

Health & Social Care BTEC Level 1/Level 2 Tech Award

Curriculum Intent

Curriculum Rationale

BTEC Health and Social Care at the school provides our students with knowledge, skills and attributes needed to begin their journey in the health and social care sector. Students will develop key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health. They will learn about the process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing. In their learning students will consider the attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them. They will also focus on the knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Our choice of topic areas, applications and the resources we provide embraces a broad spectrum of Health and social care areas aimed at allowing all learners to draw upon an accumulation of this knowledge, behaviour and skills ensuring a cultural awareness, knowledge and competence to take further into their lives.

Trips and visits

Potential for early years centre and other caring environments

Assessment

Component 1: Human Lifespan Development

Levels: ½ Assessment type: **Internal**

Guided learning hours: **36**

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

A Understand human growth and development across life stages and the factors that affect it

B Investigate how individuals deal with life events.

Component 2: Health and Social Care Services and Values

Levels: ½ Assessment type: **Internal**

Guided learning hours: **36**

Learner's study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Learning aims

A Understand the different types of health and social care services and barriers to accessing them

B Demonstrate care values and review own practice.

Component 3: Health and Wellbeing

Levels: ½ Assessment type: **External synoptic**

Guided learning hours: **48**

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

Assessment objectives

AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing

AO2 Interpret health indicators

AO3 Design a person-centred health and wellbeing improvement plan

AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Homework

Homeworks are set regularly in line with school and departmental policy.

Parental/Carer support

Review learning books and resources in order to aid revision for knowledge and recall quizzes and final assessments. Revision packs and guidance in addition to notes are available in the run-up to internal assessment and exams. Review and repetition of work to ensure successful outcome. Support prior to internet assessments ensuring students have all completed notes and resources needed for controlled assessment.

Helpful sources of information

Curriculum overview and textbooks applicable to course.

Connections to future pathways

Careers:

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. See connections to learning.

Future learning:

Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector. See connections to learning.

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning
	Big Idea: Component 1: Human Lifespan Development Rationale: Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.		
Autumn	Learning aims for Component 1 A Understand human growth and development across life stages and the factors that affect it B Investigate how individuals deal with life events. Learning aim A: Understand human growth and development across life stages and the factors that affect it A1 Human growth and development across life stages Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. • Main life stages: <ul style="list-style-type: none"> • infants (birth to 2 years) • early childhood (3–8 years) • adolescence (9–18 years) • early adulthood (19–45 years) • middle adulthood (46–65 years) • later adulthood (65+ years). 	Learning aim A: Understand human growth and development across life stages and the factors that affect it Evidence for the assignment: learners will assess how an individual has changed over the course of three life stages. Work must be completed individually, not in groups. Learners should have an opportunity to choose the person they want to study, although teachers can advise learners to ensure that the proposed individual is suitable. Information could be gathered by desk research or in other ways, for example through interviews. The person chosen could be someone they know about but do not know personally, or it could be someone who is known personally to the learner, such as a family member. Real case-study materials can be used. It can be difficult to access information directly about a person's development and the factors that have affected it, especially for the earliest life stages. In these instances, it is acceptable for learners to speculate, for example they might say that it can be assumed that a particular development occurred because that is what normally would be expected during a given life stage. For Level 2 Distinction: learners must carefully consider relevant factors and how their impact changes over time, including which factors are most important at each of the three chosen life stages. For example,	Learning Skills/knowledge/application – written assignment Component 1 Learning Aim A Understand the different types of health and social care services and barriers to accessing them Learners could be asked to write a report to illustrate how people change over different life stages. Learners could choose an individual, e.g. a well-known person, and carry out desk research to find out how they have changed over the course of three life stages (the life stages chosen by learners)

