

Health and Social Care Curriculum Summary May 2024

Vision:

While studying Health and Social Care, students experience enjoyable lessons which challenge their understanding of how to work with others, how to analyse theories such as theories of communication and ageing, and how to develop academic literacy and numeracy when writing reports. We encourage students to be ambitious in their learning by tackling difficult topics such as principles of ethical care, and outside of their learning, in their career goals. Students studying Health and Social care are expected to be determined to complete all work to the best of their ability and to meet their academic goals. We want students to leave Health and Social Care with a love of the subject and are prepared for their next steps of working in the health or social care sectors. Social Sciences (Business, Health and Social Care, Psychology and Sociology) are a broad range of real-world subjects, which give students knowledge of how to be a kind and well-rounded human being and improve their community. This is embedded in the HSC curriculum by giving students understanding of the needs of vulnerable people and how to support people.

Yearly Intent Statements

In Year 10 and 11 we deliver the BTEC Level 1/2 Tech Award in Health and Social Care as it allows students to understand how theory is applied to practice within the sector.

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

Year 10:

By the end of the Year 10 students will:

- Have a sound understanding of the life stages humans go through and the PIES (Physical, Intellectual, Emotional & Social) developments in every stage.
- Have knowledge of the life events humans face, how these impact development and how they can be managed.
- Understand the different types of health and social care services and barriers to accessing them.

Year 11:

By the end of the Year 11 students will:

- Have knowledge of the skills and qualities needed when working with vulnerable service users in the HSC sector.
- Understand what health and wellbeing is and what factors affect health and wellbeing.
- Be able to interpret health indicators and create plans which support individuals to improve health and wellbeing.

In Year 12 and 13

We deliver the BTEC Level 3 National Extended Certificate in Health and Social Care. This course builds on the prior learning in the Tech Award although students can start the course without having studied HSC at key stage 4. The BTEC Nationals have been designed with employers to give a realistic insight into the roles and responsibilities of professionals within the HSC sectors.

<https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html>

Year 12:

By the end of the Year 12 students will:

- Have a deep understanding of the life stages humans go through and the PIES developments at each stage.
- Understand how factors such as illness, lifestyle, life events can impact development.
- Be able to describe the skills needed to work with service users in HSC and the empathy theories followed within health and social care.
- Gain knowledge of ethical theories and legislation followed when working in HSC.
- Evaluate the importance of multi-agency and multidisciplinary practice.

Year 13:

By the end of the Year 13 students will:

- Know the roles and responsibilities of 8 professions from the health and social care sectors.
- Understand how these professions work together to meet the needs of service users of different ages and backgrounds.
- Understand how HSC services are funded and which legislation they must adhere to.

- Understand the symptoms, causes and treatments of a range of physiological disorders linked to bodily systems.
- Gain an understanding of the necessary steps needed to create a treatment plan which meets the PIES needs of an individual with one of the conditions.
- Understand the need for fluidity and flexibility within the plan.

Skills become progressively more complex and demanding as the programme of study runs from Year 10 to Year 13. Application skills are introduced in the beginning of Year 10 with basic case studies, and they become more advanced throughout the course as the case studies become more complex and nuanced. Skills of analysis are also developed throughout the unit by looking at the effectiveness of care and issues of delivering good care.

Rationale behind sequencing:

Year 10

The sequence of the HSC curriculum has been organised to ensure students gain knowledge which builds on previous knowledge and can be applied to real life HSC settings. For example, students first study component 1: Human Lifespan Development and learn about human life stages and developments in Year 10, to give them an understanding of the types of physical, intellectual, emotional and social (PIES) developments people go through in their life. As HSC is all about supporting people at different points in their life, it is important students understand what is typical of their service users. PIES developments are revisited in components 2 and 3 when discussing the needs of clients in HSC and how to improve the health of service users based on their PIES. Once students have completed their non-examined internal assessment set by Pearson, for this unit, they move to

Component 2: Health and Social Care Services and Values. This component builds on students' knowledge of human development by getting them to understand how a range of health conditions can occur in different life stages and the impact the conditions have on growth and development. Following the conditions, students are then taught the services that can be accessed to support people with these conditions. Once students are aware of the services it is important they understand that access to these is not always possible, therefore barriers to accessing services are taught next, this is all part of Learning Aim A (LAA).

