

Health and Social Care BTEC at Samuel Whitbread Academy

Intent

Our KS5 department curriculum intent provides students with the opportunity to gain an insight into all aspects of an individual's development, how people grow and develop over the course of their lives and the factors that may affect this. Students explore real life scenarios within theoretical aspects of the course as well as engaging in research techniques and how to measure someone's physical health.

The course allows students to gain a deeper understanding about the care values and how professionals working within different services, help meet their needs by supporting them with everyday life. Students understand the importance of empowerment and promoting independence, as well as promoting anti discriminatory practice and being respectful towards others. This enables our students to become educated citizens and contribute to their society in a positive way. (This also links to our school values).

Implementation

Our Health and Social care lessons follow the Edexcel BTEC Health and Social Care curriculum, in which all students will be assessed in four separate units, three of which are mandatory units in which two are external. For the internally assessed units' students must complete at least one optional unit (unit 14), in which is internally marked and requires students to submit evidence towards a given assessment criteria. This means that the teacher delivering the unit sets and assesses the assignment that provides the final summative assessment of each unit. There is a synoptic assessment (Unit 5) in which students will be expected to apply learning from a range of units. Each unit can be applied vocationally and allows students to apply to real life scenarios and case studies as well as a great way for students to debate and give their own opinion. This helps stretch and challenge their ideas and opinions and encourages them to assess and evaluate in more detail.

Implementation	Key Stage 5: Year 12	<p>The first year of BTEC Health and Social care considers two areas; Unit 1 Human Lifespan Development in which students are introduced to the biological, psychological and sociological theories associated with human lifespan development. Students explore the different aspects of physical, intellectual, emotional and social development across an individual’s lifespan. Unit 5 Meeting Individual Care and Support Needs where students are introduced into the skills and values needed for a career in social or health care, considering ethical issues and challenges when personalising care.</p>
	Key Stage 5: Year 13	<p>The second year of BTEC Health and Social care considers the final two areas; Unit 2 Working in Health and Social Care, where students see how a range of roles, including doctors, nurses, physiotherapists, occupational therapists, social workers, youth workers, care workers and other professionals, work together to ensure that the individual needs of vulnerable people are met. Unit 14 Physiological Disorders and their Care in which students explore different types of physiological disorders such as cancer, diabetes, asthma, CHD, leukaemia; how a person is diagnosed, the different types of treatment they would receive. and the support different service users may encounter when care planning for each disorder.</p>

In Health and Social Care, students are able to develop and expand on their knowledge and understanding of the physical, intellectual, emotional and social development of an individual's lifespan and how different factors such as health conditions may affect this.

Students are continuously assessed throughout the year and are able to track their own progress and achievement through their UMS points.

Unit 1 – mini assessments are carried out after every sub-topic, A – Human growth and development through the life stages, B – Factors affecting human growth and development and C – The effects of ageing. Each student will carry out an IPE at least once in the academic year and sit their actual exam in the summer of their first year (Year 12).

Unit 2 – mini assessments are carried out after every sub-topic, A – The roles and responsibilities of people who work in the health and social care sector, B – The roles of organisations in the health and social care sector, C – Working with people with specific needs in the health and social care sector. Each student will carry out an IPE at least once in the 1st term of the academic year and sit their actual exam in the winter of Year 13.

Unit 5 and 14 – students will continuously be assessed on all 4 learning aims and mini modules for their coursework. Each student will receive guidance and feedback for their first submission of each learning aim/ piece of work and then have 10 school days to re-submit their work with their improvements. This way of monitoring and assessing allows us to track each student's success and implement any improvement plans or intervention immediately, ensuring all students' progress and achieve in this subject.