<p>• PIES growth and development in the main life stages:</p> <ul style="list-style-type: none"> • physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, • menopause, loss of mobility, muscle tone/strength and skin elasticity • intellectual/cognitive development across the life stages, including language • development, problem solving, abstract and creative thinking, development/loss of memory and recall • emotional development across the life stages, including bonding and attachment, • independence and self-esteem, security, contentment, self-image • social development across the life stages, including the formation of relationships with others and the socialisation process. <p>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.</p> <ul style="list-style-type: none"> • Physical factors, to include: <ul style="list-style-type: none"> • genetic inheritance • experience of illness and disease • diet and lifestyle choices • appearance. • Social and cultural factors, to include: <ul style="list-style-type: none"> • culture, e.g. community involvement, religion, gender roles and expectations • educational experiences • the influence of role models • the influence of social isolation • personal relationships with friends and family. • Economic factors, to include: <ul style="list-style-type: none"> • income/wealth • material possessions. 	<p>learners may explain how and why a particular social factor was important in one life stage but much less so in another. Relevant factors selected from the <i>Teaching content</i> must be considered in detail to meet the Distinction criteria. Factors from each of the three categories given in the <i>Teaching content</i> must be included, with at least two each from the physical and social/cultural.</p> <p>For Level 2 Merit: learners must compare the relevant factors that may have affected the growth and development of an individual across the three life stages, examining the benefits or otherwise of each factor presented in terms of what had the greatest to the least effect. Factors from each of the three categories given in the <i>Teaching content</i> must be included, with at least two each from physical and social/cultural.</p> <p>For Level 2 Pass: learners must describe the growth and development of an individual across the three life stages in each of the PIES categories. Learners must explain how relevant factors may have affected the growth and development of an individual. Factors from each of the three categories given in the <i>Teaching content</i> must be included, with at least two each from physical and social/cultural. Unlike Level 2 Merit, these factors will be considered separately rather than compared against one another.</p> <p>For Level 1 Merit: learners must outline the growth and development of an individual across three life stages. They will refer to PIES categories but there may be omissions or misclassifications. Learners must also outline the ways in which relevant factors may have affected the growth and development of an individual, including at least one from each of the three main categories given in the <i>Teaching content</i>.</p> <p>For Level 1 Pass: learners must identify aspects of growth and development for an individual. At this level, statements will be mainly relevant, but not explicitly linked to life stages or classified according to PIES. Learners must also identify factors (at least one from each of the three categories given in the <i>Teaching content</i>) that may have had an effect on the growth and development of an individual, but at this level the link between the factors and growth/development is merely implicit and so their impacts are not dealt with.</p> <p>Learning aim B: Investigate how individuals deal with life events</p>	<p>and then use this to write a report. Learners should have the opportunity to choose the person that they want to research. You should advise learners to ensure that their chosen individual will afford them enough opportunity to gather the required evidence.</p> <p>Learning Aim B Demonstrate care values and review own practice Learners could be asked to contribute to an event called <i>Change and how people cope with it</i>. To contribute, they choose two people who have experienced the same event (e.g. marriage, redundancy, an accident) and investigate how it affected them. Learners should gather evidence through, e.g., interviewing the two people so that they can ask specific questions and draw out their experiences first hand. You can advise learners to ensure that the proposed individuals are suitable for generating the necessary evidence.</p> <p>Component 2 Learning Aim A Learners could be asked to carry out a review into health and social care services available in their area.</p>
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<p>Learning aim B: Investigate how individuals deal with life events</p> <p>B1 Different types of life event</p> <p>Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</p> <ul style="list-style-type: none"> • Physical events, to include: <ul style="list-style-type: none"> • accident/injury • ill health. • Relationship changes, to include: <ul style="list-style-type: none"> • entering into relationships • marriage • divorce • parenthood • bereavement. • Life circumstances, to include: <ul style="list-style-type: none"> • moving house, school or job • exclusion from education • redundancy • imprisonment • 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"> • How individuals adapt to these changes. • Sources of support: <ul style="list-style-type: none"> • family, friends, partners • professional carers and services • community groups, voluntary and faith-based organisations. • Types of support: <ul style="list-style-type: none"> • emotional • information and advice • practical help, e.g. financial assistance, childcare, transport. 	<p>Evidence for the assignment: learners will assess how two individuals have coped with the same type of life event (the life event to be chosen by the learner from the list given in the <i>Teaching content</i>). Work must be completed individually, not in groups. Ideally, learners will do this by talking to the individuals. It would be advisable for teachers to guide learners as to the types of question to ask. Learners will need to respect the confidentiality of interviewees. Alternatively, it would also be acceptable for learners to use real case studies.</p> <p>For Level 2 Distinction: learners must assess the impact that the same life event had on each individual, classifying impacts clearly in relation to PIES (although life events may not impact on all aspects of PIES). They must comment on how well the two individuals adapted to the life event, with supporting evidence (the evidence may rely on the views of the individuals). As part of this, they will assess both the role and value of any support received (for example 'How important was it?'). To assess the role/value of support, learners may base this on the views of the individuals. Where there is little evidence of support, learners can speculate on what difference support might have made.</p> <p>For Level 2 Merit: learners must compare the impact that the same life event had on each individual, classifying impacts clearly in relation to PIES (although life events may not impact on all aspects of PIES). They must compare the ways in which each individual adapted to the life event, substantiating their judgement with evidence. Unlike Level 2 Distinction, this does not imply a judgement of how well they adapted. As part of this, they will compare the role (for example benefits) of different support received (i.e. noting similarities and differences). Where there is little evidence of support received, learners can speculate on what difference support might have made.</p> <p>For Level 2 Pass: learners must explain the impact that the same life event had on each individual. Unlike Level 2 Merit, at this level learners will not compare them (i.e. look for similarities/differences). Impacts will be described in relation to PIES (although life events may not impact on all aspects of PIES). They must explain the ways in which each individual adapted to the life event and how they used</p>	<p>Learners could be given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details why they need to access these services, as well as their specific circumstances that would impact on their ability to access them. Learners carry out research to find local services that meet their needs.</p> <p>Learning Aim B</p> <p>Learners must be given the opportunity to demonstrate care values in one or more simulated or real situations (one situation may not provide sufficient opportunities for learners to demonstrate all of the care values, in which case additional situations could be used). The situation(s) could relate to health or social care. Learners then review their own performance.</p> <p>Component 3</p> <p>To achieve a grade learners are expected to demonstrate these attributes across the essential content of the component.</p> <p>Prior learning</p> <p>Key Stage 3 learning.</p> <p>Future learning</p> <p>Component 2</p>
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		<p>support. Unlike at Level 2 Merit, there may be few examples given to provide supporting evidence, and learners will not compare the individuals or the role of support. Where there is little evidence of support received, learners can speculate on what difference support might have made.</p> <p>For Level 1 Merit: learners must outline the impact that the same life event had on each individual. Learners must be able to state the main impact of the event and give one relevant example, but learners' work will lack detail, or links between the impact and examples will not be clear.</p> <p>They must outline what support was received, in other words not just the source (for example family) but also what it entailed (for example practical help). Unlike Level 2 Pass, learners at this level do not comment on how the individuals did or did not adapt, nor on the role of any support received in this process.</p> <p>For Level 1 Pass: learners must identify relevant information about a life event experienced by two individuals, for example saying what happened and when it happened. Unlike Level 1 Merit, at this level answers are confined to the event itself and do not deal with impacts.</p> <p>Learners will identify sources of support that were available to the individuals (for example stating simply that they relied on family support) but without saying what this support entailed.</p>	<p>HE:1, 6, 8.</p> <p>SMSC:1b, 2c, 3b,</p> <p>FBV: a, f.</p> <p>Future learning Level 3 sources; BTEC's apprenticeships in associated subject areas or qualifications. For example, applied psychology maths, biology, chemistry, health and social care, child development, law, politics – amongst others.</p> <p>Careers/professions Health professions; child professions; NHS; psychiatry; medicine; midwifery, government, education, law, physiotherapy, occupational therapy, speech therapy, social services, health and safety, clinical psychiatry – amongst others.</p>
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<p>Spring</p>	<p style="text-align: center;">Big Idea: Component 1: Human Lifespan Development</p> <p style="text-align: center;">Rationale: Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events</p> <p style="text-align: center;">Big Idea: Component 2: Health and Social care health Services and Values</p> <p style="text-align: center;">Rationale: Learner's study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.</p>
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B2 Coping with change caused by life events