Year 11

Students start Year 11 building on their knowledge gained from Component 1 and LAA of component 2. As students already have knowledge of a range of HSC services they then learn about skills and attributes needed when working in these services. Once students are aware of the skills and attributes, they build an understanding of why these skills and attributes are beneficial to the service user and their care. Students then complete a non-examined internal assessment set by Pearson for the unit. After Component 2, students then complete Component 3: Health and Wellbeing. This is a synoptic unit and Pearson has stated it must be taught after Components 1 & 2 as knowledge from these units is integrated into Component 3. Students first learn the differing definitions of health and wellbeing to create the foundations for understanding what factors can impact health and wellbeing. Once students understand what health and wellbeing is and the factors that can impact this (linked to C1), they then learn how changes in health and wellbeing can be measured using physiological and lifestyle indicators. The logical next step to the curriculum then, is to understand these indicators and be able to design a health plan that reacts to the findings and improves a person's health and

wellbeing. Students will learn how to create a plan that meets needs (C1) and overcomes barriers (C2). Once students have learned how to write a plan the final aspect of the course is to understand how to review and improve the plan.

Year 12

In Year 12, students complete Unit 1: Human Lifespan Development first (as previously mentioned) then have a January exam. The rationale for this is twofold, one, students understand the development of the service users they are going to work with which will give them insight into how to care for them, and two, they are able to complete the exam and have a resit in June of Year 12 or January of year 13 to ensure they are able to get the best result possible. The life stages are taught in chronological order covering PIES at each stage to give a holistic picture of development and to allow students to see how the PIES are linked at each stage.

Students then complete Unit 5: Meeting Individual Care and Support Needs. This unit is taught in order of learning Aim so A, B and then C. Each learning aim builds on previous knowledge. For example, students need to know what equality and diversity are, and the skills and attributes needed to promote anti-discriminatory practice so that they can understand what skills are needed to deliver ethical care and how ethical care promotes anti-discriminatory practice. Learning aims A,B and C are assessed in an assignment. Once this assignment is completed learning aim D is taught in the same order as the end point knowledge as BTEC have designed the unit to build on previous knowledge. A second assignment then assesses learning aim D.

Year 13

In year 13, students start with Unit 2: Working in Health and Social Care which is a synoptic unit and builds on what has been covered in Unit 1 and Unit 5. Students then have a January exam for this unit, which allows for a resit. To start this topic, students are taught about the settings (B1 on spec) that HSC employees work in and the service users (C1) that HSC employees support to give students context for the rest of the unit. Once students understand these settings, they are taught about the roles of people who work in HSC (A1 & A2). When students are taught about these roles, they can then group them into the settings and sectors from their prior learning. Students are then taught the responsibilities that all HSC employees follow (A3) and apply these to the job roles, settings and different service users. Students follow this by recapping multi-disciplinary practice (A4) from unit 5, and study how this works in practice and how it is monitored (A5). A good grasp of these roles and responsibilities allows students to understand the importance of referrals, the work of organisations in supporting employees and service users and the working practices used in HSC (B3-B5, C2). This sequence should give students a deep understanding of working in HSC.

The final unit of study is Unit 14: Physiological disorders. This is a small unit with fewer GLH than the other units and is a nice way to finish off the course as it allows students to complete detailed research into a range of disorders, preparing them for careers in medicine and social care. The unit is taught in learning Aim order as each learning aim builds on the previous e.g. LAA gives insight into the symptoms, and causes of diabetes, Parkinson's, osteoporosis, asthma, coronary heart disease and bowel cancer. Once students understand these disorders and the impact, they have on the bodily systems we move onto LAB looking at how these disorders are investigated and diagnosed before moving on to LAC, treatments and managements

of the disorders. Students complete an assignment on two of these disorders and then move on to LAD. LAD builds on knowledge gained in LAA, B & C as students must pull all this knowledge together to create a treatment plan for one service user with one of the disorders.