

BTEC Technical Award in Health and Social Care 2023



Year 1

	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
	Unit 1	Unit 1	Unit 1	Unit 1	Unit 2	Unit 2
Health and Social BTEC Technical Award Year 10	<u>Component 1: Human Lifespan Development</u>			<u>Component 2: Health and Social Care Services and Values</u>		
	<p>Learning outcome 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</p> <p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <ul style="list-style-type: none"> ● Life stages and their expected key characteristics in each of the PIES classifications: <ul style="list-style-type: none"> o infancy (birth to 2 years): <ul style="list-style-type: none"> - physical: rapid physical growth of weight and height, development of gross and fine motor skills, following the same pattern of growth and development but at different rates - intellectual: rapid development of language and thinking skills such as memory/recall - emotional: attachments are formed, emotional wellbeing is based on bonding/attachment, security and contentment - social: strong dependence on adults/carers, socialisation through family, engage in solitary play o early childhood (3-8 years): <ul style="list-style-type: none"> - physical: continued growth of weight and height, mastery of gross and fine motor skills - intellectual: increased curiosity, language fluency develops, strong grasp of memory/recall 			<p>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</p> <p>A1 Healthcare services</p> <p>Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.</p> <ul style="list-style-type: none"> ● Health conditions: <ul style="list-style-type: none"> o arthritis o cardiovascular conditions <ul style="list-style-type: none"> - coronary heart disease, cerebral vascular accident o diabetes (type 2) o dementia o obesity o respiratory conditions <ul style="list-style-type: none"> - asthma, chronic obstructive pulmonary disease (COPD) o additional needs <ul style="list-style-type: none"> - sensory impairments, physical impairments, learning disability. ● Health services available: <ul style="list-style-type: none"> o primary care <ul style="list-style-type: none"> - GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments o secondary care <ul style="list-style-type: none"> - specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology o tertiary care <ul style="list-style-type: none"> - specialist medical care to include oncology, transplant services o 		

- emotional: increased independence, wider range of relationships are formed, emotional wellbeing is based on attachment, security and contentment
- social: social circle widens and close friendships are formed, socialisation continues through family and also friends/carers, social play develops

o adolescence (9-18 years):

- physical: onset of puberty, differences between males and females, primary and secondary sexual characteristics
- intellectual: complex and abstract thinking develops
- emotional: independence increases further, more freedom to make own decisions, concerns over self-image and self-esteem may increase, emotional wellbeing is based on attachment, security and contentment
- social: wide range of formal/informal relationships develop and have influence, intimate relationships are formed

o early adulthood (19-45 years):

- physical: peak physical fitness, full height reached, sexual maturity reached, women at their most fertile
- intellectual: mastery of abstract and creative thinking, careers become important, may return to education
- emotional: independent living and control over own lives, emotional wellbeing is based on attachment, security and contentment
- social: intimate and long-lasting relationships are formed

A2 Factors affecting growth and development

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.

- Physical factors:
 - o inherited conditions
 - sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease
 - o experience of illness and disease o mental ill health
 - anxiety, stress
 - o physical ill health
 - cardiovascular disease, obesity, type 2 diabetes
 - o disabilities
 - o sensory impairments.
- Lifestyle factors:
 - o nutrition

- allied health professions
 - physiotherapy, speech and language therapy, occupational therapy, dietetics
 - o multidisciplinary team working
 - how services work together, including referrals between services.

A2 Social care services

Learners will explore a range of social care needs and how these can be met by the social care services that are available.

- Social care - help with day-to-day living because of illness, vulnerability or disability.
- Social care services:
 - o services for children and young people
 - foster care, residential care, youth work
 - o services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues)
 - residential care, respite care, domiciliary care
 - o services for older adults
 - residential care, domiciliary care.
- Additional care:
 - o informal care
 - given by relatives, friends, neighbours, partners
 - o voluntary care
 - community groups and faith-based organisations, charities.

A3 Barriers to accessing services

Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.

- Definition of barriers: something unique to the health and social care system that prevents an individual to access a service.
- Types of barrier and how they can be overcome by the service providers or users:
 - o physical barriers
 - issues getting into and around the facilities:
 - ways to overcome physical barriers: ramps, wider doorways, accessible toilets/rooms, stair lifts, hoists
 - o barriers to people with sensory disability - hearing and visual difficulties:
 - ways to overcome sensory barriers:
 - hearing loops, British Sign Language (BSL) interpreters, communication cards, large print leaflets, braille leaflets, staff collecting vulnerable service users from waiting areas