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.

- How individuals adapt to these changes.
- Sources of support:
 - family, friends, partners
 - professional carers and services
 - community groups, voluntary and faith-based organisations.
- Types of support:
 - emotional
 - information and advice
- practical help, e.g. financial assistance, childcare, transport.

**FEBRUARY -
ASSESSMENT
CONTROLLED FOR
COMPONENT ONE**

**Component 2: Health and
Social care health Services
and Values**

Learning aim A: Understand the different types of health and social care services and barriers to accessing them

A1 Health and social care services Learners will explore the health and social care services that

- See autumn assessment above for Human Lifespan and Development

Learning aim A: Understand human growth and development across life stages and the factors that affect it

Evidence for the assignment: learners will assess how an individual has changed over the course of three life stages. Work must be completed individually, not in groups. Learners should have an opportunity to choose the person they want to study, although teachers can advise learners to

- See autumn above for Human Lifespan and development

Learning Skills/knowledge/ application – written assignment

Learning aim A: Understand the different types of health

<p>are available and why individuals may need to use them.</p> <ul style="list-style-type: none"> • Different health care services and how they meet service user needs: <ul style="list-style-type: none"> o primary care, e.g. GPs, dental care, optometry, community health care <ul style="list-style-type: none"> • secondary and tertiary care, e.g. specialist medical care • allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians. • Different social care services and how they meet service user needs: <ul style="list-style-type: none"> • services for children and young people, e.g. foster care, residential care, youth work • services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care o services for older adults, e.g. residential care, domiciliary care • the role of informal social care provided by relatives, friends and neighbours. <p>A2 Barriers to accessing services Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <ul style="list-style-type: none"> • Types of barrier and how they can be overcome by the service providers or users: <ul style="list-style-type: none"> • physical barriers, e.g. issues getting into and around the facilities • sensory barriers, e.g. hearing and visual difficulties o social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence • language barriers, e.g. differing first language, language impairments • geographical barriers, e.g. distance of service provider, poor transport links o intellectual barriers, e.g. learning difficulties 	<p>ensure that the proposed individual is suitable. Information could be gathered by desk research or in other ways, for example through interviews. The person chosen could be someone they know about but do not know personally, or it could be someone who is known personally to the learner, such as a family member. Real case-study materials can be used. It can be difficult to access information directly about a person's development and the factors that have affected it, especially for the earliest life stages. In these instances, it is acceptable for learners to speculate, for example they might say that it can be assumed that a particular development occurred because that is what normally would be expected during a given life stage.</p> <p>For Level 2 Distinction: learners must carefully consider relevant factors and how their impact changes over time, including which factors are most important at each of the three chosen life stages. For example, learners may explain how and why a particular social factor was important in one life stage but much less so in another. Relevant factors selected from the Teaching content must be considered in detail to meet the Distinction criteria. Factors from each of the three categories given in the Teaching content must be included, with at least two each from the physical and social/cultural.</p> <p>For Level 2 Merit: learners must compare the relevant factors that may have affected the growth and development of an individual across the three life stages, examining the benefits or otherwise of each factor presented in terms of what had the greatest to the least effect. Factors from each of the three categories given in the Teaching content must be included, with at least two each from physical and social/cultural.</p> <p>For Level 2 Pass: learners must describe the growth and development of an individual across the three life stages in each of the PIES categories. Learners must explain how relevant factors may have affected the growth and development of an individual. Factors from each of the three categories given in the Teaching content must be included, with at least two each from physical and social/cultural. Unlike Level 2 Merit, these factors will be considered separately rather than compared against one another.</p> <p>For Level 1 Merit: learners must outline the growth and development of an individual across three life stages. They will refer to PIES categories but there may be omissions or misclassifications. Learners must also outline the ways in which relevant factors may have affected the growth and development of an individual, including at least one from each of the three main categories given in the Teaching content.</p> <p>For Level 1 Pass: learners must identify aspects of growth and development for an individual. At this level, statements will be mainly relevant, but not explicitly linked to life stages or classified according to</p>	<p>and social care services and barriers to accessing them</p> <p>Description</p> <p>Learners could be asked to carry out a review into health and social care services available in their area. Learners could be given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details why they need to access these services, as well as their specific circumstances that would impact on their ability to access them. Learners carry out research to find local services that meet their needs.</p> <p>Example task</p> <ul style="list-style-type: none"> • For each individual in the case study, research and present information about suitable services, assessing how well the services meet their needs. • For one of these individuals, choose a specific health or social care service for which barriers exist and make justified suggestions for how these could be overcome by the service provider or the individual. <p>Evidence</p> <p>Evidence must fully meet the requirements of the assessment criteria and could include a report, covering both parts of the task.</p> <p>Learning aim B: Demonstrate care values and review own practice</p>
