitments
  - availability of resources - financial, physical, e.g. equipment
  - unachievable targets - unachievable for the individual or unrealistic timescale
  - lack of support, e.g. from family and friends
  - other factors specific to individual - ability/disability, addiction
  - barriers to accessing identified services.



# What Will Health and Social Care Lessons Be Like?

There will be a mixture of teacher led content, class discussions, individual creativity working on coursework.



- You will be taught theory – teacher led
- This will be applied to a health and social care context – teacher and class discussion/videos
- You will then write up coursework to show understanding of theory. Coursework will start straight away in Year 10 so you need to be ready from the beginning.
- Exam practice questions



# How Do I Find Out More Details?

 **HEALTH AND SOCIAL CARE-  
BTEC TECH AWARD**

**Health & Social Care is for students who:**

- Are interested in aspects of Health Care or Social Care and want to develop their knowledge further.
- Prefer coursework to exams as it is a vocational course.
- Are organised; class work will need to be utilised in coursework tasks.
- Can work independently and in silence (Exam conditions) for long periods of time during coursework tasks.
- Have good attendance.
- Have good typing/computer skills – internal coursework tasks will use Microsoft Word.

The course includes **four individual assignment pieces of work which make up 60% of the course** and an **exam making up the other 40%**.  
**The overall grade will range from a Level 1 Pass-Distinction to a Level 2 Pass-Distinction\***

**Component 1: Human Lifespan Development**  
This unit will be Internally assessed through a written assignment  
This unit will make up 30% of the overall qualification  
**Content Overview**

- Explore how individuals develop physically, emotionally, socially and intellectually over time
- Investigate how various factors, events and choices may impact on individuals' growth and development
- Discover how people adapt to life events and cope with making decisions

**Component 2: Health and Social Care Services and Values**  
This unit will be Internally assessed through a written assignment  
This unit will make up 30% of the overall qualification  
**Content Overview**

- Learn which health and social care services are available
- Identify why people might need to use these services
- Discover who's involved in providing these services
- Explore what might stop people from accessing the services they need
- Look at the care values the has to make sure people get the care and protection they need

**Component 3: Health and Wellbeing**  
This unit will be externally assessed through a written assignment in which students create a health and wellbeing improvement plan  
This unit will make up 40% of the overall qualification  
**Content Overview**

- Learn what 'being healthy' means to different people
- Explore the different factors that might influence health and wellbeing
- Create a health and wellbeing improvement plan for that person which includes targets



• Speak to the subject lead: Mrs Burns

(Assistant Head teacher)

• Email [burnsl@wallingfordschool.com](mailto:burnsl@wallingfordschool.com)

• Speak to older students who are already taking the course