<ul style="list-style-type: none"> o physical activity <ul style="list-style-type: none"> o smoking o alcohol o substance misuse. ● Emotional factors: <ul style="list-style-type: none"> o fear o anxiety/worry o upset/sadness o grief/bereavement o happiness/contentment o security o attachment. ● Social factors: <ul style="list-style-type: none"> o supportive and unsupportive relationships with others - friends, family, peers and colleagues o social inclusion and exclusion o bullying o discrimination. ● Cultural factors: <ul style="list-style-type: none"> o religion o gender roles and expectations o gender identity o sexual orientation o community participation o race. ● Environmental factors: <ul style="list-style-type: none"> o housing needs, conditions, location o home environment <ul style="list-style-type: none"> - living with a high level of parental conflict, experiences of abuse and neglect o exposure to pollution <ul style="list-style-type: none"> - air, noise and light. ● Economic factors: <ul style="list-style-type: none"> o employment situation o financial resources <ul style="list-style-type: none"> - income, inheritance, savings. 	<ul style="list-style-type: none"> o barriers to people with different social and cultural backgrounds <ul style="list-style-type: none"> - lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence: <ul style="list-style-type: none"> - ways to overcome social and cultural barriers: awareness campaigns, posters and leaflets, well women and well men clinics, choice of service provider (e.g. if a male or female is preferred), collaboration with community and faith groups o barriers to people that speak English as an additional language or those who have language or speech impairments: <ul style="list-style-type: none"> - ways to overcome language barriers: literature in other languages, face-to-face and telephone interpretation services, health and wellbeing group meetings for speakers of other languages, longer appointments, use of advocates, staff training and awareness of common speech and language difficulties o geographical barriers <ul style="list-style-type: none"> - distance of service provider, poor transport links: <ul style="list-style-type: none"> - ways to overcome geographical barriers: local community transport schemes for disabled or elderly service users, home/community visits, community clinics, telehealth schemes o text barriers to people with learning disabilities: <ul style="list-style-type: none"> - ways to overcome intellectual barriers: use of Health Passports and All About Me documents, use of advocates, use of Learning Disability Nurses (LDNs) and support workers, 'Quiet Clinics', quiet waiting areas, longer appointment times, use of communication cards, adhering to The Accessible Information Standard and providing low text 'easy read' leaflets o financial barriers - charging for services, cost of transport, loss of income while accessing services: <ul style="list-style-type: none"> - ways to overcome financial barriers: NHS exemption certificates, NHS Low Income Scheme, NHS vouchers for eye tests, glasses and lenses, NHS Healthcare Travel Costs Scheme (HTCS), charitable schemes such as community transport. <p>B: Understand the skills, attributes and values required to give care</p> <p>B1 Skills and attributes in health and social care Learners will explore the skills and attributes that are required when delivering care.</p> <ul style="list-style-type: none"> ● Skills: <ul style="list-style-type: none"> o problem solving o observation o dealing with difficult situations o organisation. ● Attributes: <ul style="list-style-type: none"> o empathy
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	<p>Learning outcome B: Understand how individuals deal with life events</p> <p>B1 Different types of life event Learners will explore life events that occur in an individual's life.</p> <p>Learners will explore the different events that can impact on people's PIES development.</p> <ul style="list-style-type: none"> ● Health and wellbeing: <ul style="list-style-type: none"> o accident/injury o physical illness o mental and emotional health and wellbeing. ● Relationship changes: <ul style="list-style-type: none"> o entering into relationships o marriage, civil partnership, long-term relationship o divorce, separation for non-married couples o parenthood o bereavement. ● Life circumstances: <ul style="list-style-type: none"> o moving house, school or job o exclusion from education o redundancy o imprisonment o changes to standards of living o retirement. <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. People may react very differently to the same type of event.</p> <ul style="list-style-type: none"> ● The character traits that influence how individuals cope: <ul style="list-style-type: none"> o resilience o self-esteem o emotional intelligence o disposition - a person's character traits, e.g. positive, negative. ● The sources of support that can help individuals adapt: <ul style="list-style-type: none"> o family, friends, neighbours, partners o professional carers and services o community groups, voluntary and faith-based organisations o multi-agency working, e.g. social services working with mental health trust, children's services working with the justice system 	<ul style="list-style-type: none"> o patience o trustworthiness o honesty. <p>B2 Values in health and social care</p> <p>Learners will explore the values that are required when planning and delivering care.</p> <ul style="list-style-type: none"> ● The 6 Cs: <ul style="list-style-type: none"> o care - receiving correct and consistent care o compassion - empathy, respect and dignity o competence - skills and knowledge to deliver effective care, based on research o communication - involving individuals and/or carers and listening o courage - doing the right thing and speaking up when concerns arise o commitment - to improve care and experience for individuals. <p>B3 The obstacles individuals requiring care may face</p> <p>Learners will explore the personal obstacles that individuals requiring and receiving care may face.</p> <ul style="list-style-type: none"> ● Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. ● Potential obstacles and their impact on the individual: <ul style="list-style-type: none"> o emotional/psychological - lack of motivation, low self-esteem, acceptance of current state, anxiety, stress o time constraints - work and family commitments o availability of resources - financial, equipment, amenities o unachievable targets - unachievable for the individual or unrealistic timescale o lack of support - from family and friends o other factors specific to individual - ability/disability, health conditions, addiction. <p>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</p> <p>Learners will explore how skills, attributes and values benefit individuals when receiving care.</p> <ul style="list-style-type: none"> ● Individuals will: <ul style="list-style-type: none"> o be supported to overcome their own personal obstacles o receive high quality care o receive person-centred care based on individual wishes o be treated with respect
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	<p>o multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist.</p> <ul style="list-style-type: none">● The types of support that can help individuals adapt:<ul style="list-style-type: none">o emotional supporto information, advice, endorsed appso practical help- financial assistance, support with childcare, domestic chores, transport.	<ul style="list-style-type: none">o not be discriminated againsto be empowered and have independenceo be involved in care decisionso be protected from harmo feel comfortable to raise complaintso have their dignity and privacy protectedo have their confidentiality protectedo have their rights promoted
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	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
	Unit 3	Unit 3	Unit 3	Unit 2	Unit 2	
Health and Social BTEC Technical Award Year 11	Component 3: Health and Wellbeing				Revision for external exam in June	
	A Factors that affect health and wellbeing					
	A1 Factors affecting health and wellbeing					
	Learners will explore how factors can affect an individual’s health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.					
	<ul style="list-style-type: none"> ● Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness. ● Physical factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o inherited conditions - sickle cell disease, cystic fibrosis o physical ill health - cardiovascular disease, obesity, type 2 diabetes o mental ill health - anxiety, stress o physical abilities o sensory impairments. ● Lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o nutrition o physical activity o smoking o alcohol o substance misuse. ● Social factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o supportive and unsupportive relationships with others - friends, family, peers and colleagues o social inclusion and exclusion o bullying o discrimination. ● Cultural factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o religion o gender roles and expectations o gender identity o sexual orientation 					