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<ul style="list-style-type: none"> resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services. <p>Learning aim B: Demonstrate care values and review own practice</p> <p>B1 Care values Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p> <ul style="list-style-type: none"> Care values: <ul style="list-style-type: none"> empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered o respect for the individual by respecting service users' needs, beliefs and identity o maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip) preserving the dignity of individuals to help them maintain privacy and self-respect o effective communication that displays empathy and warmth o safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm o promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour. <p>B2 Reviewing own application of care values Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <ul style="list-style-type: none"> Key aspects of a review: o identifying own strengths and areas for improvement against the care values <ul style="list-style-type: none"> receiving feedback from teacher or service user about own performance 	<p>PIES. Learners must also identify factors (at least one from each of the three categories given in the Teaching content) that may have had an effect on the growth and development of an individual, but at this level the link between the factors and growth/development is merely implicit and so their impacts are not dealt with.</p> <p>Learning aim B: Investigate how individuals deal with life events</p> <p>Evidence for the assignment: learners will assess how two individuals have coped with the same type of life event (the life event to be chosen by the learner from the list given in the Teaching content). Work must be completed individually, not in groups. Ideally, learners will do this by talking to the individuals. It would be advisable for teachers to guide learners as to the types of question to ask. Learners will need to respect the confidentiality of interviewees. Alternatively, it would also be acceptable for learners to use real case studies.</p> <p>For Level 2 Distinction: learners must assess the impact that the same life event had on each individual, classifying impacts clearly in relation to PIES (although life events may not impact on all aspects of PIES). They must comment on how well the two individuals adapted to the life event, with supporting evidence (the evidence may rely on the views of the individuals). As part of this, they will assess both the role and value of any support received (for example 'How important was it?'). To assess the role/value of support, learners may base this on the views of the individuals. Where there is little evidence of support, learners can speculate on what difference support might have made.</p> <p>For Level 2 Merit: learners must compare the impact that the same life event had on each individual, classifying impacts clearly in relation to PIES (although life events may not impact on all aspects of PIES). They must compare the ways in which each individual adapted to the life event, substantiating their judgement with evidence. Unlike Level 2 Distinction, this does not imply a judgement of how well they adapted. As part of this, they will compare the role (for example benefits) of different support received (i.e. noting similarities and differences). Where there is little evidence of support received, learners can speculate on what difference support might have made.</p> <p>For Level 2 Pass: learners must explain the impact that the same life event had on each individual. Unlike Level 2 Merit, at this level learners will not compare them (i.e. look for similarities/differences). Impacts will be described in relation to PIES (although life events may not impact on all aspects of PIES). They must explain the ways in which each individual adapted to the life event and how they used support. Unlike at Level 2 Merit, there may be few examples given to provide supporting evidence, and learners will not compare the individuals or the role of support. Where</p>	<p>Description</p> <p>Learners must be given the opportunity to demonstrate care values in one or more simulated or real situations (one situation may not provide sufficient opportunities for learners to demonstrate all of the care values, in which case additional situations could be used). The situation(s) could relate to health or social care. Learners then review their own performance.</p> <p>Example task</p> <ul style="list-style-type: none"> Demonstrate each care value listed in the Teaching content. Review own practice: o firstly, review how well you did o then respond to feedback received from the teacher and/or service users, making suggestions for improvement. <p>Evidence</p> <p>Evidence must fully meet the requirements of the assessment criteria and could include:</p> <ul style="list-style-type: none"> signed observation records, accompanied by a checklist of the values demonstrated a written review of own performance, along with feedback received. <p>Components</p> <p>To achieve a grade learners are expected to demonstrate these attributes across the essential content of the component.</p> <p>Prior learning</p>
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	<ul style="list-style-type: none"> responding to feedback and identifying ways to improve own performance. 	<p>there is little evidence of support received, learners can speculate on what difference support might have made.</p> <p>For Level 1 Merit: learners must outline the impact that the same life event had on each individual. Learners must be able to state the main impact of the event and give one relevant example, but learners' work will lack detail, or links between the impact and examples will not be clear. They must outline what support was received, in other words not just the source (for example family) but also what it entailed (for example practical help). Unlike Level 2 Pass, learners at this level do not comment on how the individuals did or did not adapt, nor on the role of any support received in this process.</p> <p>For Level 1 Pass: learners must identify relevant information about a life event experienced by two individuals, for example saying what happened and when it happened. Unlike Level 1 Merit, at this level answers are confined to the event itself and do not deal with impacts. Learners will identify sources of support that were available to the individuals (for example stating simply that they relied on family support) but without saying what this support entailed.</p>	<p>Component 1.</p> <p>Future learning Component 3</p> <p>HE:</p> <p>SMSC: na</p> <p>FBV: b, c</p> <p>Future learning Level 3 sources; BTEC's apprenticeships in associated subject areas or qualifications. For example, applied psychology maths, biology, chemistry, health and social care, child development, law, politics – amongst others.</p> <p>Careers/professions Health professions; child professions; NHS; psychiatry; medicine; midwifery, government, education, law, physiotherapy, occupational therapy, speech therapy, social services, health and safety, clinical psychiatry – amongst others.</p>
