



Pearson Level 3 Alternative Academic Qualification
BTEC National in

L3

Health and Social Care

Planning and Teaching Guide

Extended Certificate for first teaching from September 2025

Certificate for first teaching from September 2026

Health and Social Care

About Pearson

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Summary of changes between previous issue(s) and this issue

Updated information	Page number
Addition of Certificate size qualification information	1
Addition of Certificate size qualification information	8, 9
Guidance added for using relevant units in the Unit Guides for the Certificate size qualification	12

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1. Introduction

This Planning and Teaching Guide complements your Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care specifications (Certificate and Extended Certificate), Pearson Set Assignment Briefs (PSABs), Sample Assessment Materials (SAMs) and the Pearson BTEC Level 3 National Alternative Academic Qualification Administrative Support Guide. This Planning and Teaching Guide provides:

- an overview of dates and deadlines for key events and activities relevant to qualification delivery – from registration to assessment and review of marking – throughout the academic year
- suggestions for planning and delivering your course including induction and unit sequencing
- creative and realistic teaching and learning ideas as well as links to resources for each unit to support and inspire you in creating a dynamic learning environment to keep your students engaged and motivated to learn.
- wider delivery support such as guidance on study programme planning and descriptions and links to qualification resources and materials.

The guide was designed and written in collaboration with current practitioners to ensure that the planning and delivery suggestions and teaching and learning ideas are feasible, pedagogically sound and appropriate for the vocational area and the purpose of the qualification.

We recognise that delivery contexts will vary from one centre to the next and that practitioners are the best decision-makers for what works best for them and their students. Therefore, teachers can tailor the suggestions and ideas proposed in this guide to meet the specific needs of their students and the available resources in their centre. There are, however, requirements that have to be met in relation to assessment plans and to teaching and learning preceding assessment, which will be clarified/covered in this guide.

We hope you will find this guidance relevant and useful, and you enjoy teaching this this qualification!!

What's new

When creating these BTEC Nationals, in addition to ensuring the sector technical content was current and up-to date, we have also focused on developing the skills and personal attributes students need to navigate the future. We have worked with many higher education providers, professional bodies, colleges and schools to ensure these qualifications also meet their needs. Employers are looking for future employees with a thorough grounding in the latest industry requirements and work-ready skills such as critical thinking and problem solving. Higher education needs students who have

experience of research, extended writing and meeting deadlines to be successful on their undergraduate programmes.

We have addressed these requirements by:

- Facilitating and guiding the development of transferable skills through the design and delivery of the qualifications, using a holistic and practical framework which is based on recent research into the most critical skills needed to navigate the future. A Transferable Skills framework has been used to embed transferable skills in the qualifications where they naturally occur and to signpost opportunities for delivery and development as a part of the wider BTEC learning experience. Please refer to the BTEC Transferable Skills Guide for Teachers for further information on this framework, its relevance and how it has been implemented in the qualifications.
- Supporting the delivery of Sustainability Education and development of Digital Skills naturally through the content design of the qualifications. Mapping is provided in the specification to identify where these opportunities for teaching and learning exist.
- Updating sector-specific content to ensure it is current, relevant and future-facing.
- Implementing a consistent approach to assessment with a balanced combination of internal and external assessments to better engage students, make the qualifications more accessible for them and more manageable for centres to deliver.

We are providing a wealth of support, both resources and people, to help ensure that you and your students have the best possible experience during their course. Please see the section on Pearson Qualification Support and resources on page 174 for details of the available resources and support with links to access these.

Notes:

The qualification specification provides the content that must be taught and what must be assessed. This planning and teaching guide provides suggestions and ideas for how the content could be delivered. The suggestions given in this guide link with the Pearson Set Assignment Briefs provided by Pearson, which are mandatory for internal assessment and cannot be amended or contextualised by centres.

2. BTEC Calendar of Key Dates

Each academic year there are some key dates and deadlines in the delivery of BTEC qualifications that teachers need to be aware of, and act on appropriately, to ensure:

- the smooth running of learner registration, assessment and the quality assurance process, and
- effective timetable planning to fully prepare students for assessments and ensuring timely completion of administrative tasks.

Here is an overview of the key dates and deadlines for this qualification.

The specific date for each activity or event will vary each academic year and so only the month is provided. For the specific dates for the current academic year, please go to our webpage: [Key Dates and Planning Exams](#)

Month	General related dates	Internal Assessment related dates	External Assessment related dates
September	Student registration		
October		Lead IV registered and completion of team standardisation	Entry deadline for January external assessment
November	Late student registration fee		
December	Late student registration fee Deletion deadline: delete student registrations for any learner withdrawn from the qualification		
January		Standards Verification Window opens	January External Assessment Series
February			

Month	General related dates	Internal Assessment related dates	External Assessment related dates
March			Restricted release of results to centres Release of results to students Entry deadline for Summer external assessments Review of Marking
April			Review of Marking
May		Standards Verification for first sample closes	Summer External Assessment
June		Standards Verification for second sample closes	
July	Deadline for full qualification claim for summer certification		
August			Restricted release of results to centres Release of results to students Review of marking

3. Planning the Delivery of your Course

Planning your course ensures a coherent and logical approach to teaching that helps students to connect concepts effectively and build their knowledge progressively.

Effective assessment planning is also essential to allow for timely evaluation of student progress and adjustment of teaching strategies or interventions as needed.

This section offers recommended approaches to support practitioners with planning and implementation of this qualification

Induction

Students

An induction period at the start of the course is recommended to help students understand and prepare for the demands of their chosen course, as well as familiarise them with the BTEC ethos and methodology. This induction aims to not only equip students with the necessary knowledge and skills but also to create a welcoming environment where they feel safe, supported and gain a sense of belonging as they begin their course in a new setting.

Centres will have their own induction programmes, and to support this, Pearson have provided a range of adaptable resources that can be integrated into this existing programmes. These resources cover areas such as welcome activities and information to include in the induction, with supporting slides. As we believe that every opportunity should be taken to develop transferable skills across the wider BTEC learning experience, we have also provided guidance on which transferable skills could be delivered as a part of the induction process including Managing Own Learning, Continuous Learning, goal setting and personal strength and resilience. The resources are designed to help students develop the relevant transferable skills through learning how to manage their course workload, completing their assessments successfully and meeting deadlines whilst also building their confidence and ability to thrive on their BTEC journey.

Tutors/Teachers

In addition to the annual standardisation training that all BTEC teaching staff are required to complete at the beginning of each academic year using the Pearson provided materials, an induction period for new tutors is also recommended. This will help new tutors familiarise themselves with the specific demands and expectations of the BTEC curriculum, equipping them with the necessary knowledge and skills to effectively plan and support their students from the outset.

Overview of Assessment Availability

Internal Assessments

Pearson Set Assignments (PSABs) are provided by Pearson for all internally assessed units and must only be used for summative assessment.

These are available for the lifetime of the qualification and are accessible through our website. Teachers with a Pearson online account can log in through the sign-in portal to access them. Any teacher with students registered for this qualification can create a Pearson online account.

Each internally assessed unit has its own bank of PSABs. Tutors select the PSAB to be used for internal assessment and can use them in any order. Tutors may provide students with the PSAB selected for the assessment when they determine it is appropriate to do so. The full bank of PSABs, which varies according to unit, must be used before tutors can repeat a PSAB.

Students may complete the PSAB away from the classroom, the PSABs are not subject to supervised conditions. Students and tutors are required to declare authenticity of the work produced to quality assure the work produced as the students own.

The following units are internally assessed:

Unit 3: Principles of Health and Social Care Practice (Certificate and Extended Certificate)

Unit 4: Health, Policy and Wellbeing (Extended Certificate only)

Unit 5: Promoting Health Education (Extended Certificate only)

Unit 6: Safe Environments in Health and Social Care (Extended Certificate only)

Unit 7: Health Science (Extended Certificate only)

Please see the Pearson BTEC Level 3 National Alternative Academic Qualification Administrative Support Guide for more information.

External Assessments

External assessments are available in two series each academic year as shown below:

Dates	Jan	Mar	May/June	Aug
Assessment	External Assessments Series 1 *Not available in Jan 2026	External assessment Series 1 Results	External assessment Series 2	External Assessment Series 2 Results

Delivery and Assessment Planning

Clear unit planning and understanding is essential for a successful qualification delivery. This helps students to build on prior learning and reinforce concepts to develop a deeper understanding of the unit content and progressively develop their knowledge, understanding and skills throughout the course delivery.

We have produced a sample delivery plan showing how the BTEC National in Health and Social Care (Certificate and Extended Certificate) **could** be delivered, highlighting ordering of units and assessment milestones.

This plan is intended to be used as guidance.

Key

Del = Unit content delivery

PSAB = Pearson Set Assignment Brief

Rev = Revision for External assessment

Ext = External assessment

Resit Ext = Resit External assessment opportunity

Sequence of delivery

Certificate

Year One

Unit	Unit Title	GLH	Assessment method	Term 1	January exam series	Term 2	Term 3	Summer exam series
1	Human Lifespan and Development	90	Ext	Del		Del	Del & Rev	Ext

Unit 1: is an externally assessed mandatory unit and gives the underpinning knowledge of physical, intellectual, emotional and social development across the human lifespan, the interaction between biological and social factors in health and well-being and the impact of health inequalities. The unit also explores the promotion, prevention and treatment provided by health and social care professionals and the roles and responsibilities of health and social care professionals when providing effective, holistic care across a range of health conditions. It would therefore be most suitable to teach this unit from the start of the course.

Year Two

Unit	Unit Title	GLH	Assessment method	Term 1	January exam series	Term 2	Term 3	Summer exam series
3	Principles of Health and Social Care Practice	90	Int	Del & PSAB1		Del & PSAB2	Del & PSAB3	

Unit 3: is an internally assessed mandatory unit. Students will learn about the principles that underpin meeting the care and support needs of individuals, which are the foundation of all services within health and social care. Students will understand the values, skills and principles of meeting care and support needs and how these should be applied in practice. They will explore some of the challenges and approaches that may arise when personalising care and how legislation, governance and regulation affect the provision of care and support to meet individuals' needs. They will also examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice. The assessment of synoptic knowledge requires students to apply learning from one unit to the assessment in another unit. Centres may deliver the qualification over a one-year period if required to provide flexibility to meet student or centre qualification planning needs.

