



## Health and Social Care at St Joseph's

About 3 million people in the UK work in health and social care, that is equivalent to 1 in every 10 people. Demand for both health and social care is likely to continue to rise due to the ageing population, so it is sure to continue to play a key role in UK society. The demand for people to fill these vital jobs will continue to increase. Our rationale is to provide a fluid and dynamic subject area, which gives learners access and progress to KS5 and beyond. Current issues will be incorporated into teaching at all levels to ensure students can see the relevance of their learning to the world in which we live. This course will help learners to develop key transferable skills and knowledge such as self-evaluation and research skills.

South Tyneside requires much work to address health inequalities. During the Covid 19 pandemic the most disadvantaged communities in South Tyneside were hardest hit (Annual Report of the Director of Public Health for South Tyneside 2021/22). These communities are already experiencing disadvantage due to lost education, childhood obesity and wider issues, for example childhood obesity. As a department we hope to inspire the young people we work with to support them to become 'Ambassadors for Change'. To support students with learning in a vocational context will help them to learn - academically and socially. These opportunities could be the foundations for starting to address some of these inequalities for the children in our area.

Learners will study how people grow and develop over the course of their lives from infancy to old age, and the factors that may affect this, such as major life events like marriage or parenthood. Learners will analyse this impact from a positive and negative viewpoint, demonstrating empathy. Learners will understand how people adapt to these changes and the local and national health and social care support that is available to them. Learners will also research health and social care services in their local community. They will look at how people access the local health and social care services provided and the support that is given in the local community. Learners will be given the opportunity to demonstrate and apply the key care values to scenarios. Learners will develop skills in measuring and interpreting data about someone's physiological health to design a care plan that will allow them to analyse and improve their health and wellbeing. Overall, learners should be given the opportunity to self reflect about choices they make and how they affect others.

At Level 3 students will consider the life stages, factors that impact development and consequences of ageing. They will consider the roles and responsibilities of care workers and the importance of multidisciplinary teams in a variety of care settings. Learners will examine the principles of ethical working and the legislation, guidance and regulatory systems in place to ensure good practice. Throughout the course students must apply their knowledge to a range of real-life cases. Students will access a range of materials to develop literacy and research skills, selecting reliable sources and understanding various research approaches. Speakers allow students to understand the nature of working in this field as well as to raise future aspirations.

Learners may be given the opportunity to visit and take part in work experience in a variety of setting such as pre-schools, primary schools and nursing homes. It will also be an intention to raise student aspirations by developing key links with universities for all students. Learners will also be able to draw on the knowledge and skills acquired from other subjects where relevant. Learners can use the knowledge and skills from other subject areas, giving them the opportunity to apply their academic knowledge to everyday and work contexts.



**Progression  
model**

L2 H&SC BTEC  
Tech AWARD  
2022

Yr 11	<p align="center"><b>Module 1</b></p> <p><b>Component 2 – Care values</b> What is a care value? Understanding of key care values</p> <p>Application of care values to specific care settings.</p> <p>Care values assignment preparation task – Demonstrate, summarise, outline, describe, evaluate, decide, improve, justify.</p> <p><b>Pearson Set Assignment</b></p> <p><b>Component 3</b> Review of how factors affect development – physical and lifestyle, social, emotional and cultural, economic and environmental. Review of impact of life events PIES</p>	<p align="center"><b>Module 2</b></p> <p><b>Component 3 continued</b> Indicators of physical health – BMI, pulse, peak flow, BP and factors that impact this. Effect on future health (+/-) Health Improvement Plans – short and long term target setting, sources of support Considering needs, wishes, circumstances Obstacles to health improvement and how they can be overcome</p>	<p align="center"><b>Module 3</b></p> <p><b>Component 3 revision</b></p> <p>(External assessment TBC – demonstrate, explain, interpret and assess, design and apply, evaluate and justify.</p>
	Opportunities for cultural capital ' <i>Essential knowledge for future success</i> ':		
	<p>Inequalities accessing H&amp;SC – how can these be overcome? Equality – treating other fairly not the same. How own choices can impact health?</p>	<p>Ethics of care. Empathy. Monitoring of health. Target setting for change. Motivating individuals for positive change.</p>	<p>E-Revision resource – independence, initiative. Resilience - exam preparation.</p>