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<p>Summer</p>	<p style="text-align: center;">Big Idea: Component 2: Health and Social care health Services and Values</p> <p>Rationale: Learner's study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.</p>
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<p>Component 2: Health and Social care health Services and Values</p> <p>Learning aim A: Understand the different types of health and social care services and barriers to accessing them</p> <p>A1 Health and social care services Learners will explore the health and social care services that are available and why individuals may need to use them.</p> <ul style="list-style-type: none"> • Different health care services and how they meet service user needs: <ul style="list-style-type: none"> o primary care, e.g. GPs, dental care, optometry, community health care <ul style="list-style-type: none"> • secondary and tertiary care, e.g. specialist medical care • allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians. • Different social care services and how they meet service user needs: <ul style="list-style-type: none"> • services for children and young people, e.g. foster care, residential care, youth work • services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care o services for older adults, e.g. residential care, domiciliary care • the role of informal social care provided by relatives, friends and neighbours. <p>A2 Barriers to accessing services Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <ul style="list-style-type: none"> • Types of barrier and how they can be overcome by the service providers or users: <ul style="list-style-type: none"> • physical barriers, e.g. issues getting into and around the facilities • sensory barriers, e.g. hearing and visual difficulties o social, cultural and psychological barriers, e.g. lack of 	<p>Learning aim A: Understand human growth and development across life stages and the factors that affect it</p> <p>Evidence for the assignment: learners will assess how an individual has changed over the course of three life stages. Work must be completed individually, not in groups. Learners should have an opportunity to choose the person they want to study, although teachers can advise learners to ensure that the proposed individual is suitable. Information could be gathered by desk research or in other ways, for example through interviews. The person chosen could be someone they know about but do not know personally, or it could be someone who is known personally to the learner, such as a family member. Real case-study materials can be used. It can be difficult to access information directly about a person's development and the factors that have affected it, especially for the earliest life stages. In these instances, it is acceptable for learners to speculate, for example they might say that it can be assumed that a particular development occurred because that is what normally would be expected during a given life stage.</p> <p>For Level 2 Distinction: learners must carefully consider relevant factors and how their impact changes over time, including which factors are most important at each of the three chosen life stages. For example, learners may explain how and why a particular social factor was important in one life stage but much less so in another. Relevant factors selected from the Teaching content must be considered in detail to meet the Distinction criteria. Factors from each of the three categories given in the Teaching content must be included, with at least two each from the physical and social/cultural.</p> <p>For Level 2 Merit: learners must compare the relevant factors that may have affected the growth and development of an individual across the three life stages, examining the benefits or otherwise of each factor presented in terms of what had the greatest to the least effect. Factors from each of the three categories given in the Teaching content must be included, with at least two each from physical and social/cultural.</p> <p>For Level 2 Pass: learners must describe the growth and development of an individual across the three life stages in each of the PIES categories. Learners must explain how relevant factors may have affected the growth and development of an individual. Factors from each of the three categories given in the Teaching content must be included, with at least two each from physical and social/cultural. Unlike Level 2 Merit, these factors will be considered separately rather than compared against one another.</p> <p>For Level 1 Merit: learners must outline the growth and development of an individual across three life stages. They will refer to PIES categories but there may be omissions or misclassifications. Learners must also</p>	<p>Learning Skills/knowledge/application – written assignment</p> <p>Learning aim A: Understand the different types of health and social care services and barriers to accessing them</p> <p>Description</p> <p>Learners could be asked to carry out a review into health and social care services available in their area. Learners could be given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details why they need to access these services, as well as their specific circumstances that would impact on their ability to access them. Learners carry out research to find local services that meet their needs.</p> <p>Example task</p> <ul style="list-style-type: none"> • For each individual in the case study, research and present information about suitable services, assessing how well the services meet their needs. • For one of these individuals, choose a specific health or social care service for which barriers exist and make justified suggestions for how these could be overcome by the service provider or the individual. <p>Evidence</p> <p>Evidence must fully meet the requirements of the assessment criteria and could include a</p>
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	<p>awareness, differing cultural beliefs, social stigma, fear of loss of independence</p> <ul style="list-style-type: none"> • language barriers, e.g. differing first language, language impairments • geographical barriers, e.g. distance of service provider, poor transport links o intellectual barriers, e.g. learning difficulties • resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand • financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services. <p>Learning aim B: Demonstrate care values and review own practice B1 Care values Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p> <ul style="list-style-type: none"> • Care values: <ul style="list-style-type: none"> • empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered o respect for the individual by respecting service users' needs, beliefs and identity o maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip) • preserving the dignity of individuals to help them maintain privacy and self-respect o effective communication that displays empathy and warmth o safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm o promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour. <p>B2 Reviewing own application of care values Learners will reflect on own application of care</p>	<p>outline the ways in which relevant factors may have affected the growth and development of an individual, including at least one from each of the three main categories given in the Teaching content.