

# EPCHS Technology Department: Year 10 Programme of Study

## WJEC Health and Social Care

Year/Term	Unit of work	Intent	Skills
<b>Overall</b>	<b>BTEC Tech Award Level1/2</b>	The Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care (603/7047/6) is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning.	
<b>Autumn Term 1</b>	<b>Component 1: Human Lifespan Development Learning Aim A</b>	<p><b>Life stages and their expected key characteristics in each of the PIES classifications:</b></p> <ul style="list-style-type: none"> <li>• Infancy 0-2 years</li> <li>• Early childhood 3-8 years</li> <li>• Adolescence 9-18 years</li> <li>• Early adulthood 19-45 years</li> <li>• Middle adulthood 46-64 years</li> <li>• Later adulthood 65+</li> </ul> <p>Students will study each of the life stages and determine how people develop throughout their life in the areas of physical, intellectual, emotional, and social.</p>	Listening Reading Writing Researching Discussion Organisation
<b>Autumn Term 2</b>	<b>Component 1: Human Lifespan Development Learning Aim B</b>	<p><b>Students will study the factors affecting growth and development and the impact that this has on people.</b></p> <ul style="list-style-type: none"> <li>• Physical factors – inherited conditions, physical and mental ill health, disability, and sensory impairment.</li> <li>• Lifestyle choices – nutrition, smoking, alcohol, exercise, and substance abuse.</li> <li>• Emotional and social factors – social inclusion and exclusion, discrimination, bullying, and relationships.</li> <li>• Cultural factors – influence of religion, community participation, gender roles, gender identity, and sexual orientation.</li> <li>• Environmental factors – housing, home environment, pollution.</li> <li>• Economic factors – employment situation, retirement, and financial resources.</li> </ul>	Listening Reading Writing Researching Discussion Organisation Social awareness Cultural awareness Environmental awareness Economic awareness
<b>Assessments</b>	Practice assessments will take place at the end of each half term to assess understanding.		
<b>Spring Term 1</b>	<b>Component 1: Human Lifespan Development Learning Aim B</b>	<p><b>Coping with change caused by life events.</b></p> <p>Students 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"> <li>• Physical and mental illness</li> <li>• Relationship changes – divorce, separation, parenthood</li> <li>• Life circumstances – imprisonment, exclusion, redundancy</li> <li>• Coping and accepting change</li> <li>• Support – formal, informal, voluntary, professional, multi-agency and multidisciplinary</li> </ul>	Listening Reading Recording Observation Time management Independent work

Spring Term 2	Coursework Assessment set by Pearson	<p><b>Coursework: Pearson Set Assignment</b></p> <p>The assignment for this component consists of four tasks.</p> <p><b>Task 1:</b> Students will demonstrate their knowledge and understanding of the PIES growth and development through the life stages.</p> <p><b>Task 2:</b> Students will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages.</p> <p><b>Task 3a:</b> Students will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development.</p> <p><b>Task 3b:</b> Students will demonstrate their knowledge and understanding of how individuals adapt to life events.</p>	Listening Reading Recording Observation Time management Independent work Writing
<b>Assessments</b>		The assignment will take approximately 6 supervised hours to complete.	
Summer Term 1	<b>Component 2: Health and Social Care Services and Values</b>	<p><b>Learning outcome, A:</b> Understand the different types of health and social care services and barriers to accessing them.</p> <p><b>Health conditions:</b></p> <ul style="list-style-type: none"> <li>• arthritis</li> <li>• cardiovascular conditions – coronary heart disease, cerebral vascular accident</li> <li>• diabetes (type 2)</li> <li>• dementia</li> <li>• obesity</li> <li>• respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD)</li> <li>• additional needs – sensory impairments, physical impairments, learning disability.</li> </ul> <p><b>Health services available:</b></p> <ul style="list-style-type: none"> <li>• primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident, and emergency departments</li> <li>• secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology.</li> <li>• tertiary care – specialist medical care to include oncology, transplant services o allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics.</li> <li>• multidisciplinary team working – how services work together, including referrals between services.</li> </ul>	Listening Reading Recording Writing Observation Time management Independent work Researching
Summer Term 2	<b>Component 2: Health and Social Care Services and Values</b>	<p><b>Social care services</b></p> <p>Students will explore a range of social care needs and how these can be met by the social care services that are available.</p> <p><b>Social care</b> – help with day-to-day living because of illness, vulnerability, or disability.</p> <p><b>Social care services:</b></p> <ul style="list-style-type: none"> <li>• services for children and young people – foster care, residential care, youth work</li> <li>• services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care</li> <li>• services for older adults – residential care, domiciliary care.</li> </ul>	Listening Reading Recording Writing Observation Time management Independent work Researching

		<b>Additional care:</b> <ul style="list-style-type: none"> <li>• informal care – given by relatives, friends, neighbours, partners.</li> <li>• voluntary care – community groups and faith-based organisations, charities.</li> </ul>	
<b>Assessments</b>	A knowledge assessment will be completed. This will be based on all the work that they have covered so far.		