- o community participation.
- Economic factors that can have positive or negative effects on health and wellbeing:
 - o employment situation
 - o financial resources
 - income, inheritance, savings.
- Environmental factors that can have positive or negative effects on health and wellbeing:
 - o housing needs, conditions, location
 - o home environment
 - living with a high level of parental conflict, experiences of abuse and neglect
 - o exposure to pollution
 - air, noise and light.
- The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event:
 - o physical events
 - o relationship changes
 - o life circumstances.

B Interpreting health indicators

B1 Physiological indicators

Learners will explore how physiological indicators are used to measure health.

- Interpretation of physiological data according to published guidelines:
 - o resting heart rate (pulse)
 - normal range 60 to 100 bpm
 - o heart rate (pulse) recovery after exercise
 - the heart's ability to return to normal levels after physical activity is a good indicator of fitness
 - o blood pressure
 - low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high between 120/80mmHg and 140/90mmHg, high blood pressure 140/90mmHg or higher
 - o body mass index (BMI)
 - underweight below 18.5 kg/m² , healthy weight between 18.5 kg/m² and 24.9 kg/m² , overweight between 25 kg/m² and 29.9 kg/m² , obese between 30 kg/m² and 39.9 kg/m² , severely obese 40 kg/m² or above.
- The potential significance of abnormal readings:
 - o impact on current physical health (short-term risks)
 - o potential risks to physical health (long-term risks).

B2 Lifestyle indicators

Learners will explore how lifestyle choices determine physical health.

- Interpretation of lifestyle data according to published guidelines:
 - 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.

C Person-centred approach to improving health and wellbeing

C1 Person-centred approach 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.

- The ways in which a person-centred approach takes into account an individual's:
 - o needs
 - to reduce health risks
 - o wishes - their preferences and choices
 - o circumstances - to include age, ability, location, living conditions, support, physical and emotional health.
- The importance of a person-centred approach for individuals:
 - o makes them more comfortable with recommendations, advice and treatment
 - o gives them more confidence in recommendations, advice and treatment
 - o ensures their unique and personal needs are met
 - o increases the support available to more vulnerable individuals
 - o improves their independence o they are more likely to follow recommendations/actions to improve their health
 - o they are more motivated to behave in ways that positively benefit their health
 - o they feel happier and more positive about their health and wellbeing.
- The benefits of a person-centred approach for health and social care workers and services:
 - o it improves job satisfaction for health and social care workers
 - o it saves time for health and social care services
 - o it saves money for health and social care services
 - o it reduces complaints about health and social care services and workers.

C2 Recommendations and actions to improve health and wellbeing

Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. 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.

- Established recommendations for helping to improve health and wellbeing:

- o improving resting heart rate and recovery rate after exercise

- o improving blood pressure o maintaining a healthy weight

- o eating a balanced diet

- o getting enough physical activity

- o quitting smoking

- o sensible alcohol consumption

- o stopping substance misuse.

- Support available when following recommendations to improve health and wellbeing: o

- o formal support from professionals, trained volunteers, support groups and charities

- o informal support from friends, family, neighbours, community and work colleagues.