</p> <p>For Level 1 Pass: learners must identify aspects of growth and development for an individual. At this level, statements will be mainly relevant, but not explicitly linked to life stages or classified according to PIES. Learners must also identify factors (at least one from each of the three categories given in the Teaching content) that may have had an effect on the growth and development of an individual, but at this level the link between the factors and growth/development is merely implicit and so their impacts are not dealt with.</p> <p>Learning aim B: Investigate how individuals deal with life events Evidence for the assignment: learners will assess how two individuals have coped with the same type of life event (the life event to be chosen by the learner from the list given in the Teaching content). Work must be completed individually, not in groups. Ideally, learners will do this by talking to the individuals. It would be advisable for teachers to guide learners as to the types of question to ask. Learners will need to respect the confidentiality of interviewees. Alternatively, it would also be acceptable for learners to use real case studies.</p> <p>For Level 2 Distinction: learners must assess the impact that the same life event had on each individual, classifying impacts clearly in relation to PIES (although life events may not impact on all aspects of PIES). They must comment on how well the two individuals adapted to the life event, with supporting evidence (the evidence may rely on the views of the individuals). As part of this, they will assess both the role and value of any support received (for example 'How important was it?'). To assess the role/value of support, learners may base this on the views of the individuals. Where there is little evidence of support, learners can speculate on what difference support might have made.</p> <p>For Level 2 Merit: learners must compare the impact that the same life event had on each individual, classifying impacts clearly in relation to PIES (although life events may not impact on all aspects of PIES). They must compare the ways in which each individual adapted to the life event, substantiating their judgement with evidence. Unlike Level 2 Distinction, this does not imply a judgement of how well they adapted. As part of this, they will compare the role (for example benefits) of different support received (i.e. noting similarities and differences). Where there is little evidence of support received, learners can speculate on what difference support might have made.</p> <p>For Level 2 Pass: learners must explain the impact that the same life event had on each individual. Unlike Level 2 Merit, at this level learners</p>	<p>report, covering both parts of the task.</p> <p>Learning aim B: Demonstrate care values and review own practice Description Learners must be given the opportunity to demonstrate care values in one or more simulated or real situations (one situation may not provide sufficient opportunities for learners to demonstrate all of the care values, in which case additional situations could be used). The situation(s) could relate to health or social care. Learners then review their own performance.</p> <p>Example task</p> <ul style="list-style-type: none"> • Demonstrate each care value listed in the Teaching content. • Review own practice: o firstly, review how well you did o then respond to feedback received from the teacher and/or service users, making suggestions for improvement. <p>Evidence Evidence must fully meet the requirements of the assessment criteria and could include:</p> <ul style="list-style-type: none"> • signed observation records, accompanied by a checklist of the values demonstrated • a written review of own performance, along with feedback received. <p>Components</p>
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	<p>values, including using teacher or service-user feedback.</p> <ul style="list-style-type: none"> • Key aspects of a review: <ul style="list-style-type: none"> o identifying own strengths and areas for improvement against the care values • receiving feedback from teacher or service user about own performance • responding to feedback and identifying ways to improve own performance. 	<p>will not compare them (i.e. look for similarities/differences). Impacts will be described in relation to PIES (although life events may not impact on all aspects of PIES). They must explain the ways in which each individual adapted to the life event and how they used support. Unlike at Level 2 Merit, there may be few examples given to provide supporting evidence, and learners will not compare the individuals or the role of support. Where there is little evidence of support received, learners can speculate on what difference support might have made.</p> <p>For Level 1 Merit: learners must outline the impact that the same life event had on each individual. Learners must be able to state the main impact of the event and give one relevant example, but learners' work will lack detail, or links between the impact and examples will not be clear. They must outline what support was received, in other words not just the source (for example family) but also what it entailed (for example practical help). Unlike Level 2 Pass, learners at this level do not comment on how the individuals did or did not adapt, nor on the role of any support received in this process.</p> <p>For Level 1 Pass: learners must identify relevant information about a life event experienced by two individuals, for example saying what happened and when it happened. Unlike Level 1 Merit, at this level answers are confined to the event itself and do not deal with impacts. Learners will identify sources of support that were available to the individuals (for example stating simply that they relied on family support) but without saying what this support entailed.</p>	<p>To achieve a grade learners are expected to demonstrate these attributes across the essential content of the component.</p> <p>Prior learning Component 1.</p> <p>Future learning Component 3</p> <p>HE:</p> <p>SMSC: na</p> <p>FBV: b, c</p> <p>Future learning Level 3 sources; BTEC's apprenticeships in associated subject areas or qualifications. For example, applied psychology maths, biology, chemistry, health and social care, child development, law, politics – amongst others.</p> <p>Careers/professions Health professions; child professions; NHS; psychiatry; medicine; midwifery, government, education, law, physiotherapy, occupational therapy, speech therapy, social services, health and safety, clinical psychiatry – amongst others.</p>
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning
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Big Idea: Component 3: Health and Well Being

Rationale: Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

Autumn
1 & 2

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 life events covered in Component 1, but here the focus is on health and wellbeing.

- 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 and lifestyle factors that can have positive or negative effects on health and wellbeing:
 - genetic inheritance, including inherited conditions and predisposition to other conditions
 - ill health (acute and chronic)
 - diet (balance, quality and amount)
 - amount of exercise
 - substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs
 - personal hygiene.
- Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:
 - social interactions, e.g. supportive/unsupportive relationships, social integration/isolation
 - stress, e.g. work-related
 - willingness to seek help or access services, e.g. influenced by culture, gender, education.

Grade descriptors To achieve a grade learners are expected to demonstrate these attributes across the essential content of the component. The principle of best fit will apply in awarding grades.

Level 1 Pass

Learners demonstrate basic knowledge of factors that affect health and wellbeing. They identify different factors that have positive or negative impacts on health and wellbeing, including identifying relevant information about the impact of a specific life event. They demonstrate a basic ability to interpret lifestyle and physiological data to identify factors that could potentially affect an individual's current and future physical health. Learners design a simple health and wellbeing improvement plan that includes basic recommendations, with limited information about sources of support. They make some simplistic links between the plan and the needs, wishes and circumstances of the individual and identify a few obstacles that might arise in keeping to the plan.

Level 2 Pass

Learners demonstrate knowledge and understanding of factors that affect health and wellbeing. They explain how different factors have positive or negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing. They demonstrate the ability to interpret lifestyle and physiological data to explain factors that could potentially affect an individual's current and future physical health. Learners can design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets. They can provide some justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They identify obstacles that might arise in keeping to the plan and make suggestions for how these may be overcome.

Level 2 Distinction

Learners demonstrate a high level of knowledge and understanding of factors that affect health and wellbeing. They explain clearly how different factors have positive and negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing. They

Summary of assessment

This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2.

A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is two hours and must be arranged in the period timetabled by Pearson. Assessment availability is twice a year: February and May/June from 2019 onwards. Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment objectives

AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing

<ul style="list-style-type: none"> • Economic factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> • financial resources. • Environmental factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> • environmental conditions, e.g. levels of pollution, noise • housing, e.g. conditions, location. • The impact of life events relating to relationship changes and changes in life circumstances. <p>B Interpreting health indicators B1 Physiological indicators</p> <p>Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <ul style="list-style-type: none"> • Physiological indicators that are used to measure health: <ul style="list-style-type: none"> • pulse (resting and recovery rate after exercise) o blood pressure • peak flow • body mass index (BMI). • Using published guidance to interpret data relating to these physiological indicators. • The potential significance of abnormal readings: risks to physical health. <p>B2 Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health.</p> <ul style="list-style-type: none"> • Interpretation of lifestyle data, specifically risks to physical health associated with: <ul style="list-style-type: none"> • smoking • alcohol consumption o inactive lifestyles. <p>C Person-centred health and wellbeing improvement plans C1 Health and wellbeing improvement plans</p>	<p>demonstrate a high level of ability to interpret lifestyle and physiological data to explain clearly, and in detail, factors that could potentially affect an individual's current and future physical health. Learners design a health and wellbeing improvement plan that clearly describes recommendations, with specific and realistic short- and long-term targets, and sources of support that are linked to the targets. They provide a clear and convincing justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They clearly describe potential obstacles that might arise in keeping to the plan and make realistic suggestions for how these might be overcome.</p>	<p>AO2 Interpret health indicators AO3 Design a person-centred health and wellbeing improvement plan AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p> <p>Prior learning Component 1 and 2.</p> <p>Future learning Component – final exam</p> <p>SMSC:</p> <p>FBV:</p> <p>HE:</p> <p>Future learning Level 3 sources; BTEC's apprenticeships in associated subject areas or qualifications. For example, applied psychology maths, biology, chemistry, health and social care, child development, law, politics – amongst others.</p> <p>Careers/professions Health professions; child professions; NHS; psychiatry; medicine; midwifery, government, education, law, physiotherapy, occupational therapy, speech therapy, social services, health and safety, clinical psychiatry – amongst others.</p>
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Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.

- The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.
- Information to be included in plan:
 - recommended actions to improve health and wellbeing
 - short-term (less than six months) and long-term targets o appropriate sources of support (formal and/or informal).

C2 Obstacles to implementing plans

Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.

- Potential obstacles:
 - emotional/psychological – lack of motivation, low self-esteem, acceptance of current state
 - time constraints – work and family commitments o availability of resources – financial, physical, e.g. equipment
 - unachievable targets – unachievable for the individual or unrealistic timescale
 - lack of support, e.g. from family and friends
 - o other factors specific to individual – ability/disability, addiction o barriers to accessing identified services.