Yr 10	<p align="center"><b>Module 1</b></p> <p><b>Component 1</b> <u>Introduction to H&amp;SC</u> Development across the life stages: •Physical development •Intellectual development •Emotional development •Social development</p> <p>Factors that affect growth and development: •Physical factors - lifestyle factors, genetic inheritance, illness and disease, appearance •Social and cultural factors – education, role models, relationships, social isolation •Economic factors – income, material possessions Factors assignment preparation task – identify, outline, explain, compare, assess.</p>	<p align="center"><b>Module 2</b></p> <p>Introduction to: Life events – impact on PIES development Sources of support – who? How? Impact of support PIES. Life events preparation task – identify, outline, explain, compare, assess.</p> <p><b>Pearson Set Assignment</b></p> <p><b>Component 2</b></p> <ul style="list-style-type: none"> <li>Introduction to health care services</li> </ul>	<p align="center"><b>Module 3</b></p> <p><b>Component 2 continued</b></p> <ul style="list-style-type: none"> <li>Introduction to social care services – children and young people, adults or children with specific needs, services for older people and informal carers.</li> <li>Barriers to accessing H&amp;SC services</li> <li>Services and barriers – identify, outline, explain, analyse, assess</li> </ul>
	Opportunities for cultural capital ' <i>Essential knowledge for future success</i> ':		
	<p>Understanding of how aspects of development affect different generations. Self esteem, confidence – positive and negative impacts. Relationships – healthy / problematic characteristics. Positive and negative effects of factors and how they affect individuals present and future – lifestyle choices, finance, education, employment, housing.</p>	<p>Positive and negative effects of factors and how they affect individuals present and future – lifestyle choices, finance, education, employment, housing. Challenges faced by individuals and the impacts e.g. serious illness, bereavement, divorce, parenthood. Research skills – reliable sources.</p>	<p>Services available to support individuals. Young carers / importance of caring roles throughout life.</p>



**Progression  
model**  
L3 H&SC BTEC  
Extended  
Certificate

<b>Yr 13</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>
	<p><b>Working in H&amp;SC</b> EXAM</p> <ol style="list-style-type: none"> <li>1. Service user needs, roles and responsibilities of workers, and working practices within the health and social care sector - identify.</li> <li>2. Service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector - describe.</li> <li>3. Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated - explain.</li> <li>4. Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs - discuss.</li> </ol>	<p>Unit 2 revision - January exam</p> <p><b>Unit 14 - Physiological disorders and their care</b> ASSIGNMENT</p> <p>A Investigate the causes and effects of physiological disorders - explain, analyse, evaluate.</p> <p>B Examine the investigation and diagnosis of physiological disorders - compare, assess, justify.</p> <p>C Examine treatment and support for service users with physiological disorders - explain, compare, assess, justify.</p>	<p>D Develop a treatment plan for service users with physiological disorders to meet their needs - assess, plan, explain, review, justify.</p> <p>*Resit opportunity - Unit 2 if required.</p>
	Opportunities for cultural capital ' <i>Essential knowledge for future success</i> ':		
<p>Baby First Aid 'Tumbles and Grumbles'</p> <p>Range of professions within H&amp;SC - values for care.</p> <p>Monitoring and regulation of settings and professionals - importance of following guidance and legislation.</p>	<p>Research skills - academic studies - development of literacy skills / research required for further education.</p>	<p>Assessment of needs considering wishes and circumstances. Ability to review treatment plans considering all outcomes. Target setting and barriers to care.</p>	

<b>Yr 12</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>
	<p><b>Unit 1 - Human Lifespan Development</b> EXAM</p> <ol style="list-style-type: none"> <li>1. PIES development across the human lifespan, factors affecting human growth and development and effects of ageing</li> <li>2. PIES development across the human lifespan, factors affecting human growth and development and effects of ageing</li> <li>3. Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</li> <li>4. Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing.</li> </ol> <p>Outline, describe, discuss, explain, evaluate, identify, justify, to what extent.</p>	<p>Unit 1 revision - January exam</p> <p><b>Unit 5 - Meeting individual care and support needs</b> ASSIGNMENT</p> <p>A Examine principles, values and skills which underpin meeting the care and support needs of individuals - explain, analyse, assess, evaluate.</p> <p>B Examine the ethical issues involved when providing care and support to meet individual needs - explain, analyse, justify.</p> <p>D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs - explain, assess, justify.</p>	<p>C Investigate the principles behind enabling individuals with care and support needs to overcome challenges - explain, assess, justify.</p> <p>Assignment - Task 1 Learning Aim A, B and C (LP) and Task 2 Learning Aim D (SGR).</p> <p>*Resit opportunity - Unit 1 if required.</p> <p>May - July Introduction to <b>Unit 2 - Working in H&amp;SC</b></p> <ul style="list-style-type: none"> <li>• Job roles and professionals</li> <li>• Key tasks and responsibilities</li> </ul>
	Opportunities for cultural capital ' <i>Essential knowledge for future success</i> ':		
<p>Psychological theories - application on development.</p> <p>Holistic nature of health - wide range of impacting factors +/- impacts.</p> <p>Ageing population - impact on society.</p>	<p>Equality - impacts of prejudice, discrimination.</p> <p>Skills for working in H&amp;SC.</p> <p>Empathy.</p> <p>Ethical working - morals, legislation and guidance - application in work settings.</p>	<p>Assessing individual needs, support required to meet needs - ensuring personalised care.</p>	



