

Subject: Health and Social Care – KS5

Head of Dept/Faculty: Mrs Wilson

Qualification: Health and Social Care	Exam Board: Pearson BTEC	Exam/NEA Split: Exam Unit 1 – 30% Exam Unit 2 – 30% Exam Unit 3 – 40% (2 hours)
Extended Certificate (360 GLH) 58% External Units Unit 1 – Exam Unit 2 – Exam Unit 5 – Assignment Unit 14 - Assignment	Diploma (720 GLH) 46% External Units Unit 1 – Exam Unit 2 – Exam Unit 4 – Exam Unit 5 – Assignment Unit 7 – Assignment Unit 8 – Assignment Unit 14 - Assignment Unit 19 - Assignment	Extended Diploma (1080 GLH) 42% External Units Unit 1 – Exam Unit 2 – Exam Unit 3 – Exam Unit 4 – Exam Unit 5 – Assignment Unit 6 – Assignment Unit 7 – Assignment Unit 8 – Assignment Unit 10 – Assignment Unit 12 – Assignment Unit 14 – Assignment Unit 17 – Assignment Unit 19 - Assignment
<p>Summary:</p> <p>Unit 1 – ‘Human Lifespan Development’ – Exam (1.5 hours) Students will 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. They will consider reasons why medical intervention means people are living longer and have better life prospects. Students will develop their knowledge and understanding of patterns of human growth and development, along with being able to appreciate the experience of health and wellbeing. They will learn about factors that can influence human growth and development, such as genetic, environmental, social or financial factors. Students will learn about a number of theories and models to explain and interpret behaviour through the human lifespan, such as Piaget and Bruner.</p> <p>Unit 2 – ‘Working in Health and Social Care’ – Exam (1.5 hours) In this unit, students will understand what it is like to work in the health and social care sector, such as the important responsibilities and how to maintain the safety of individuals with health and social care needs. Students will understand how workers will be accountable both to the service users and the regulatory bodies that represent people who work in the health and social care sector. Students will look at the range of roles and responsibilities of people who work in health and social care settings, along with the organisations that provide services. They will learn about the ways these services are provided and about the barriers that can prevent people from getting the services they need. Students will understand how these organisations are regulated and inspected to monitor the work that professionals do. They will learn about working with people with specific needs, including ill health, learning disabilities, physical and sensory disabilities, and the needs of people who occupy different age categories.</p> <p>Unit 3 – ‘Anatomy and Physiology’ – Exam (1.5 hours) Students in this unit will develop a clear understanding of anatomy and physiology, which is essential for most health care professions. This unit lays the groundwork for careers such as nursing, midwifery or the allied health professions. This unit focuses on the anatomy and</p>		

physiology of the human body, students will learn the core knowledge of the function and the organisation of the body as a whole. They will consider some common disorders and how these impact on the human body, along with investigating the processes relating to natural conception and prenatal development.

Unit 4 – ‘Enquiries into Current Research in Health and Social Care’ – Exam (3 hours)

As a health and social care professional, students will need to understand the purpose of research, how it is carried out and the importance of research for improving the wellbeing of those using health and social care services. In this unit, students will find out about the different research methods that can be used to gather information and the ethical issues that need to be considered. They will review research carried out, and will develop skills that will enable them to carry out their own secondary research into the issue. Part A: Students will complete 6 hours of secondary research on a given article.

Part B: Students will complete a 3 hour exam, using the information gathered during their research.

Unit 5 – ‘Meeting Individual Care and Support Needs’ – Assignment

This unit introduces students to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment. In this unit, students will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care. They will examine factors that can impact on the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services. Students will consider the importance of multi-agency working to meet all the needs of individuals. This unit will be useful if students are intending to follow a career in social care or healthcare.

Unit 6 – ‘Work Experience in Health and Social Care’ – Assignment

This unit will help students to reflect on and develop their personal attributes and skills required for work in this sector, and extend their knowledge and understanding of the responsibilities of health and social care professionals. Students will examine how work experience can help to develop personal and professional skills, such as communication and teamwork, and to understand more about the expectations of different professional roles. A logbook will be completed by students to monitor progress and learning, along with a reflective journal. Students will complete at least 100 work placement alongside the logbook.

Unit 7 – ‘Principles of Safe Practice in Health and Social Care’ – Assignment

When working in health and social care settings, students must have a clear understanding of the duty of care and safe working practices and procedures and how to promote the safety and wellbeing of service users. This unit will help students to develop their knowledge and understanding of the key principles relating to safeguarding vulnerable individuals, promoting health and safety, and responding to different situations and emergency incidents in health and social care settings. Students will explore the legal duty of care and the importance of legislation, policies and procedures in protecting individuals from harm, upholding their rights and promoting their welfare.

Unit 8 – ‘Promoting Public Health’ – Assignment

Public health is concerned with protecting and improving the health of the population. Students will learn about the implications of public health policy for services and those who use services. They need to consider the reasons for improving the health of individuals and the general public and this unit will give them an understanding of the aims of public health policy. Students will explore how patterns of health and ill health of the population are monitored and how this leads

to the development of public health policy, considering factors affecting health locally and nationally. Students will develop an appreciation of the barriers to be overcome with promoting public health and the ways of making people aware of public health issues.

Unit 10 – ‘Sociological Perspectives’ – Assignment

Sociology will lead students to question many of the attitudes and assumptions made about society and individuals who have care and support needs. They will become familiar with sociologists' research findings, and be able to apply a sociological understanding to practice. Students will gain an understanding of the different sociological perspectives and concepts, and consider how these can be applied to health and social care.

Unit 12 – ‘Supporting Individuals with Additional Needs’ – Assignment

This unit aims to give students the specialist knowledge that can be crucial to ensuring that those with additional needs meet their full potential. They will understand how professionals can ensure that everyone in their care has the same opportunities and that discrimination is prevented, helping service users to be treated equally. In this unit, students will explore the range of additional needs that are faced by individuals, considering the effects these needs have on their wellbeing, rights and access.

Unit 14 – ‘Physiological Disorders and their Care’ – Assignment

In this unit, students will learn about why it is essential for workers in the health and social care sector to understand the nature of physiological disorders and how to provide appropriate treatment and care. This includes being aware of the causes and effects of physiological disorders, as well as the roles of different professionals involved in providing treatment and care for service users. In this unit, students will learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. They will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies as well as creating a treatment plan for a service user with a specific physiological disorder.

Unit 17 – ‘Caring for Individuals with Dementia’ – Assignment

In this unit, students will be introduced to some of the illnesses leading to dementia and the more common symptoms that an individual might show. They will consider some of the effects on the mental and physical health, quality of life and feelings of individuals. Students will examine what is meant by person-centred care for individuals with dementia and will consider what is currently thought to be good practice in the sector. They will explore the support needed to ensure that an individual who has dementia maintains independence, quality of life and wellbeing.

Unit 19 – ‘Nutritional Health’ – Assignment

In this unit, students will understand which people are more at risk of obesity and illnesses such as Type 2 diabetes. Students will need to understand what good nutrition is and the factors that can influence nutritional health, including lifestyle choices and eating habits. They will also need to think about how health can be supported by making good nutritional choices. In this unit, students will learn about the nutritional value of food and the dietary sources and function of different nutrients in the body. They will also learn about individual dietary needs, dietary recommendations and the factors that can influence nutritional health, such as lifestyle choices, education and culture. The lessons will include which health factors can affect nutrition, including medical conditions, digestive disorders, and food allergies and intolerances.