NOVEMBER - ASSESSMENT CONTROLLED FOR COMPONENT TWO

<p>Spring 1 & 2</p>	<p>* Big Idea: Component 3: Health and Well Being</p> <p>Rationale: Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.</p>		
	<p>A Factors that affect health and wellbeing A1 Factors affecting health and wellbeing</p> <p>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 life events covered in Component 1, but here the focus is on health and wellbeing.</p> <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 and lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> • genetic inheritance, including inherited conditions and predisposition to other conditions • ill health (acute and chronic) • diet (balance, quality and amount) • amount of exercise • substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs • personal hygiene. • Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> • social interactions, e.g. supportive/unsupportive relationships, social integration/isolation • stress, e.g. work-related 	<p>Grade descriptors To achieve a grade learners are expected to demonstrate these attributes across the essential content of the component. The principle of best fit will apply in awarding grades.</p> <p>Level 1 Pass Learners demonstrate basic knowledge of factors that affect health and wellbeing. They identify different factors that have positive or negative impacts on health and wellbeing, including identifying relevant information about the impact of a specific life event. They demonstrate a basic ability to interpret lifestyle and physiological data to identify factors that could potentially affect an individual's current and future physical health. Learners design a simple health and wellbeing improvement plan that includes basic recommendations, with limited information about sources of support. They make some simplistic links between the plan and the needs, wishes and circumstances of the individual and identify a few obstacles that might arise in keeping to the plan.</p> <p>Level 2 Pass Learners demonstrate knowledge and understanding of factors that affect health and wellbeing. They explain how different factors have positive or negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing. They demonstrate the ability to interpret lifestyle and physiological data to explain factors that could potentially affect an individual's current and future physical health. Learners can design a health and wellbeing improvement plan that describes recommendations, with associated and specific targets and sources of support that are linked to the targets. They can provide some justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They identify obstacles that might arise in keeping to the plan and make suggestions for how these may be overcome.</p> <p>Level 2 Distinction</p>	<p>Summary of assessment This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will be given a case study and will assess an individual's health and wellbeing, drawing on their understanding of life events from Component 1. They will design a health and wellbeing improvement plan that draws on their knowledge of services and care values from Component 2. A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is two hours and must be arranged in the period timetabled by Pearson. Assessment availability is twice a year: February and May/June from 2019 onwards. Sample assessment materials will be available to help centres prepare learners for assessment.</p> <p>Assessment objectives</p>

<ul style="list-style-type: none"> o willingness to seek help or access services, e.g. influenced by culture, gender, education. • Economic factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> • financial resources. • Environmental factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> • environmental conditions, e.g. levels of pollution, noise • housing, e.g. conditions, location. • The impact of life events relating to relationship changes and changes in life circumstances. <p>B Interpreting health indicators B1 Physiological indicators</p> <p>Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance.</p> <ul style="list-style-type: none"> • Physiological indicators that are used to measure health: <ul style="list-style-type: none"> • pulse (resting and recovery rate after exercise) o blood pressure • peak flow • body mass index (BMI). • Using published guidance to interpret data relating to these physiological indicators. • The potential significance of abnormal readings: risks to physical health. <p>B2 Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health.</p> <ul style="list-style-type: none"> • Interpretation of lifestyle data, specifically risks to physical health associated with: <ul style="list-style-type: none"> • smoking • alcohol consumption o inactive lifestyles. 	<p>Learners demonstrate a high level of knowledge and understanding of factors that affect health and wellbeing. They explain clearly how different factors have positive and negative impacts on health and wellbeing, including the impact of a specific life event on wellbeing. They demonstrate a high level of ability to interpret lifestyle and physiological data to explain clearly, and in detail, factors that could potentially affect an individual’s current and future physical health. Learners design a health and wellbeing improvement plan that clearly describes recommendations, with specific and realistic short- and long-term targets, and sources of support that are linked to the targets. They provide a clear and convincing justification for the plan in terms of how it links to needs, wishes and circumstances of the individual. They clearly describe potential obstacles that might arise in keeping to the plan and make realistic suggestions for how these might be overcome.</p>	<p>AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing AO2 Interpret health indicators AO3 Design a person-centred health and wellbeing improvement plan AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p> <p>Prior learning Component 1 and 2.</p> <p>Future learning Component – final exam</p> <p>SMSC:</p> <p>FBV:</p> <p>HE:</p> <p>Future learning Level 3 sources; BTEC’s apprenticeships in associated subject areas or qualifications. For example, applied psychology maths, biology, chemistry, health and social care, child development, law, politics – amongst others.</p> <p>Careers/professions Health professions; child professions; NHS; psychiatry; medicine; midwifery, government, education, law, physiotherapy, occupational</p>
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	<p>C Person-centred health and wellbeing improvement plans C1 Health and wellbeing improvement plans</p> <p>Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, in particular support services and also care values in terms of the need for a person-centred approach.</p> <ul style="list-style-type: none"> • The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances. • Information to be included in plan: <ul style="list-style-type: none"> • recommended actions to improve health and wellbeing • short-term (less than six months) and long-term targets o appropriate sources of support (formal and/or informal). <p>C2 Obstacles to implementing plans Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.</p> <ul style="list-style-type: none"> • Potential obstacles: <ul style="list-style-type: none"> • emotional/psychological – lack of motivation, low self-esteem, acceptance of current state • time constraints – work and family commitments o availability of resources – financial, physical, e.g. equipment • unachievable targets – unachievable for the individual or unrealistic timescale • lack of support, e.g. from family and friends • o other factors specific to individual – ability/disability, addiction o barriers to accessing identified services. 		<p>therapy, speech therapy, social services, health and safety, clinical psychiatry – amongst others.</p>
<p>Summer 1 & 2</p>	<p style="text-align: center;">* Big Idea: Component 3: Health and Well Being</p>		

Rationale: Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

➤ Exams and revision

➤ Exams and revision

Exams and revision