

Course Title
Health and Social Care – BTEC level 1 and 2 Tech Award
Outline of the Unit / Topic
<p>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.</p> <p>Unit 1- 30%</p> <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. ○ 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>The impact of life events relating to relationship changes and changes in life circumstances</p> <p>Unit 2- 30%</p> <p>Understanding the different Health and Social care services and the barriers to accessing them</p> <p>Primary health care – Doctors/optician/Dentist</p> <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: ○ 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 ○ services for older adults, e.g. residential care, domiciliary care ○ the role of informal social care provided by relatives, friends and neighbours.

- Types of barrier and how they can be overcome by the service providers or users:
- physical barriers, e.g. issues getting into and around the facilities
- sensory barriers, e.g. hearing and visual difficulties
- 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
- intellectual barriers, e.g. learning difficulties
- resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand

Unit 3- 40%

Health and Wellbeing

Looking at all aspects of mental and physical wellbeing and the factors that can influence this.

- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess an individual's health using what they've learned
- create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action.

Assessment details

Unit 1 and 2 – internally assessed through case studies/report writing/role plays/evaluations of trips and external speakers

Unit 3 is a written exam

Staff Roles

Mrs Bruce and Miss Sawyer will teach this subject.

Equipment/Health and Safety

All equipment will be provided by SESC.
Students will have the opportunity to attend trips each unit.

How will it be examined

Unit 3 will be externally examined

Student Signature		Date	
Staff Signature		Date	