

## The Big Picture Yr 12 Health and Social Care

Students completing their BTEC Nationals in Health and Social Care will be aiming to go on to employment, often via the stepping stone of higher education. Health and social care practitioners need to develop a knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing. Although it is generally accepted that there may be deterioration in health with age following adulthood, medical intervention means people are living longer and have better life

### Intent Yr 12

Unit 1 will develop your knowledge and understanding of patterns of human growth and development. You will explore the key aspects of growth and development, and the experience of health and wellbeing. You will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. You will learn about a number of theories and models to explain and interpret behaviour through the human lifespan. In this unit, you will explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals. You will study the interaction between the physical and psychological factors of the ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years. This unit is externally assessed. It covers aspects of human growth and development through the different life stages

In unit 14, you will learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. You will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies. You will create a treatment plan for a service user with a specific physiological disorder. This will help you understand the treatment and support strategies involved, the contributions of different professionals and the importance of providing individualised care.

### Implementation

Students have 9 lessons over 2 weeks.

- Use of modelling exemplars to demonstrate expectations (WAGOLL)
- Create an environment of confidence where students feel they can experiment, make mistakes and make their own decisions on development of work structure
- Inspire challenge through questioning and discussion
- Students are encouraged to draw on their own previous experiences and knowledge to enhance their understanding.
- Build resilience to encourage students to learn from mistakes and use these as a platform for improvement.
- British Values— Local community is used as a case study.

### Key Summative Assessments:

#### Term 1

Unit 1 Section A and Section B assessments

Unit 14 Deadline for Section A and B

#### Term 2

Unit 1 full mock exam

Unit 14 Deadline Section C and D

Unit 14 marks to exam board

#### Term 3

Unit 1 full mock exam

Unit 1 Exam

**Impact:** These units will form a good basis for higher education study in health and social work courses and nursing qualifications. The information and activities will also help to prepare you for a variety of careers within the health and social care sector.

## HEALTH AND SOCIAL CARE

Content	Skills	Knowledge	Prior Learning (Yr 11)	Future Learning (yr 13)
Unit 1 Human Lifespan Development	Recall Extended writing Exam question writing techniques Revision skills Group work Independent work Research skills	A1. Physical Development across Lifespan A2. Intellectual Development A3. Emotional Development A4. Social Development B1. Nature/ Nurture B2. Genetic Factors B3. Environmental Factors B4. Social Factors B5. Economic Factors C1. Physical changes of ageing C2. The psychological changes of ageing C3. The societal effects of an ageing population	BTEC Health and Social Care Tech Award Level 1/2 Biology English	Unit 2—Working in Health and Social Care A The roles and responsibilities of people who work in the health and social care sector B The roles of organisations in the health and social care sector C Working with people with specific needs in the health and social care sector
Unit 14—Physiological Disorders and their care	Research skills Extended writing Referencing	Learning Aim A—Investigate the causes and effects of physiological disorders Learning Aim B—Examine the investigation and diagnosis of physiological disorders Learning Aim C—Examine treatment and support for service users with physiological disorders Learning Aim D— Develop a treatment plan for service users with physiological disorders to meet their needs		Unit 5—Meeting Individual Care and Support Needs A Examine principles, values and skills which underpin meeting the care and support needs of individuals B Examine the ethical issues involved when providing care and support to meet individual needs C Investigate the principles behind enabling individuals with care and support needs to overcome challenges D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs