

Health and Social Care L1/2 Tech Award – Curriculum Intent

Skill	Logo	Year 9 <i>Units studied: Services and Creative Activities, Promoting Health and Wellbeing, Nutrition, Health and Social Care Values, Component 1 (Human Lifespan Development)</i>	Year 10 <i>Units studied: Component 1 (Human Lifespan Development) and Component 2 (Health and Social Care Services and Values)</i>	Year 11 <i>Units studied: Component 2 (Health and Social Care Services and Values) and Component 3 (Health and Wellbeing)</i>	Link to Level 3 Specification
Empathise and Understand		<p>Skill Demonstration: This is delivered explicitly within this year. Students will be given many different case studies of people from a broad range of backgrounds. They will have to plan activities for them to develop their wellbeing, show what care values will be required, develop a nutrition plan and begin to explore how people develop over their life.</p> <p>Bright Sparks: when completing exam based questions, students will show how the consequence of any suggestion links to the wellbeing of the person in the case study.</p>	<p>Skill Demonstration: Learning Aim B of Component 1 includes lots of areas where this skill will be developed. E.g. life events and their impact on an individual's wellbeing. Similarly, Component 2 involves producing a plan of services and support needed for an individual and this will require a deep sense of empathy and understanding for the people focused on.</p> <p>Bright Sparks: Students will be able to meet the D criteria by effectively evaluating and analysing how far their suggestions promote empathic understanding.</p>	<p>Skill Demonstration: Students will address many different case studies with different people presenting a range of complex and challenging needs. Any action they suggest should take into account the individual needs of the person. They will also begin to explore the theme of person-centred care and multi-disciplinary teams which focused on this skill.</p> <p>Bright Sparks: Students will be clear on the use of external agencies, which inspect services on how well they cater for the individual in an empathic and understanding way.</p>	<ul style="list-style-type: none"> In all units – Students must demonstrate these skills in every decision they make and in every task they carry out.
Apply		<p>Skill Demonstration: Students will have many opportunities to put some of the theory into practice during this year. For example, students will learn what a nutrition plan looks like, and will then have to make one for a specific person. They will also take part in an NHS competition where they put their knowledge and understanding of public health campaigns to the test. They will design a campaign poster and this will be assessed by NHS England.</p> <p>Bright Sparks: Similar to above, students should be able to nurture this skill in exam questions. They will show the ability to select relevant content.</p>	<p>Skill Demonstration: Component 1 and 2 will require students to compete assignments based on the theory covered in lessons. They will have to apply what they learn to specific case studies and people e.g. celebrities or family members. They must show how their material is relevant to each circumstance.</p> <p>Bright Sparks: Students will be excellent at applying their knowledge of wellbeing linked to PIES factors (see below).</p>	<p>Skill Demonstration: Component 3 is an exam-based unit. Therefore this skill will become important when addressing different exam questions and figuring out which key terms, theories or studies should be applied and made relevant to the question. Moreover, the final stage of this skill is students being able to think synoptically and apply content from Components 1 and 2 to 3. This is essential for this Component.</p> <p>Bright Sparks: Students will apply content and skills such as Care Values, PIES, key theory involving learning theory and person-centred care to component 3 areas including where they look at the role of target setting and overcoming obstacles.</p>	<ul style="list-style-type: none"> Unit 1 – Human Lifespan Development Unit 2 – Working in Health and Social Care Unit 4 – Enquiries into Current Research in Health and Social Care
Analyse and Evaluate		<p>Skill Demonstration: Students will begin to explore the use of using Point, Explain, Consequence paragraphs to answer exam style questions. This will enable them to see how material can be analysed and evaluated. They will also conduct evaluation when reviewing the creative activities they design, the advice they put forward about nutrition for some people and how successful previous public health campaigns have been.</p> <p>Bright Sparks: Evaluation will explore the above but draw in on key theoretical knowledge using key terms – for example using the care values towards the end of the year to evaluate how well a person has been cared for.</p>	<p>Skill Demonstration: When completing their assignments in Component 1 and 2, students will have specific task criteria to meet which will ask them to use both of these skills. Usually these skills are linked to Merit and Distinction criteria. Examples include analysing the impact of individual circumstances on wellbeing and evaluating the difference between formal and informal support for individuals with needs.</p> <p>Bright Sparks: Students will be able to submit work which meets all criteria given, showing they have used both of these skills effectively</p>	<p>Skill Demonstration: In Component 3 there are some extended answer exam questions which will require students to use these interlinked skills. Students must be able to draw out conclusions on the development outcomes of people following expected and unexpected life events, individual circumstances and care plans. They should also evaluate how far a person's development is effected negatively or positively.</p> <p>Bright Sparks: There will be some crossover of skills with this area and others such as PIES, Care Values and Empathy and Understanding. Students must be experts in drawing these together through analysis and evaluation of content.</p>	<ul style="list-style-type: none"> All Units – Students will face many task criteria, which require use of these skills. The difference at Level 3 is they are separated from one another and are more explicit in their use