Extended Certificate

Year One

Unit	Unit Title	GLH	Assessment method	Term 1	January exam series	Term 2	Term 3	Summer exam series
1	Human Lifespan and Development	90	Ext	Del	*	Del	Del & Rev	Ext
5	Promoting Health Education	90	Int	Del		Del & PSAB1	Del & PSAB2	

Unit 1: is an externally assessed mandatory unit and gives the underpinning knowledge of physical, intellectual, emotional and social development across the human lifespan, the interaction between biological and social factors in health and well-being and the impact of health inequalities. The unit also explores the promotion, prevention and treatment provided by health and social care professionals and the roles and responsibilities of health and social care professionals when providing effective, holistic care across a range of health conditions. It would therefore be most suitable to teach this unit from the start of the course. To allow students time to explore Unit 1 content, the first external assessment will take place in the summer exam series, with resit opportunities available in the second year.

Unit 5: is an internally assessed optional unit and gives students the opportunity to develop an understanding of the purpose of health education, learning about organisations and legislation that support the implementation of health education. The unit also develops understanding of a range of models and approaches to health education and provides students with the opportunity to plan a small-scale health education event as part of their PSAB. The unit has two PSAB tasks which could be scheduled to complete in Term 2 and 3 of the first year.

Alternatively, these units could be taught one after another, rather than alongside one another, with the delivery of Unit 1 in Term 1 and Term 2 and the delivery and PSAB assessment of Unit 5 in Term 3. External assessment for Unit 1 would be planned for the summer exam series allowing, if required, an opportunity to resist a further two times in the second year. A further option of delivering Unit 1 in Term 1, with External Assessment planned for the January exam series, and the delivery of Unit 5 in Term 2 and Term 3 will be available from 2026-2027, where two external assessment opportunities within the year*.

*The first external assessments become available in summer 2026

Year Two

Unit	Unit Title	GLH	Assessment method	Term 1	January exam series	Term 2	Term 3	Summer exam series
2	Human Biology and Health	90	Ext	Del & Rev	Ext Resit Ext		Rev	Resit Ext Resit Ext
3	Principles of Health and Social Care Practice	90	Int			Del & PSAB1 Del & PSAB2	Del & PSAB3	

Unit 2: is an externally assessed mandatory unit exploring the structure of the human body and how the body systems work together for normal physiological functioning. This enables understanding of the effects of common disorders on the body and on health. The unit focuses on the organisation of the human body (cells, tissues, energy and homeostatic mechanisms), body systems such as the

cardiovascular, respiratory and musculoskeletal systems and disorders of the body such as coronary heart disease, diabetes and cancer and their effect on body systems. The unit provides foundational knowledge in human biology required in further study and careers in healthcare and therefore it is important students are given adequate time to understand the unit content and prepare for the external assessment. It is recommended Unit 2 is the entire focus of teaching in Term 1. Assessment is planned in the January window hence allowing, if required, an opportunity to resist in the summer exam series.

Unit 3: is an internally assessed mandatory unit. Students will learn about the principles that underpin meeting the care and support needs of individuals, which are the foundation of all services within health and social care. Students will understand the values, skills and principles of meeting care and support needs and how these should be applied in practice. They will explore some of the challenges and approaches that may arise when personalising care and how legislation, governance and regulation affect the provision of care and support to meet individuals' needs. They will also examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice. The assessment of synoptic knowledge requires students to apply learning from one unit to the assessment in another unit. Within the assessment for Unit 3 students will be assessed on underpinning knowledge, ideas and concepts from Unit 1 and Unit 2 it is therefore recommend Unit 3 is one of the latter units to be delivered and the unit assessment takes place in Term 2 and 3.

Centres may deliver the qualification over a one-year period if required to provide flexibility to meet student or centre qualification planning needs.

4. Qualification Unit Delivery Guides

This section contains support for delivery of all the units included in the Extended Certificate and Certificate sizes of the qualification. Please refer to the relevant units for the size you are delivering.

The focus of these guides is on structuring and supporting the teaching and learning process. You will find ideas for activities and guidance on how best to use the activities to develop students understanding of the topics in each unit. This section also includes activities and information on how to deliver transferable skills which are embedded or signposted in the qualification.

Unit 1: Human Lifespan and Development

Unit overview

Unit 1: Human Lifespan and Development	
Assessment type: External	
Content Area	Topics
A: Human growth and development through the life stages	A1 Physical, Intellectual, Emotional and Social development at each life stage
B: Factors affecting human growth and development across each life stage	B1 Genetic factors B2 Lifestyle factors B3 Health inequalities
C: Health and social care promotion, prevention and treatment at different life stages	C1 Prevalent health conditions C2 Health and social care promotion and prevention C3 Health and social care professionals C4 Personalised care and multi-disciplinary working
Assessment overview The unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes. Students will be assessed through multiple-choice, short- and long-answer questions. The questions will assess knowledge and understanding of human growth and development through the life stages; application of knowledge of the factors affecting human growth and development across each life stage and making connections between lifestyle factors and health inequalities; and evaluation and analysis of health and social care workers and how they promote, prevent and treat health conditions at different life stages. The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2026. Sample assessment materials will be available to help centres prepare students for assessment	

Common student misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your students to avoid and overcome these.

What is the misconception?	How to help students overcome it
Development is linear and all individuals develop at the same rate, for example development progresses in a straight line through the life stage and all individuals should meet developmental milestones at the same time.	Development is influenced by a wide range of factors such as genetics, socioeconomic status, culture and lifestyle choice which can lead to developmental delay or accelerated growth. Explore with students reasons why individual's may develop at different rates e.g. disability, poverty.
Physical health (e.g. genetics, biology) is the dominant factor in development and determines most developmental outcomes.	Psychological, social, and environmental factors play equally significant roles and often interact with biology to shape development. Looking at human lifespan development from a physical, intellectual, emotional and social perspective can assist this as well as exploring the importance of person-centred care and holistic care.
Human development follows universal patterns regardless of cultural context.	Cultural values, traditions, and practices significantly influence development, particularly in areas like family roles, education, and gender expectations. Use case studies to discuss real-world examples of development across cultural groups.
Development is determined solely either by genetics (nature) or environment (nurture).	Reinforce with students how development results from an interaction of both genetics and environmental influences, with varying impacts at different stages of life.
Genetic predisposition and genetic condition are the same thing.	Reinforce with students the definitions of both. A genetic predisposition is an increased likelihood of developing a particular disease based on an individual's genetic makeup. A genetic predisposition results from specific genetic variations that are often inherited from a parent. These genetic changes contribute to the development of a disease but do not directly cause it. Some people with a genetic predisposition will never get the disease while others will, even within the same family. A genetic condition is a condition or disease that is passed from one or both parents to their children. Examples include Huntington's disease, cystic fibrosis, sickle cell anaemia.
Students may assume that theories and models they learn about in the unit (e.g., theories of attachment,	Explain to students that these theories and models provide frameworks but may not account for cultural

disengagement and activity theory and the Roper, Logan and Tierney model) apply universally.	diversity, individual differences, or unique life circumstances.
Health education is the same as health promotion.	While interrelated, health education is just one component of health promotion. Health education is focused on providing knowledge and skills whereas health promotion involves broader efforts that include policy changes and environmental supports. Share with students' definitions of key terminology relating to health education, health promotion and public health. Encourage students to keep a glossary of key terminology in their notes.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
Unit 1 Exam practice	Unit 1 is assessed through one examination of 80 marks lasting 1 hour and 30 minutes. The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2026. Alongside unit content delivery, sample assessment material exam papers (available here Health and Social Care (AAQ) Pearson qualifications) can be used to help students understand the format of the exam paper, examples of scenario information, the different multiple-choice, short- and long-answer questions, command words and how the mark scheme is applied. As each learning topic is delivered it is recommended students practice exam skills, timing and applying their learning to a wide variety of exam style questions.	Pearson Sample Assessment Materials and past papers Health and Social Care (AAQ) Pearson qualifications Pearson examWizard Pearson qualifications
A1 Physical, Intellectual, Emotional and Social development at each life stage.	• Whole class and paired activity – understanding human growth and development across the life stages ◦ Introduce students to definitions of growth and development, the physical, intellectual, emotional and social (PIES) classifications of growth and development and the seven life stage categories (as outlined in A1 of the specification).	NHS Your baby's health and development reviews Netflix Babies YouTube Crash Course Psychology

	○ Ask students to identify someone they know in each of the life stages, this could be a family member, friend or celebrity. ○ For one of the individuals identified, ask students, in pairs, to brainstorm the key aspects of PIES growth and development that occur. ○ Students record their ideas in the form of a fact file, mind-map or table. ○ Ask students to share their ideas with the class. Encourage students to think about why the changes in growth and development happen and the progression of growth and development from one life stage to the next, making links between the life stages. ○ Discuss reasons why growth and development might be delayed or impacted. ● Small group activity and peer teaching – Infancy – (birth to 2 years) ○ Allocate students into small groups and ask them to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) about health and developmental reviews for infants. ○ Students can share their presentations with the class in the form of peer teaching. ○ The presentations should include: – Why are health and developmental reviews necessary for infants – What is meant by expected development and milestones – What are the key areas of physical, intellectual, emotional and social development expected in the infancy life stage – What specific checks/screening will infants have (links to C2.2) – What is the role of a health visitor in the health and development checks (links to C3.1).	YouTube Psychology Tomorrow The Secret Life of The Baby's Brain BBC Science & Nature - Human Body and Mind - Body YouTube Brain Matters Early Childhood Development YouTube Sprouts Language The First 5 Years of Life of Learning YouTube Channel 4 Playlist Secret Life of 4 and 5 Year Olds YouTube Channel 4 Old people's Home for 4 Year Olds Verywell Mind Attachment Theory: Bowlby and Ainsworth's Theory Explained
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	• Guest speaker – health visitor (links to C3.1) ○ Invite a health visitor into the classroom (either face to face or online) to talk about their role and responsibilities. ○ Students can interview the individual to gain better understanding of developmental milestones. • Whole class and paired activity – theories of attachment ○ Discuss with students their understanding of the terms bonding and attachment, why it is important and how can it influence future development. ○ Introduce students to the theories of attachment from Bowlby and Ainsworth. ○ Provide students with two case studies of individuals who have experienced either secure or insecure attachment. ○ Ask students to write a paragraph explaining why the children may have emotionally developed in that way using the theories of attachment Bowlby and Ainsworth to support their explanations. • Whole class and individual activity - early childhood (3 to 8 years) ○ Using a Channel 4 documentary on the Secret life of 4- or 5-year-olds as stimulus. ○ Discuss how children develop across each of the PIES areas of development at this stage, with a particular focus on why fine and gross motor skills are important. ○ Ask students to design a play session for a child in early childhood that supports development of all areas of their PIES.	YouTube FuseSchool Puberty and The Hormones Involved Physiology Biology YouTube BBC Earth Science Inside Our Bodies Revealed Secrets Of The Human Body Channel 4 Davina McCall Sex, Mind and the Menopause GOV UK Women's Health Strategy for England TED – Ed Why do our bodies age? - Monica Menesini YouTube Care Channel Understanding the Normal Aging Process Centre for Ageing Better Action today for all our tomorrows
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	○ Students should describe several activities the children could be involved in with an explanation of the areas of development each activity supports. ● Whole class and individual activity - adolescence (9 to 18 years) ○ Share with students a video on puberty as a stimulus and ask them to complete a table showing a distinction between primary and secondary sexual characteristics. ○ Ask students to create a flow diagram detailing the role of hormones in sexual maturity. ○ Consider why they are important and what do they impact on. ○ Provide students with several case studies of individuals experiencing changes in adolescence. ○ Students should identify from the case studies the PIES areas of growth and development the individuals are experiencing and discuss their findings with the group. ○ Encourage students to discuss the significance of secondary socialisation and peer pressure in adolescence. ● Individual activity - early adulthood (19 to 45 years) ○ Early adulthood is the next life stage students will experience. ○ Ask them to write a paragraph about the PIES development they expect to happen in this life stage. ○ Encourage students to explore why these changes are necessary and the impact of the changes.	
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	○ Using a video clip or article as a stimulus ask students to create a mind-map about how pregnancy can affect each of the PIES area of development. ● Individual activity - middle adulthood (46 to 69) ○ Introduce students to the main PIES areas of development in middle adulthood. ○ Ask students to Interview someone in their family about the changes they are experiencing in this life stage. ○ What do they notice, are they following expected development at this life stage? ○ Watch a video clip about menopause and ask students to document in a table the symptoms of perimenopause and menopause. ○ Ask students to discuss in pairs how these symptoms may impact on other areas of PIES growth and development. ○ Direct students to section 13 of the https://www.gov.uk/government/publications/womens-health-strategy-for-england/womens-health-strategy-for-england and ask students to produce an infographic about the main recommendations it makes about menopause (possible extension activity). ● Guest speaker or site visit – social care for older adults (links to C3.8) ○ Invite a social care professional e.g. care assistant or manager into the classroom (either face to face or online) to talk about their role and responsibilities working with older people. ○ or visit a local care home and engage in an activity with the residents to help students understand how differing effects of ageing can influence the individual.	
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	• Whole class and individual activity - late adulthood (70 to 84 years) and later adulthood (85+ years) ○ Ask students to create a Venn diagram to show the PIES growth and development across late adulthood (70 to 84 years) and later adulthood (85+ years). ○ Students should detail which effects (positive and negative) of ageing are more likely to occur in each life stage and which across both life stages. ○ Ask students to research the term 'cognitive super agers' and create a piece of artwork about this concept/group of people. ○ Discuss with students what it means to be socially active in late and later adulthood and explore the positive effects of being socially active and negative effects of a reduction in social activity. ○ Introduce students to the disengagement theory and activity theory. ○ Provide students with two case studies of older individuals, one who is experiencing more positive effects of ageing and another who is experiencing more negative effects. ○ Ask students to write a paragraph explaining why the individuals may have aged in that way using disengagement theory and activity theory to support their explanations. • Individual activity – knowledge organisers ○ For revision purposes, ask students to create knowledge organisers for each life stage summarising the main areas of PIES development for each life stage. ○ Consolidate student learning by testing their knowledge of key terminology relevant to PIES human growth and development across the life stages	
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	using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar and providing a glossary of key terms.	
B1 Genetic factors	• Whole class teaching and learning – genetic predisposition and genetic condition ○ Explain to students the meaning of genetic predisposition and genetic condition and provide examples of each as detailed in B1 of the specification. ○ Share with students a video clip (see resources section) about an individual with one of the genetic conditions. ○ Discuss how the condition impacts on the individuals PIES development throughout the life stages. ○ It may be helpful to discuss as a group the nature and nurture debate to help understand the concept of different factors affecting health (note - this debate is not specifically referred to in the specification). • Small group activity – genetic conditions ○ Allocate students into small groups and ask them to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) about how one of the three genetic conditions listed in B1 of the specification can impact PIES growth and development throughout the life stages. ○ Students should consider positive and negative effects. ○ Students can share their presentations with the class in the form of peer teaching.	British Heart Foundation The biggest funder of heart and circulatory research in Europe YouTube British Heart Foundation Young football fans lost to sudden cardiac death remembered in murals unveiled across the UK Cancer Research UK About Cancer Jeans for Genes Educational resources for KS1-4 YouTube Jeans for Genes Ryan's Story - a Jeans for Genes Day film Cystic Fibrosis Trust Cystic Fibrosis Trust Homepage YouTube Cystic Fibrosis Trust What is cystic fibrosis, exactly?

		Amazon Prime movie about a teen with cystic fibrosis Five Feet Apart Huntington's Disease Association What is Huntington's disease? Sickle Cell Society Sickle Cell Society - Supporting People Affected by Sickle Cell Disorder NHS Sickle cell disease YouTube Novartis The Untold Stories of Sickle Cell Disease - Faith
B2 Lifestyle factors	• Whole class and individual activity – understanding how lifestyle factors affect us ◦ Introduce students to the six lifestyle factors detailed in B2 of the specification. ◦ Discuss these lifestyle factors with reference to the Government's All Our Health programme designed to improve public health in these areas All Our Health: personalised care and population health	NHS Better Health GOV.UK Physical activity guidelines GOV.UK Healthy eating: applying All Our Health

	- o Encourage students to think about why a healthy diet and exercise is important. - o Each student could take the NHS quiz How Are You? quiz - NHS to reflect on how lifestyle factors affect their own growth and development. - o Encourage students to use a health app of their choice for a week e.g. NHS Food Scanner app - Healthier Families - NHS or Better Health - NHS and feedback to the group about how beneficial they found it in relation to each of their PIES. - o Ask students to research and promote resources for a class or sixth form display about ways to follow a healthy diet and exercise (e.g. Eat Well Plate, 5-a day, monitoring steps, government exercise guidelines). • Whole class and individual activity – the effects of smoking and alcohol - o Watch a video clip or read a news article about the effects of smoking and alcohol on PIES growth and development as a stimulus for a class discussion. - o And ask students to create mind-maps showing the effects of smoking and alcohol on each area of PIES development. • Paired activity - oral health and quality of sleep - o Discuss with students the Importance of oral health at different life stages. - o Allocate students into pairs and ask them to produce a poster providing advice about maintaining good oral health at the different life stages. - o Share with students a video clip about the importance of sleep (see resources section).	GOV.UK The Eatwell Guide NHS Food Scanner app - Healthier Families British Nutrition Foundation Homepage NHS Start for Life home NHS Quit smoking - Better Health NHS Alcohol misuse BBC iPlayer Panorama - Binge Drinking and Me Alcohol Change UK Alcohol harms. Time for change. BBC iPlayer Dr. Chris and Dr. Xand Investigate - Series 1: 2. Alcohol
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	○ In pairs, ask students to discuss the importance of sleep and create a mind map showing how it could impact on the PIES development of an individual at two life stages. ● Whole class and individual activity – healthy pregnancy ○ Introduce to students the factors that can impact on foetal development and premature birth including prenatal substance use/misuse, diet. ○ Ask students to create an information leaflet for expectant mothers about staying healthy in pregnancy and things to avoid doing. ● Guest speaker– Midwife (links to C3.2) ○ Invite a midwife into the classroom (either face to face or online) to talk about their role and responsibilities working with pregnant women and new parents. ○ Students can ask questions to understand more about pregnancy and factors impacting on foetal development and premature birth including prenatal substance use/misuse and diet.	NHS How to take care of your baby or toddler's teeth - Start for Life YouTube NHS Oral Health Awareness NHS Take care of your teeth and gums Sleep Foundation Why Do We Need Sleep? YouTube Northamptonshire Healthcare NHS Foundation Trust wellbeing video Why is sleep important? YouTube Dana Foundation How Sleep Affects Your Brain NHS Pregnancy
B3 Health inequalities	● Whole class teaching and learning – understanding health inequalities ○ Provide students with a definition of health inequalities and discuss examples of health inequalities. ○ Explore differences in health outcomes such as life expectancy, prevalence of mental health difficulties, access to health services and difference of	The Kings Fund What Are Health Inequalities? NHS England What are healthcare inequalities?

	experience in healthcare between groups due to factors such as socioeconomic status, geography, ethnicity, or access to healthcare. ○ As a class watch a documentary/video clip about health inequalities and differences in life expectancy (see resources section). ○ Discuss as a group the different factors that relate to the health inequalities shown. ○ Provide students with case studies representing different health inequalities. Ask them to consider: – what factors are causing the inequality. – how do they impact on the individuals and communities concerned. ● Guest speaker – social worker (also links to C3.6) ○ Invite a social worker into the classroom (either face to face or online) to talk about their role. ○ Students can interview the individual to gain better understanding of how social workers see the impact of health inequalities in their practice. ● Whole class teaching and learning - discrimination and health inequalities ○ Ask students to write down a definition of discrimination and share their thoughts with the class. ○ Discuss as a group different forms of discrimination. ○ Use the animation available on the website Panorama - Will the NHS Care for Me? The Open University to discuss how social determinants affect the health outcomes of people with a learning disability, including how they are more than twice as likely to die from avoidable causes than the rest of the population ● Small group activity – the impact of discrimination	YouTube Gcphonline Changing life expectancy in the UK and why it matters NHS England Health Inequalities Videos Playlist Breaking Barriers — Exploring the power of employment in supporting mental health YouTube Channel 4 Breadline Kids: Dispatches (Poverty Documentary) Real Stories YouTube BBC Food banks: 'I go without food so my son can eat' BBC iPlayer Marcus Rashford: Feeding Britain's Children YouTube BBC Health expectancy north v south divide. North South Health Divided England
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	○ Allocate students into small groups and provide each group with a type of discrimination (e.g., racism, ageism). ○ Ask each group to draw or create a flowchart showing: – How the form of discrimination can lead to health inequalities. – The short-term and long-term health consequences for individuals and communities. • Paired activity – environmental factors affecting health inequalities ○ Ask students to write down as many environmental factors as they can think of that affect health and wellbeing. ○ In pairs, ask students to research one environmental factor as outlined in B3.3 of the specification and note down how this may affect PIES development at two life stages. • Whole class teaching and learning – economic and environmental impacts on health ○ Watch a documentary such as Channel 4 Dispatches programme Growing Up Poor: Breadline Kids showing students how housing conditions and economic factors can affect growth and development. ○ Direct students to work in pairs to create a case study of an individual showing how economic and environmental factors affect PIES growth and development. ○ Encourage students to explore how the impact might change over the life course or be different dependent on the life stage the factor is experienced in. • Whole class and individual activity - occupational related health ○ As a group brainstorm common occupational related health conditions.	YouTube Channel 4 Watch Britain's Forgotten Pensioners: Dispatches YouTube Channel 4 Broke: Britain's Debt Emergency Dispatches Open University and BBC Panorama Will the NHS Care for me? YouTube Nursing and Midwifery Council Let's talk about challenging discrimination Caring with Confidence: The Code in Action YouTube Nursing and Midwifery Council Let's talk about challenging discrimination Caring with Confidence: The Code in Action Age UK Discrimination and rights Mind mental health charity Home Page
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	○ Ask students to research statistics from the Office for National Statistics website relating to life expectancy and job roles and feedback to the group at least 5 statistical findings. ○ Assign students into small groups and allocate them one of the occupational related health issues detailed in B3.5 in the specification. ○ Using the Health and Safety Executive website HSE: Information about health and safety at work ask each group to create an information booklet for workers about how to reduce their risks to the condition. ● Individual activity – knowledge check ○ Consolidate student learning by testing their knowledge of key terminology relevant factors affecting human growth and development and health inequalities using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar and providing a glossary of key terms.	YouTube Mind mental health stories (discretion advised) Mental health stories BBC iPlayer Olly Alexander: Growing up Gay BBC iPlayer Jesy Nelson: Odd One Out BBC iPlayer Joe Wicks: Facing My Childhood Health and Safety Executive Chronic obstructive pulmonary disease (COPD) - HSE Health and Safety Executive Musculoskeletal disorders Health and Safety Executive Stress and mental health at work Health and Safety Executive
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		Managing shift work: Health and safety guidance
C1 Prevalent health conditions	• Whole class activity – introduction to health conditions ○ Provide students with images of a diverse selection of individuals across the life stages, suggesting different health conditions if possible. Discuss what health conditions these individuals may be experiencing. • Individual activity – prevalent health conditions in infancy and early childhood ○ Provide students with a table to complete detailing the prevalence of common health conditions in infancy and early childhood as outlined in C1.1 in the specification. ○ For each condition student should research: – What the condition is and why an individual may get it. – The impact of the condition on a child's growth and development. – The prevalence of the condition. • Whole class and paired activity - prevalent health condition in adolescence ○ As a class watch a documentary about vaping /smoking such as Jordan North: The Truth About Vaping - BBC iPlayer and facilitate a whole class discussion about young people and vaping/smoking. ○ Discuss with students the different influences on young people to experiment with drugs and alcohol (e.g. peer pressure, mental health, family circumstances). ○ Provide students with a variety of case studies of different young people using drugs and alcohol. ○ For each case study ask students, in pairs, to identify:	NHS Colds, coughs and ear infections in children NHS Meningitis Speech and Language UK Changing young lives BBC Tiny Happy People Speech and language development in children: Common questions answered BBC iPlayer Jordan North: The Truth About Vaping GOV.UK Department for Health and Social Care Creating a smokefree generation and tackling youth vaping: what you need to know Drugwise harm reduction

	- How common they think the case study is based on the data. - What health risks are associated with the behaviour. - How this situation could be addressed or prevented (links to C2.5 also). • Small group activity - sexual health in adolescence ○ Ask students to research data relating to sexual health from the UK Health Security Agency Sexually transmitted infections (STIs): annual data - GOV.UK. ○ Ask each group to discuss: - What stands out to them in the data (e.g. what are the most common conditions?). - Are there surprising trends or patterns (e.g., age, gender, socioeconomic differences)? - What factors might contribute to these trends? • Whole class teaching and learning - prevalent health conditions in early and middle adulthood ○ Brainstorm as a group prevalent health condition in early and middle adulthood. ○ Ask students to record their ideas in the form of a mind-map detailing why people might get these conditions and how they can impact PIES growth and development. ○ Watch a documentary or read an article about an individual experiencing life-changing injuries (see resources section) and discuss as a group the impact on each area of PIES growth and development. • Paired activity - prevalent health conditions in late and later (old age) adulthood	BBC (discretion advised) Drugs Map of Britain - BBC iPlayer YouTube NHS Sex, STIs, contraception and more - Sexual Health Q&A GOV.UK UK Health Security Agency Sexually transmitted infections (STIs): annual data YouTube BBC News Freddie Flintoff Freddie Flintoff returns to TV after Top Gear crash YouTube BBC News Alton Towers crash victim Victoria Balch learns to walk again YouTube Driven: The Billy Monger Story Netflix movie about a young woman experiencing seizures, psychosis and memory loss Brain on Fire
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	○ Allocate students into pairs and ask them to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) about one of the conditions detailed in C1.4 in the specification. ○ Students can share their presentations with the class in the form of peer teaching. ○ The presentations should include: – What the condition is and why a person may get it. – Why is it prevalent in late and later adulthood. – How the condition impacts on each of the PIES areas of growth and development. ● Whole class activity - obesity across the life stages ○ Provide students with an overview of obesity, including its definition (e.g., BMI criteria) and its potential health impacts (see resources section for some suggested video clips). ○ Discuss as a group how obesity affects people differently across life stages, influenced by various factors such as genetics, lifestyle, environment, and social determinants. ○ Create several short case studies about individuals with obesity at different life stages. ○ Place a case study and a piece of A3 paper on different tables. ○ Ask students to rotate around the tables and write comments on each piece of A3 paper relating to: – What factors might contribute to obesity at their assigned life stage. – What the potential impacts on PIES growth and development might be. ● Individual activity – knowledge organisers	YouTube Talk TV The Fattest Town In Britain: "We Send Kebabs To The Same Address Three Times A Day" YouTube UK Health Security Agency Child Obesity
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	○ For revision purposes, ask students to create knowledge organisers summarising the main health conditions for each life stage and their effects. ○ Students should include definitions of any conditions they are less familiar with. ○ Consolidate student learning by testing their knowledge of different terminology relevant to the prevalence of health conditions across the life stages using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar.	
C2 Health and social care promotion and prevention	• Whole class and paired activity - vaccinations ○ Explain to students the purpose and role of vaccinations and the concept of herd immunity. ○ Discuss why vaccinations are important. ○ In pairs ask students to research the NHS website Vaccinations and create a list of at least three vaccinations recommended for each of the following groups: - children, - adolescents, - adults travelling abroad, - pregnant women - and older adults 65+. ○ Ask students to detail the diseases they protect against. • Individual activity - age-related health checks and screening ○ Explain to students the concept of age-related health checks and screening.	YouTube Royal College of Physicians What is herd immunity? NHS Vaccinations YouTube Oxford VaccinesGroup How do vaccines work? GOV.UK Childhood Immunisations Campaigns NHS screening GOV.UK Population screening: applying All Our Health

	○ Use a video clip such as NHS Health Check: Angela's Story and NHS Health Check: Nichola's story as a stimulus for discussion. ○ Share with students facts and statistics about screening to emphasise its importance, who it is targeted at and its impact Population screening: applying All Our Health ○ Ask students to create an information poster for a GP surgery detailing the different age-related health checks and screening available to cover those listed in C2.2 and C2.4 of the specification (see resources section for suggested websites to use). ● Small group activity – health education; mental health, smoking, alcohol and drugs, sexual health and accident prevention ○ Explain the concept of health education and its purpose. ○ Share examples of health education campaigns and their intended impact Campaigns Campaign Resource Centre ○ Allocate students into small groups and provide each group with a health-related theme from the following: mental health, smoking, alcohol and drugs, sexual health and accident prevention. ○ Ask each group to research and prepare a beginner's guide to health education available for their allocated theme (this could be in the form of a PowerPoint presentation, Canva, Padlet or booklet). ○ Students can share their guides with the class in the form of peer teaching. ○ The guides should include: – The main health education messages related to their theme.	World Health Organisation (WHO) Health education: theoretical concepts, effective strategies and core competencies NHS England NHS England Workforce, Training and Education Department of Health and Social Care – list of all campaigns Campaign Resource Centre National Lottery This Girl Can NHS Live Well information and advice on healthy living, including smoking, alcohol, diet, exercise and mental health GOV.UK Stoptober 2024 Campaigns Campaign Resource Centre
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	- Which population groups are most targeted by the health education campaigns. - Examples of health campaigns related to their theme.	Roy Castle Lung Cancer Foundation Campaigns - Roy Castle Lung Cancer Foundation Drinkaware Home Page NHS England Mental health resources and guides Brook Sexual Health Week 2024 - Are you feeling it?
C3 Health and social care professionals	• Whole class and individual activity - Introduction to health and social care professionals ○ Ask students to brainstorm in a table as many different health and social care professionals they can think of. ○ Ask students to create a separate table listing the different types of nurses and midwives (refer to C3.1 in the specification). ○ They should research the service users they work with, the different roles they perform with those service users and the settings they will work in. • Guest speaker – social prescriber (links to C3.11) ○ As social prescribing is a relatively new concept which students might be less familiar with, invite a social provider (or another professional from the C3 list in the specification) into the classroom (either face to face or online) to talk about their role and responsibilities.	NHS Health Careers Roles in nursing Nurse.org 20 Types of Nurses Nursing Specialties & Salaries NHS England Social prescribing The National Academy for Social Prescribing NASP

	○ Students can interview the individual to gain better understanding of social prescribing and person-centred care (links to C4.2). ● Paired activity – the roles of health and social care professionals ○ Provide students with two case studies with individuals experiencing a variety of health conditions (as outlined in C1 in the specification) which relate to the need for intervention from several different health and social care professionals (try to cover all those listed in C3 in the specification across the two case studies). ○ For each case study ask students to work in pairs to identify and outline the roles and responsibilities of the professionals involved in the care and treatment of each individual. ● Site visit – youth centre or care home (links to C3.10) ○ Organise a visit to a local youth centre to understand the role of a youth worker in supporting young people's PIES growth and development or to a care home to understand the role of care and support workers in a residential setting.	BBC iPlayer The Nine to Five with Stacey Dooley - Series 1: 2. Caring and Sharing The National Youth Agency the Professional, Statutory and Regulatory Body for youth work in England Home Page NHS England Allied Health Professions and About AHPs Social Work England Home Page Health and Care Professions Council Home Page General Medical Council About us NHS Careers Working in health
C4 Personalised care and multi-disciplinary working	● Whole class teaching and learning - understanding integrated Care Systems: ○ Explain to the class the concept of an Integrated Care System.	NHS England integrated care What are integrated care systems?

	○ Using the interactive map in The Kings Fund resource, Integrated Care Systems Explained, show the students their local integrated care system. ○ Watch a series of videos about integrated care from the Integrated Care - YouTube playlist to build understanding of integrated care systems in practice. ● Whole class and small group activity - person-centred care and Roper and Tierney's activities of daily living model ○ Explain the concepts of person-centred care, holistic care and assessment of needs. ○ Share an example of a person-centred care/support plan and discuss how person-centred care planning works in practice. ○ Introduce students to the Roper. Logan and Tierney model highlighting it's focus on the 12 activities of daily living. ○ Explain how the model is used to assess and support individuals' health and independence in healthcare settings. ○ Allocate students to small groups and provide each group with a different case study of a service user from a different life stage with a health or social care need. ○ Ask each group to: - Identify which activities of daily living are affected in their scenario. - Discuss how the individual's independence in those activities could be assessed. - Suggest practical interventions or support strategies to improve their quality of life. ● Whole group activity - multi-disciplinary working	YouTube The Kings Fund Integrated Care Systems Video How does the NHS in England work and how is it changing? YouTube NHS England Strong Integrated Care Systems Everywhere The King's Fund Integrated Care Systems Explained YouTube NMC Let's talk about person-centred care Caring with Confidence: The Code in Action NHS England resources to support discussion about personalised care and support planning Care Learning What are the 12 Activities of Daily Living in the Roper-Logan-Tierney Model? YouTube SCIE What are multidisciplinary teams? (Integrated care)
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	○ Using the case studies from C3 prepare students for a multi-disciplinary team meeting to discuss creating a care plan for each of the individuals. ○ Allocate a health and social care professional role to some of the students and ask them to research how they could support the individual in the case study and prepare notes for the meeting. ○ Allocate one student to be the individual in the case study and another student to be their family member or advocate, ask them to research the kind of support they would need and prepare notes for the meeting. ○ Allocate one person to be the chair for the meeting and prepare an agenda for the meeting. ○ Allocate the remaining students to observe the meeting, ask questions when appropriate and take notes about how well the professionals collaborated, the care plan agreed for the individual and what could have been improved. ○ After the meeting ensure all students have documented the key features of multidisciplinary team working and the advantages and possible challenges of working in this way. ● Individual activity – knowledge check ○ Consolidate student learning by testing their knowledge of different terminology health and social care promotion, prevention and treatment at different life stages using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar and providing a glossary of key terms.	
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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
SP – CT - Critical Thinking	• Whole class teaching and learning – understanding critical thinking skills ○ Explain to students the concept of critical thinking using a definition and examples of the different critical thinking skills needed to draw valid conclusions: – Questioning relevance of information. – Challenging own biases. – Breaking information into parts and identifying relationships and connections. – Identifying strengths or weaknesses of information and why information is significant. – Drawing conclusions supported by structured reasoning. • Whole class and small group activity – the debate ○ Allocate students into small groups and give each group a factor (e.g., genetics, socioeconomic status, education, access to healthcare). ○ Provide students with a statement to debate e.g. ‘socioeconomic status has the greatest influence on a person's lifespan development’. Each group must: – Argue for or against the statement, based on their assigned factor. – Prepare 2–3 points to support their position. – Consider counterarguments from other perspectives. ○ After the debate, ask students to record how they demonstrated each of the critical thinking skills when preparing and reviewing the information. Also ask students to record what conclusions they have drawn about how different factors interact and influence lifespan development and the importance of considering multiple perspectives when evaluating human development.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

www.ageuk.org.uk - Age UK

Activity - Resources on aging and support for older adults, providing insights into the later stages of lifespan development.

www.healthandcarevideos.uk -Health and Care Videos

Activity - A large library of videos, including profiles on healthcare professionals, common healthcare conditions and lifestyle choices.

www.healthforteens.co.uk – Health for Teens

Activity – a website dedicated to examining how everything changes as adolescents grow covering puberty, online safety, emotional changes, starting a new school and lots more.

www.healthtalk.org – Healthtalk.org

Activity - Healthtalk.org contains hundreds of real people's stories -you can find out about what it's like to live with a health condition, by watching other people share their stories.

<https://www.hse.gov.uk> -Health and Safety Executive

Activity – Advice, guidance, news, templates, tools, legislation, publications from Great Britain's independent regulator for work-related health, safety and illness.

<https://www.kingsfund.org.uk> - King's Fund

Activity - An independent charitable organisation working to improve health and care in England. Helpful for teacher's wishing to improve their own subject knowledge but also includes some excellent 'explainers' about health and social care organisation/ provision.

www.mind.org.uk – Mind

Activity - Explores mental health development across the lifespan and support strategies. Highlights how mental health evolves and how life stages affect emotional well-being.

www.healthcareers.nhs.uk - NHS Careers

Activity – Covers the range of roles, apprenticeships, courses and benefits of working in the NHS.

<http://www.instituteofhealthequity.org/> *Fair Society, Healthy Lives: The Marmot Review* (Marmot, M., 2010)

www.nhs.uk - NHS UK

Activity - Provides information on all health conditions covered in the specification, alongside many of the factors affecting health and wellbeing.

www.obesityuk.org.uk - Obesity UK

Activity - UK charity providing information and advice for individuals living with cardiovascular disease, obesity and related disorders.

www.gov.uk/government/organisations/office-for-health-improvement-and-disparities- - Office for Health Improvement and Disparities (OHID)

Activity - Provides insights into reducing health inequalities and improving the nation's health.

www.psychologytoday.com - Psychology Today

Activity - Explores topics related to mental and emotional development across the lifespan. Offers accessible articles on lifespan development challenges and solutions.

www.skillsforcare.org.uk/Careers-in-care/Think-Care-Careers.aspx - Skills for Care

Activity - The range of roles, apprenticeships, courses and benefits of working in the care sector.

www.scie.org.uk - Social Care Institute for Excellence (SCIE)

Activity - Covers topics like childhood development, aging, and supporting vulnerable groups. Provides evidence-based resources tailored to UK health and social care policies.

<https://www.gov.uk/government/organisations/uk-health-security-agency/about> - UK Health Security Agency

Activity - prevents, prepares for and responds to infectious diseases, and environmental hazards, to keep all our communities safe, save lives and protect livelihoods.

www.unicef.org - UNICEF

Activity - Specialises in childhood and adolescent development and offers insights into global childhood health, education, and social influences.

www.who.int - World Health Organization (WHO)

Activity - Covers global perspectives on health, development, and aging and provides data and guidelines for lifespan health initiatives.

Textbooks

Roper, N., *The Roper-Logan-Tierney Model of Nursing*, Elsevier Health Sciences, 2000

Keenan, K., Evans, S., Crowley, K. *An Introduction to Child Development*, SAGE Foundations of Psychology series Paperback, 2016

Meggitt, C., 2012. *Child Development: An Illustrated Guide*. 3rd ed. Oxford: Heinemann.

Beckett, C., 2010. *Human Growth and Development*. 2nd ed. London: SAGE Publications.

Morris, C., Farnsworth, T. and Frost, S., 2015. Introduction to Health and Social Care. Oxford: Oxford University Press.

Berger, K.S., 2014. The Developing Person Through the Life Span. 9th ed. New York: Worth Publishers.

Pearson paid resources also available

- BTEC National (2025) Health and Social Care Student Book [BTEC National \(2025\) Health and Social Care](#)
- ActiveBook (a digital version of the Student Book, via ActiveLearn Digital Service) [BTEC National \(2025\) Health and Social Care](#)
- Digital Teacher Pack (via ActiveLearn Digital Service) [BTEC National \(2025\) Health and Social Care](#)

Unit 2: Human Biology and Health

Unit overview

Overview of Unit number: Unit title	
Assessment type: External	
Content Area	Topics
A: Organisation of the human body	A1 Cells A2 Tissues A3 Energy in the body A4 Homeostatic mechanisms
B: Body systems	B1 The cardiovascular system B2 The respiratory system B3 The nervous system B4 The endocrine and renal systems B5 The musculoskeletal system B6 The function of further body systems
C: Disorders of the body and effect on body systems	C1 The main disorders of the body systems
Assessment overview The unit will be assessed through one examination of 80 marks lasting 1 hour and 30 minutes. Students will be assessed through multiple-choice, short- and long-answer questions. The questions will assess knowledge and understanding of the structure, organisation and function of the human body and common disorders that affect it; application of knowledge on the structure and function of body systems to the primary and secondary effects of common disorders on those body systems; and connections between the primary and secondary effects of common disorders and how they affect interlinked body systems. The assessment availability is twice a year in January and May/June. The first assessment availability is May/June 2026. Sample assessment materials will be available to help centres prepare students for assessment.	