**Progression  
model**

L3 H&SC BTEC  
Diploma

Yr 13	Module 1	Module 2	Module 3
	<p><b><u>Unit 12 - Supporting Individuals with additional needs</u></b> ASSIGNMENT</p> <p>B Examine how to overcome the challenges to daily living faced by people with additional needs - explain, describe, assess, justify, evaluate.</p> <p>C Investigate current practice with respect to provision for individuals with additional needs - explain, analyse, justify, evaluate.</p> <p>Resit opportunity - unit 4 if required.</p>	<p><b><u>Unit 8 - Promoting public health</u></b> ASSIGNMENT</p> <p>A Examine strategies for developing public health policy to improve the health of individuals and the population - explain, analyse, evaluate.</p> <p>B Examine the factors affecting health and the impact of addressing these factors to improve public health - explain, assess, evaluate.</p>	<p>C Investigate how health is promoted to improve the health of the population - explain, assess, justify.</p> <p>D Investigate how health promotion encourages individuals to change their behaviour in relation to their own health - explain, analyse, evaluate.</p>
	<p>Opportunities for cultural capital '<i>Essential knowledge for future success</i>':</p>		
<p>Range of additional needs a person may have including types of disability, the challenges of these impairments. Role of society in disability.</p>	<p>Factors that impact health including importance of economic factors. Tackling inequalities.</p>	<p>Strategies to promote and improve health. Barriers to health improvement.</p>	

Yr 12	Module 1	Module 2	Module 3
	<p><b><u>Unit 7 - Principles of safe practice in H&amp;SC</u></b> ASSIGNMENT</p> <p>A How a duty of care contributes to safe practice in health and social care settings - explain, discuss, assess, evaluate.</p> <p>B Recognise and respond to concerns about abuse and neglect in health and social care settings - describe, explain, assess, justify.</p> <p>C The influence of health and safety legislation and policies in health and social care settings - compare, analyse, justify, evaluate.</p> <p>D Procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings - explain, analyse, justify, evaluate.</p>	<p>(Unit 7 assignment).</p> <p><b><u>Unit 4 - Enquiries into research in H&amp;SC</u></b> EXAM.</p> <ol style="list-style-type: none"> <li>1.Methods, skills and ethical issues related to carrying out research within the H&amp;SC sector</li> <li>2.Apply knowledge and understanding of the methods, skills and ethical issues to current research in the H&amp;SC sector</li> <li>3.Analyse information and data related to current research in H&amp;SC, demonstrating the ability to interpret the potential impact and influence of the research on care practice and service provision</li> <li>4.Evaluate current research to make informed judgements about the validity of the research methods used, further areas for research and the potential impact of the research on care practice and service provision</li> </ol> <p>Apply, analyse, evaluate, justify.</p>	<p>(Unit 4 exam preparation - May)</p> <p><b><u>Unit 12 - Supporting Individuals with additional needs</u></b> ASSIGNMENT</p> <p>A Examine reasons why individuals may experience additional needs - explain, assess, evaluate.</p>
	<p>Opportunities for cultural capital '<i>Essential knowledge for future success</i>':</p>		
<p>Care setting placement (weekly) where possible - health and safety focus. Employer, employee responsibilities health and safety.</p>	<p>Current issues in H&amp;SC. Research methods and skills. Ethical principles in research. Accessing academic material - development of literacy skills.</p>	<p>Accessing professionals, services and support for those with additional needs - range of care settings and support available.</p>	