Demonstrate Care Values		<p>Skill Demonstration: Once students have gained some experience of what it means to work within a Health and Social Care setting, they will be able to value and understand these more. From this point, students will be expected to look for how and where these are demonstrated either effectively or ineffectively. They will read case studies and feedback on this.</p> <p>Bright Sparks: When starting the component 1 assignment, students should refer to these when covering types of support.</p>	<p>Skill Demonstration: The care values will need to be well considered, applied and demonstrated specifically in Component 2. Students will complete specific tasks within their assignment showing how they link to the people they are basing their written report on. This will begin to support students with their progress into Component 3.</p> <p>Bright Sparks: Students can now link the care values to wellbeing and the PIES development process.</p>	<p>Skill Demonstration: Within all learning aims in Component 3, students will need to show a full understanding of the values and how they link across the topic areas. Specifically in Learning Aim C of Component 3, where students will need to show an understanding of obstacles, how to overcome them and how this will link to showing Care Values in any treatment or support offered.</p> <p>Bright Sparks: Should be able to master the use of these in the context of improvement plans for individuals in Learning Aim C of Component 3.</p>	<ul style="list-style-type: none"> Unit 2 – Working in Health and Social Care Unit 5 – Meeting Individual needs in Health and Social Care Unit 8 – Promoting Public Health Unit 12 – Supporting Individuals with Individual Needs Unit 17 – Caring for Individuals with Dementia
Demonstrate P.I.E.S		<p>Skill Demonstration: Students will spend this year getting to grips with the Physical, Intellectual, Emotional and Social aspects of development. This will be a soft skill in year 9 – being able to see how someone develops or is affected by something. They will start to use this language and be able to discuss it in a brief way.</p> <p>Bright Sparks: Know when some things are social and emotional vs just social and just emotional. Be able to use this language in written responses to questions.</p>	<p>Skill Demonstration: Component 1 will involve learning more about these factors and deepen their understanding leading to a more sophisticated use of them. They will begin to consider how every decision made in a health and social care environment should have these at the core, alongside the care values.</p> <p>Bright Sparks: Show expert use of PIES factors in both component 1 and component 2 and meet the D task criteria, which requires full use of them.</p>	<p>Skill Demonstration: These are heavily used, analysed and evaluated within Component 3. Students will constantly be asked to reflect on the ways an individuals development will be effected by a whole range of issues. Students will have to use the PIES factors when looking at areas such as nutrition, sport and exercise and formal and informal support. In many cases, students must uses the PIES factors as a template for extended answer questions.</p> <p>Bright Sparks: Students should be able to refer to theory which links to each PIES factor e.g. social learning theory and infancy and how this is a matter of emotional and social development.</p>	<ul style="list-style-type: none"> Unit 1 – Human Lifespan Development Unit 12 – Supporting Individuals with Individual Needs Unit 14 – Physiological Disorders and their Care
Overcome Obstacles		<p>Skill Demonstration: Students will begin to explore ways of identifying problems with service users and how they can be helped. This will be kept purposefully broad in year 9. E.g. ways of reviewing and updating a nutritional plan or activities for someone to help their wellbeing.</p> <p>Bright Sparks: Should be able to link PIES factors to the solutions offered and how this will affect an individual.</p>	<p>Skill Demonstration: Learning Aim B of Component 2 tackles this skill head on, whereas it is a softer but important skill elsewhere. Students will put a support plan in place for a person with a disability. They must review their actions and offer suggestions for improvements. Students will develop their sense of reflective practice and a solution-focused mind-set.</p> <p>Bright Sparks: This skill will be widely demonstrated in component 1 Learning Aim A and B as well as Component 2. E.g. showing how different treatments or support could benefit someone's development.</p>	<p>Skill Demonstration: The clearest link to this skill in Component 3 is Learning Aim C (Person-Centred Health and Wellbeing). Students need to recognise when some things can be dealt with by those in the health and social care services and when they cannot e.g. the link to informal care such as family and friends. Students will become experts in a solution-focused style.</p> <p>Bright Sparks: The final question in the Component 3 exam paper is where this skill is demonstrated the most. This is very challenging and requires careful analysis and evaluation linked to a solution focused style.</p>	<ul style="list-style-type: none"> Unit 1 – Human Lifespan Development Unit 2 – Working in Health and Social Care Unit 4 – Enquiries into Current Research in Health and Social Care Unit 17 – Caring for Individuals with Dementia Unit 14 – Physiological Disorders and their Care