Common student misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your students to avoid and overcome these.

What is the misconception?	How to help students overcome it
Learners find it difficult to link disorders to the body systems they affect, especially where it is not a direct effect, e.g. the effect of hypertension on sight when the retinal capillaries are damaged.	Discuss what could go wrong with normal processes and the effects it could have on different areas of the body.
Learners use the terms, small intestine and large intestine rather than duodenum, ileum and colon.	Ensure learners are using the terms duodenum and ileum (rather than small intestine) and colon (rather than large intestine) when teaching digestion as these are not covered in the unit specification.
Learners often believe the CNS sends messages to the brain, but since the brain is part of the CNS, it's more accurate to say the CNS transmits messages within itself.	Ensure learners are clear that the brain and spinal cord are both part of the CNS.
Learners find it difficult to link disorders to the body systems they affect, especially where it is not a direct effect, e.g. the effect of hypertension on sight when the retinal capillaries are damaged.	Discuss what could go wrong with normal processes and the effects it could have on different areas of the body.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
A1 Cells	• Whole class teaching and individual activity – Different types of cells • Show learners a range of visual resources showing different types of cells. • Ask learners if they can identify the connection between the images. • Learners should try to identify the different structures to include: Membrane, nucleus, ribosomes, mitochondria. • Provide diagrams of different cell types. • Learners should label the structures listed in the unit content. Use computers/reference books to identify the function of each structure. • Individual activity – 3D models of animal cells ○ Learners could build 3D models of an animal cell including the organelles mentioned in the unit content. ○ They could then present their models to the class.	Histology guide - electron micrographs, diagrams, pictures of various cell types. The Cell Histology Guide BBC bitesize – organelles of animal cells and their functions Animal cells - Cell structure - Edexcel - GCSE Biology (Single Science) Revision - Edexcel - BBC Bitesize

	EL-MOL	
A2 Tissues	• Whole class teaching and learning ○ Show video/animation showing hierarchy of cells, tissues, organs and organ systems in the human body. ○ Learners could produce a diagram to illustrate their understanding. • Peer teaching – different types of tissue • Prepare resource packs containing information about the following tissue types: ○ simple and compound epithelial tissue. ○ connective tissue – blood, bone, areolar and adipose. ○ muscle – striated, non-striated and cardiac. ○ nervous tissue – sensory neurones, motor neurones and neuroglia. • Learners to split into 'expert' groups and allocated a tissue type to research. • Learners in each group research and prepare a presentation so they can teach another group. • The presentations should include: ○ the name of the tissue type. ○ diagrams where appropriate. ○ the types of cells that make up the tissue. ○ where the tissue is located within the body.	ABPI – Animation showing hierarchical organisation within the human body Cells, organs and systems YouTube – Levels of organisation in the human body GCSE Biology - Levels of Organisation - Cells, Tissues, Organs and Organ Systems Anatomy.co.uk – Structure and function of different types of epithelial tissue Epithelial Tissue - Types, Structure, Function, Diagram Oregon state university – Functions of blood 18.1 Functions of Blood – Anatomy & Physiology Teach me anatomy – Information about the structure of bone Ultrastructure of Bone - Components - Structure - TeachMeAnatomy Geeks for geeks- Information about areolar connective tissue Areolar Connective Tissue Function and Location - GeeksforGeeks Geeks for geeks- Information about adipose tissue Adipose Tissue (Body Fat)

	○ what the main function of the tissue is. ○ how the structure of the tissue enables it to carry out its function effectively. ○ an example of a disorder than can affect the tissue. • One person from each expert group should teach another group about the tissue type they have researched. • Learners should make notes on each of the tissue types as they are listening to each 'expert'. • Paired activity - revision ○ Learners should be given exam style questions based on cells and tissues to work on in pairs. ○ Provide mark schemes for learners to check and add to their responses.	- Location, Types, and Function - GeeksforGeeks Oregon state university – Information about different types of muscle tissue 4.4 Muscle Tissue – Anatomy & Physiology Biology simple – Information about nervous tissue Nervous Tissue - Biology Simple
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A3 Energy in the body	• Whole class teaching and individual activity – Energy change experiments • Have circus of energy change experiments e.g. chemical, heat, light, sound, electrical which the learners rotate through. • Learner should identify the energy changes that take place. • Discuss the outcomes of the experiments and begin to relate them to the human body, e.g. intake of food converted to movement etc. • Discuss how food might be used to provide energy in the body and introduce the idea of catabolic and anabolic reactions. • Use toy bricks to demonstrate the different types of reaction. • Provide examples of anabolic and catabolic reactions and ask learners to identify the type of reaction. • Whole class discussion and individual activity – human respiration • Show video clip to introduce human respiration. • Provide learners with diagrams showing the stages of aerobic and anaerobic respiration for them to annotate. • Learners could produce a table to compare aerobic and anaerobic respiration. This could include: ○ substrate. ○ oxidation of glucose.	Science kids – picture showing example energy changes in the human body Basic Overview of Energy and Human Life - Free Health & Medical Pictures & Diagrams BBC Bitesize – Information about anabolic and catabolic pathways Anabolic and catabolic pathways - Metabolic pathways - Higher Biology Revision - BBC Bitesize BBC Bitesize (YouTube) – Human respiration – overview of aerobic and anaerobic respiration GCSE BBC Bitesize Higher Science - Human Respiration Royal society of biology – PDF notes on aerobic and anaerobic respiration 14 Respiration.pdf Biology simple – Information and video clip on respiration Aerobic Respiration - Biology Simple
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	○ products. ○ relative amount of energy produced. ○ where it occurs in the human body. ● Project based learning – uses of energy ● Provide groups of learners with one of the uses of energy from the unit specification. ● Learners should produce a presentation on their use of energy. The presentation should include: ○ an overview of the process. ○ why the process needs energy. ○ where the energy for the process comes from. ● Whole class learning and individual activity - BMR ● Show audio visual material introducing BMR and how and why it is calculated. ● Complete a worked example of calculating BMR. ● Provide practice calculations for learners to complete. ● Show BMR chart and discuss what the calculations show. ● Learners should explain the reasons for BMR to include: ○ breathing, circulation, nutrient processing and cell production.	BBC – The energy requirements of cells – introduction The energy requirements of cells - Respiration - National 5 Biology Revision - BBC Bitesize Diabetes.co.uk – BMR calculator BMR Calculator Studocu – Worksheet for calculating BMR Basal Metabolic Rate Worksheet - Basal Metabolic Rate (BMR) The BMR Calculator - Studocu
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A4 Homeostatic mechanisms	• Whole class teaching – Introduction to homeostasis • Introduce the concept of homeostasis in the human body and its importance in maintaining a stable internal environment despite any changes to the environment. • Discuss negative feedback and show how this can be demonstrated diagrammatically. • Paired activity – Blood glucose regulation • Provide stimulus material on blood glucose regulation. • Provide blank diagrams for learners to complete which demonstrate what happens in the body when blood glucose is high and low. • Learners could produce a table comparing how the body responds when blood glucose rises and falls. • Learners should include the following in their table: ○ hormone produced. ○ response. ○ outcome. ○ Suggest what might happen in the body if the blood glucose feedback loop fails. • Whole class teaching and individual activity – Thermoregulation • Discuss with the learners what normal body temperature is and what happens to the body when it gets too cold and too hot. • Explain the mechanism of thermoregulation.	YouTube – Video introducing to homeostasis What is Homeostasis? ABPI – Regulating blood glucose animation Regulating blood glucose levels BBC – Information about blood glucose regulation Biological actions in response to changes - Maintaining stable body conditions - National 4 Biology Revision - BBC Bitesize ABPI – Body Thermoregulation animation Maintaining a core body temperature h
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	• Learners label a cross-sectional diagram of a skin with the following labels. • Hair, erector muscle, dermis, sweat gland, arteriole, sensory cell, sebaceous gland, epidermis, sweat gland, subcutaneous layer, adipose tissue, capillary network, venule. • Provide learners with an interactive animation showing what happens to the body when temperature changes. • Learners should design a table to compare the changes when the body is too hot and too cold. • Whole class teaching and individual activity – Osmoregulation • Show video clip introducing osmoregulation. Discuss factors that might alter water balance in the body. • Provide learners with an interactive animation showing what happens to the body when water balance changes. • Learners should design a table to compare the changes when there is too much and too little water in the body. • Provide a card sort activity for learners to produce their own negative feedback loop for water regulation.	Anatomy.co.uk - Information about the structure of skin and its role in the human body Skin - Anatomy, Structure, Diagram, Function, Significance YouTube – Video explaining thermoregulation Temperature Regulation Of The Human Body Physiology Biology FuseSchool BBC Bitesize – Osmoregulation Homeostasis - Why do we need to maintain a constant internal environment? - GCSE Combined Science Revision - OCR 21st Century - BBC Bitesize ABPI – osmoregulation animation ADH and control of the water balance
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B1 The cardiovascular system	• Whole class teaching and learning- Main components of the cardiovascular system • Introduce the topic and recap on structure of function of the cardiovascular system. • Identify the main components and the function of the cardiovascular system, to include: - heart and cardiac cycle. - blood vessels: arteries, veins, capillaries. - blood: plasma, red blood cells, white blood cells, platelets. • Group activity – Components of blood • Provide a journal article and ask learners to read and identify the main components of blood. • Each learner in the group should research one components of blood mentioned in the unit specification and then present their findings to the rest of the group. • They should include the following in their presentation: - a description of the component. - what it contains. - percentage found in blood. - how each component is adapted for its function. [EL-PRS]	Medical news today – Article outlining the structure and components of blood Blood: Components, functions, groups, and disorders Geeks for geeks – information about the composition of blood Blood - Components, Types, & its Functions - GeeksforGeeks
Blood vessels	• Small group activity – Blood vessels • Learners should research each blood vessel and produce a presentation which identifies the following:	BBC – information and video about the structure and function of blood vessels Structure and function of blood vessels - Structure and function of

	- structure – including histology of the vessel walls. - function of the vessels. - how the vessel is adapted for its function. - how the vessels are linked. • Learners produce a table comparing each of the blood vessels. They should include the following: - function. - wall structure. - lumen. - other features. [IS-T]	arteries, capillaries and veins - Higher Human Biology Revision - BBC Bitesize
The heart and cardiac cycle	• Whole class and individual activity • Provide learners with a diagram of the circulatory system. Identify the main vessels and explain that blood is carried around this system. • Ask learners to list the main functions of the cardiovascular system. • Practical Activity – Effect of exercise on heart rate • Plan and carry out an investigate on the effect of exercise on the heart rate. • Learners record their resting heart rate – this can be carried out as a whole class activity where they are asked to start to count their heart rate and stop after one minute.	BBC Bitesize - introduction to the circulatory system Structure and function of blood vessels - Structure and function of arteries, capillaries and veins - Higher Human Biology Revision - BBC Bitesize Royal Society of Biology – Effects of exercise on heart rate practical activity Observing the effects of exercise on the human body Biology corner – Heart dissection step by step Heart Dissection Walk Through https://www.biologycorner.com/anatomy/circulatory/heart/heart_dissection.html

	• Learners then take part in some aerobic exercise such as skipping, jogging on the spot, step ups on and off a bench or walking up and down some steps. • Learners then record their heart rate for 1 minute. • Learners find the class average resting heart rate and exercising heart and discuss why there is a higher heart rate after participation in exercise. • Whole class and individual activity – Structure of the heart ○ Show video clips and/or animated models to establish the structure of the heart. ○ Provide a diagram for learners to label. • Whole class teaching and learning – Heart dissection ○ Show dissection of heart – check your Health and Safety regulations/COSHH. ○ Identify the main structures. • Whole class teaching and individual activity ○ Show video clips and/or animated models to show cardiovascular system including the systemic and pulmonary circulation. ○ Provide blank diagrams for learners to annotate. [EL-MOL]	
B2 The respiratory system	• Individual activity – Respiratory system • Provide a blank diagram of the respiratory system for learners to label.	BBC – Introduction to the respiratory system

Anatomy of the respiratory system	○ They should label the following structures and provide brief details of their structure and function: - larynx. - trachea. - bronchi. - lungs. - bronchioles. - alveoli.	Respiratory system structure and function - Respiratory system - Edexcel - GCSE Physical Education Revision - Edexcel - BBC Bitesize
Ventilation of the lungs	● Whole class and individual activity – Ventilation ○ Show human lung diagram but this time, include the structures surrounding the lungs – ribs, intercostal muscles, diaphragm, pleural cavities. ○ Recap on the function of the lungs and show an animation demonstrating inspiration and expiration. ○ Show video clips and/or animations showing the movement of the diaphragm, ribs and intercostal muscles during ventilation. ○ Ask learners to produce a table to compare what happens during inspiration and expiration. ○ Card sort – steps of inspiration and expiration including movement of ribs/diaphragm and intercostal muscles, volume of thorax, pressure changes, movement of air. ● EL-CL	YouTube – Video showing basics of ventilation Basics of ventilation: Mechanics of breathing BMJ Learning Footprints science – Breathing animation Breathing animation Footprints-Science GCSE science animations and quizzes
Gaseous exchange in the alveoli	● Whole class and individual activity - Alveoli	BBC – Gas exchange at the alveoli video Gas exchange - The respiratory system

	○ Show diagram of respiratory system but zoom in onto one of the alveoli – explain that there are millions of alveoli in each lung. ○ Provide slides, pictures, photomicrographs of alveoli tissue. Learners should produce a drawing of an alveolus and label the main components. ● Whole class and individual activity – Gaseous exchange ○ Show animation of gaseous exchange across the alveolar wall. ○ Learners should annotate a diagram showing direction of blood flow in relation to movement of gases at the alveolar surface [EL-MOL]	in humans – WJEC - GCSE Biology (Single Science) Revision - WJEC - BBC Bitesize
The nervous system The Brain	● Whole class teaching- The brain and spinal cord ○ Discuss what learners think the brain does and record responses. ○ Show video clip describing the structure and function of the brain. Add any additional functions to the list. ○ Provide a blank diagram of the brain for learners to label (include skull, membranes, cerebrum, cerebellum and medulla, hypothalamus, pituitary gland). ● Show video clip on spinal cord structure and function. Provide learners with a diagram to annotate. [IS-V&NC]	YouTube shorts – brief introduction to organisation of the nervous system Clinical Cuts: Anatomy and physiology of the nervous system ABPI – Anatomy of the brain The central nervous system (CNS) – the brain John Hopkins medicine – Brain anatomy and function Brain Anatomy and How the Brain Works Johns Hopkins Medicine

		Brain injury help – Information on brain anatomy Brainstem (Brain Stem) and Cerebellum
The nervous system Peripheral nervous system	• Small group activity – Peripheral nervous system ○ Each pair should research one each of the following neurones: - sensory. - motor. - mixed. ○ They should include: - a labelled diagram of the neurone. - the function of the neurone. • They should present their work to each other making notes. • Whole class teaching and individual activity – reflex arc ○ Show animation of how a reflex arc works. Provide diagrams for learners to label. ○ Card sequencing activity of the stages of a reflex arc. ○ Suggest what might happen if a reflex arc did not work correctly. [IS-V&NC]	
The nervous system	• Whole class teaching and learning – Autonomic nervous system ○ Introduce the parts of the ANS – sympathetic (fight or flight) and parasympathetic system (rest and digest).	Teach me physiology – Information about the autonomic nervous system Peripheral Nervous System - TeachMePhysiology

Autonomic nervous system	○ In small groups, each group produce an academic poster on either the sympathetic or parasympathetic part of the ANS. ○ They should include: - the components of each system. - role. - any neurotransmitters associated with it. - functions/actions. ○ Provide an example of what may happen if the system did not work properly. ● Practical activity – Reaction time ○ Carry out an investigation into reaction times. Learners could use their learning to explain what is happening in their nervous system. [IS-T]	Topend sports – reaction time practical resource Reaction Stick: React Time Ruler Test
B4 The Endocrine and renal systems	● Whole class and individual activity – Endocrine system ○ Introduce the endocrine system and its main functions. ○ Discuss the main glands of the endocrine system and ask learners to identify their location in the body (e.g. thyroid, testes, pancreas, thymus ovaries, pituitary gland, thyroid gland, adrenal glands). ○ Learners could produce a labelled diagram showing the location of the main endocrine glands. ○ Learners could research and produce a summary table on each of the endocrine glands. They could include:	YouTube – Video introduction to the endocrine system Endocrine System: What Is It, Functions & Organs Video for Kids Cleveland clinic – Anatomy and physiology of the endocrine system Endocrine System: What It Is, Function, Organs & Diseases

	- structure. - function. - location in the body. - associated hormones. • Project based learning – Role of the endocrine system ○ In groups, learners should produce an academic poster on the role of the endocrine system on one of the following processes: - control and regulation of growth. - osmoregulation. - regulation of blood sugar. - fight or flight response. - blood pressure regulation. ○ They should include. - a labelled diagram of the glands involved. - an overview of the process. - the hormone(s) involved. - the function of the hormone(s) involved. - the role (if any) of any organs. - a reference list. ○ Posters could be presented to the rest of the group [IS-T]	John Hopkins medicine – Anatomy of the endocrine system Anatomy of the Endocrine System Johns Hopkins Medicine
B5 The musculoskeletal system	• Whole class and individual activity – skeletal system ○ Show model of skeleton and ask learners to identify/label the different bones.	Model skeleton

Introduction and joints	○ Discuss how bones are joined together and the differences between cartilage and bone. ○ Learners could label a blank diagram of a skeleton with the structure and function of: - ligaments. - tendons. - cartilage. - bone. ● Small group activity – Joints ○ Learner's research and produce a summary of the different joints found in the body including: - name of the type of joint (fibrous, cartilaginous and synovial). - diagram. - body location. - type of movement.	Teach me anatomy – Information about different types of joints Joints - TeachMeAnatomy
The musculoskeletal system	● Small group activity – Antagonistic muscle pairs ○ Learner's research antagonistic muscle pairs. ○ Brief overview of the function of antagonistic muscle pairs. ○ Learners take part in exercises to see how muscles work as antagonistic pairs e.g.: - bicep curls – biceps and triceps. - sit up – abdominals and erector spinae. - calf raises – tibialis anterior and gastrocnemius. [IS-T]	BBC – Information about antagonistic muscles Antagonistic muscle pairs - Muscular system - Edexcel - GCSE Physical Education Revision - Edexcel - BBC Bitesize Biology simple - Information about antagonistic muscles Antagonistic Muscle - Biology Simple Strength minded – Information about antagonistic, synergist and fixator

		muscles Muscle Roles: Synergist, Agonist, Antagonist, Stabilizer & Fixator
B6 The function of further body systems	• Paired activity – The immune system ○ In pairs, learners research the immune and prepare a comic strip to show how the immune system functions to fight infection including: – white blood cells. – Antibodies. – antigens.	ABPI – Immune system Pathogens and the immune system Study mind – Overview of the immune system Introduction to the Immune System (A-level Biology) - Study Mind
	• Whole class and individual activity – The lymphatic system ○ Show a video clip/animation providing an overview of the lymphatic system. Discuss the functions of the lymphatic system. ○ Learners could label a diagram of the human lymphatic system identifying the main lymphatic organs (mucosa associated lymphoid tissue, thymus, spleen, bone marrow, lymphatic vessels, lymph nodes, intestines). ○ Learners could produce a table showing the main functions of the lymphatic system.	YouTube – Video clip showing overview of the lymphatic system Lymphatic system Explained with 3d Animation Cleveland clinic – Overview of the lymphatic system Lymphatic System: Function, Conditions & Disorders Teach me anatomy – Overview of the lymphatic system and its components Lymphatic System Anatomy - Vessels - Nodes - Organs - TeachMeAnatomy Nursing times – Article covering the functions of the lymphatic system in fluid management The lymphatic

		system 1: structure, function and oedema Nursing Times
Reproductive system	• Whole class and individual activity – Reproductive System ○ Introduction to the anatomical male and anatomical female reproductive system and their function. ○ Learners could label a diagram of the male and female reproductive systems to include: - role of the breasts, uterus, ovaries and vagina in anatomical females, and penis and testes in anatomical males.	BBC Bitesize – anatomical female reproductive system The female reproductive system - The human reproductive system - 3rd level Science Revision - BBC Bitesize BBC Bitesize – anatomical male reproductive system The male reproductive system - The human reproductive system - 3rd level Science Revision - BBC Bitesize
Digestive system	• Whole class and individual activity – Digestive system ○ Display a diagram of the digestive system and ask learners to identify the main parts. ○ Discuss the function of the digestives system in digestion ○ Learners could label a diagram of the digestive system and annotate where chemical and physical digestion take place to include: - role of the alimentary canal – oesophagus, stomach, duodenum, ileum, colon.	ABPI – Overview of digestion What does your body do with the food you eat? Biology Resources – List and resources for different practical activities Biology Experiments. Educational experimental work to download by D G Mackean

