



William Edwards School Tech Award Health and Social Care Curriculum Journey

BTEC Grading
Is a Level 1/Level 2 qualification
Grades awarded are:

- Level 2 Distinction* (GCSE equivalent of 9)
- Level 2 Distinction (GCSE equivalent of 7 - 8)
- Level 2 Merit (GCSE equivalent of 6)
- Level 2 Pass (GCSE equivalent of 4-5)
- Level 1 (GCSE equivalent of 1-3)
- Unclassified

The purpose of the curriculum:

1. To enable learners to acquire sector specific knowledge and skills through vocational contexts in which they identify problems and opportunities
2. To develop technical skills and employability using realistic work scenarios
3. To develop personal skills through a practical and skills-based approach to learning and assessment.
4. To help learners to make more informed choices for further learning, either generally or in this sector

Level 2 Outcomes
T Levels or BTEC Nationals as preparation for entry into higher education, apprenticeships or employment

Level 1 Outcomes
Post 16 Level 2 technical routes leading to employment, apprenticeships or to further study at Level 2/3. Post 16 Technical Certificate route leading to employment.
For information on a full range of construction jobs and careers visit:
<https://nationalcareers.service.gov.uk/job-categories/social-care>

KS5

Component 3
Formal External Assessment
May of Year 11
120 minutes

Component 3
Learning Aim C
Assessment
practice

Learners will have experience of using body mass index; interpreting health indicators and abnormal readings
Link to Science and P.E. curriculum reference SOW

Learners will have experience of person centred approaches and target setting

Learners will have experience of setting recommended actions to improve health and wellbeing and sources of support

Learners will have experience of person centred approaches and target setting

YEAR 11

Learners will have knowledge and understanding of health indicators, pulse rates, blood pressure, *Link to Science and P.E. curriculum reference SOW*

Component 3
Learning Aim A
Assessment
practice

Learners will have experience of interpreting lifestyle data: smoking, alcohol and inactivity
Link to Science, P.E. and PSHE curriculum reference SOW

Component 3
Learning Aim B
Assessment
practice

Learners will have knowledge and understanding of the potential obstacles to plans: emotional, psychological, time, resources, ability and support
Link to PSHE curriculum reference SOW

Learners will have knowledge and understanding of the barriers to accessing identified services
Link to PSHE curriculum reference SOW

Learners will have knowledge and understanding of the impact of financial resources, environmental conditions and housing
Link to PSHE curriculum reference SOW

Learners will have knowledge and understanding of the impact of social interactions and stress
Link to PSHE curriculum reference SOW

Learners will have knowledge and understanding of the impact of ill health, diet and exercise
Link to Science, P.E. and PSHE curriculum reference SOW

Component 3
Health and Wellbeing

Learners will have knowledge and understanding of the impact of life events relating to relationship changes; changes in life circumstances
Link to PSHE curriculum reference SOW

Learners will have knowledge and understanding of the impact of willingness to seek help or access services
Link to PSHE curriculum reference SOW

Learners will have knowledge and understanding of the impact of substance use, personal hygiene
Link to PSHE curriculum reference SOW

Formal internal assessment of Component 2 Pearson Set Assignment issued to learners in October.
Learners will use a case study to show how they understand the different types of HSC services and the barriers to accessing them
Learners will know what they need to do to improve further
Learners will show how well they demonstrate care values and review their own practice
Learners will know what they need to do to improve further
Golden threads: Demonstrate, Summarise, Outline, Describe and Justify.

Learners will analyse case studies and recognise the needs of individuals
Link to English curriculum reference SOW

Learners will recognise the skills & attributes required by Health and Social Care Professionals
Link to PSHE curriculum reference SOW

Learners will understand the application of care values, working together and making mistakes

YEAR 11

Learners will understand the importance of the 6 C's = communication, courage, commitment, care, compassion, competence
Link to PSHE curriculum reference SOW

Learners will have knowledge and understanding of the impact of resource and financial barriers for service users

Learners will have knowledge and understanding of the services for: Children, young people with special needs and older people
Informal Social Care
Link to PSHE curriculum reference SOW

Learners will understand the similarities and differences between Primary, Secondary and Tertiary Care

Component 2
Health and Social Care
Services and Values

Learners will understand the importance of maintaining confidentiality

Learners will have knowledge and understanding of the impact of social, cultural, psychological, language, geographical, intellectual barriers

Learners will know about the range of allied health professionals & Multidisciplinary Teams
Link to PSHE curriculum reference SOW

YEAR 10

Formal internal assessment of Component 1 Pearson Set Assignments issued to learners in February.
Learners will know how well they understand how life affects our growth and development.
Learners will know what they need to do to improve further.
Learners will know how well they understand how people cope with life events
Learners will know what they need to do to improve further
Golden threads: Identify, Outline, Describe, Explain, Compare and Assess

Learners will have knowledge and understanding of the impact of physical, social & cultural and economic factors
Link to Science and PSHE curriculum reference SOW

Learners will have knowledge and understanding of the impact of lifestyle
Link to Science, P.E. and PSHE curriculum reference SOW

Learners will have knowledge and understanding of the impact of life events and physical events
Link to Science, P.E. and PSHE curriculum reference SOW

Learners will have knowledge and understanding of the impact of dealing with life events and adapting to change
Link to PSHE curriculum reference SOW

Learners will have knowledge and understanding of the main life stages
Link to Science curriculum reference SOW

Learners will have knowledge and understanding of the areas of growth and development: Physical, Intellectual, Emotional and Social
Link to Science and P.E. curriculum reference SOW

Learners will have knowledge and understanding of the impact of relationship changes and circumstances
Link to PSHE curriculum reference SOW

Learners will have knowledge and understanding of the types of available support: informal, professional and voluntary
Link to PSHE curriculum reference SOW

Component 1
Human Lifespan
Development

YEAR 10

Key principles for Tech Award in HSC

- Development of key skills that prove aptitude in HSC such as assessing data to assess an individual's health
- Effective ways of working in HSC such as designing a plan to improve an individual's health and well being
- Important attitudes in HSC including practicing and applying care values
- Effective knowledge, skills and attitudes in HSC such as human growth and development, services and factors affecting health and well being

KS3

Key knowledge from KS3: Human growth and development, PIES, coping with life events and change, HSC services, independence, discrimination, safeguarding and duty of care, lifestyle,

Key Skills from KS3: Communication and presentation, professional attitude and positivity, keyboard and IT skills, reviewing performance and improvement plans

Golden Threads:
Assessment

- Identify
- Outline, Prepare
- Compare, describe and explain
- Analyse and Discuss
- Assess and Evaluate

Key Links to other subjects in terms of knowledge, understanding and skills:
English, Mathematics, Science, PSHE, PE, IT and computing.

Key Skills gained at KS3
Team workers, Self-management, Independent enquirers and researchers, reflective learners, creative thinkers, Effective participators