	- accessory organs – liver, pancreas, gallbladder and salivary glands.	
C1 The main disorders of the body systems CHD	• Small group activity – Causes of CHD ○ Each group should research one of the following topics and produce a presentation to give to the rest of the group: - atherosclerosis. - hypertension. - primary effects of coronary heart disease. - secondary effects of coronary heart disease. • Guest speaker - CHD ○ Invite a medical professional with knowledge on CHD to come in discuss CHD and the impact on people with this condition. ○ Learners could produce an information leaflet for patients who have just being diagnosed with CHD. They should include causes, symptoms, treatment and prognosis.	NHS – Information about atherosclerosis Atherosclerosis - NHS British heart foundation – Information about atherosclerosis Atherosclerosis - BHF
Stroke	• Paired activity – Stroke Case studies ○ Provide a selection of case studies on patients that have experienced a stroke including the following information: - What caused it - blocked artery (ischaemic stroke) or burst blood vessel (haemorrhagic stroke). - Primary effects e.g. brain damage, bleeding and clotting in the brain. - Secondary effects e.g. muscle weakness, lack of co-ordination, dysphasia, increased incidence of respiratory infections.	Stroke association – Information about strokes Stroke Association / Finding strength through support British heart foundation – Information about strokes Stroke - Causes, signs & symptoms - BHF

	○ Learners to identify the cause of the stroke, the primary and secondary effects on the patient from the information presented in the case study.	
Chronic obstructive pulmonary disorder	● Individual activity ○ Learners could produce an information leaflet for patients who have just being diagnosed with COPD. They should include: ○ causes ○ primary effects ○ secondary effects	Asthma and lung organisation – information about emphysema Emphysema Asthma + Lung UK NHS – Information about bronchitis Bronchitis - NHS Geeky medics – Information about how COPD affects patients 1 - Chronic Obstructive Pulmonary Disease (COPD) Geeky Medics
Asthma	● Small group Activity –Asthma awareness ○ Students will design and implement an asthma awareness campaign in their college. ○ They can create posters, leaflets, and social media posts to educate others about: - asthma's causes - primary effects - secondary effects - management strategies.	NHS – Information about asthma Asthma - NHS Asthma and lung org – information about asthma What is asthma? Asthma + Lung UK WHO asthma Asthma
Diabetes	● Paired Activity – Diabetes	NHS Type 1 diabetes Type 1 diabetes - NHS

	○ Provide students with case studies of individuals with Type 1 and Type 2 diabetes. ○ Each case study should include the person's symptoms, lifestyle, and medical history. ○ Students will work in groups to analyse the case studies, identify the type of diabetes, and discuss the causes, primary effects, and secondary effects based on the information provided. ○ Each group will then present their findings to the class.	Diabetes UK Type 1 diabetes Type 1 diabetes What it is and what causes it Diabetes UK Diabetes UK Type 2 diabetes Type 2 diabetes Diabetes UK ABPI – Information about diabetes What is diabetes?
Dementia	● Guest speaker – Dementia ○ Arrange for a healthcare professional or carer who specialises in dementia to speak to the class. ○ They can provide first-hand knowledge about the causes, primary and secondary effects, and daily management of dementia. ○ Students should prepare questions in advance to engage with the speaker project-based learning.	Alzheimer's society – information about Alzheimer's disease Alzheimer's Society NHS – Alzheimer's disease Alzheimer's disease - NHS NHS – Vascular dementia Vascular dementia - NHS British heart foundation vascular dementia Vascular dementia - BHF
Acquired brain injury	● Paired Activity – traumatic and non-traumatic brain injury ○ Students create a table that categorises the causes of acquired brain injury into traumatic and non-traumatic: - For the table they will draw two columns, one for traumatic and one for non-traumatic causes.	The brain charity acquired brain injury Brain injury - Support for neurological conditions The Brain Charity Brain injury group – Information about brain injury

	- Under each column, create two sub-columns for primary and secondary effects. Fill in the chart accordingly. - They then list the primary and secondary effects associated with each cause.	Home page - Brain Injury Group
Cancer	• Small group Activity – Different types of cancer ○ Students are given one of the following types of cancer to research: - Breast - Bowel - Lung ○ For each type of cancer they are given, learners need to prepare a presentation to give to the rest of the class that covers the following: - Causes - Primary effects and associated body systems affected - Secondary effects • Learners present their research to the rest of the class and have time for Q and A at the end of each presentation.	Breast cancer now – information about breast cancer About breast cancer Breast Cancer Now Cancer research UK – Information about breast cancer Breast cancer Cancer Research UK Bowel cancer UK – information about bowel cancer Breast cancer Cancer Research UK NHS – Information about bowel cancer About bowel cancer Bowel Cancer UK Patient, Patient information sheet for bowel cancer NHS – Information about lung cancer Lung cancer - NHS Roy Castle lung cancer foundation Lung cancer signs and symptoms

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

<https://www.bhf.org.uk> - British Heart Foundation - British charity raising money for research into heart and circulatory diseases.

<https://www.immunology.org/> - British Society for Immunology - Society that supports the immunology community in driving scientific discovery and making a positive impact on health.

<https://www.cancerresearchuk.org/> - Cancer Research UK - UK-based cancer charity.

<https://www.gov.uk/government/organisations/department-of-health-and-social-care> - Department of Health and Social Care - UK government department leading national health and social care.

<https://geekymedics.com/> - Geeky Medics - Global medical education platform and a leading producer of high-quality educational resources.

<https://www.hee.nhs.uk/> - Health Education England - UK agency ensuring the NHS workforce has the knowledge, skills, values, and behaviours needed to provide high-quality care.

<https://www.nhs.uk> - National Health Service (NHS) - Free healthcare service in the UK.

<https://digital.nhs.uk/data> - NHS Data Hub - The statutory custodian for health and care data in England.

<https://www.nice.org.uk/> - NICE - Helps practitioners and commissioners provide the best care to patients while ensuring value for the taxpayer.

<https://patient.info/> - Patient Info - Website providing health information and advice to help UK people get a better understanding of their health.

<https://practicalbiology.org/> - Practical Biology - Teacher resources for practical biology from the Royal Society of Biology.

<https://www.rsb.org.uk/education/teaching-resources> - Royal Society of Biology - Teaching resources for biology across different age groups.

<https://www.stem.org.uk/> - STEM Learning - Organisation committed to promoting STEM education.

<https://www.abpischools.org.uk/age-groups/age-16plus/> - The Association of the British Pharmaceutical Industry - Interactive science resources for schools.

<https://www.gov.uk/government/organisations/uk-health-security-agency> - UK Health Security Agency - UK government agency that prevents, prepares for, and responds to infectious diseases and environmental hazards.

<https://www.who.int/> - World Health Organisation (WHO) - Global agency promoting worldwide health initiatives.

Pearson paid resources also available

- [Pearson Student book](#)
- [ActiveBook](#) (a digital version of the Student Book, via ActiveLearn Digital Service)
- [Digital Teacher Pack](#) (via ActiveLearn Digital Service)

Unit 3: Principles of Health and Social Care Practice

Unit overview

Unit 3: Principles of Health and Social Care Practice	
Assessment type: Internal	
Learning Aim	Topics
A Understand the principles of health and social care practice which underpin meeting the care and support needs of individuals	A1 Values essential to health and social care practice A2 Person-centred care and approaches A3 Communication in health and social care A4 Confidentiality A5 Duty of care A6 Working with vulnerable children and adults at risk
B Examine how organisations, legislation and guidance inform practice in health and social care	B1 Organisations, legislation and guidance affecting health and social care services B2 Organisation of health and social care services B3 How health and social care services are organised to benefit the population B4 Using critical thinking skills to draw valid conclusions
C Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice	C1 The effect of social determinants on individuals' health status C2 Improving health outcomes in practice C3 Potential barriers to improving health outcomes in practice
Assessment overview This unit is Internal assessed through a Pearson-Set Assignment Brief (PASB). Pearson sets the assignment for the assessment of this unit. The PSAB will take approximately 12 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification.	

Common student misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your students to avoid and overcome these.

What is the misconception?	How to help students overcome it
Person-centred care is a one-size-fits-all approach and means following a standard template or checklist for all clients.	Person-centred care is highly individualised. It requires understanding each service user's unique preferences, needs, and cultural background to provide tailored care and support. Practice applying principles in varied role-playing contexts to illustrate tailoring care to individual differences.
Communication is only about verbal interaction, and effective communication only involves spoken words.	Communication in health and social care includes nonverbal cues, active listening, written communication, and adapting to the communication needs of individuals with disabilities or language barriers. Encourage students to reflect on their recent communications and how they used other forms of communication not only verbal communication. Provide students with a variety of health and social care scenarios to discuss how to effectively communicate in each circumstance.
Confidentiality means never sharing any client information under any circumstances.	While maintaining confidentiality is crucial, sharing information is permissible (and often required) when there is a risk of harm to the individual or others, or when legal obligations arise. Familiarise students with safeguarding policies and legislation such as Data Protection Act and GDPR, to deepen understanding.
Diversity only refers to race and ethnicity.	Diversity encompasses a wide range of factors, including age, gender, sexual orientation, religion, disability, and socioeconomic status. Use case studies to discuss real-world examples.
Safeguarding applies only to protecting children.	Safeguarding policies protect all vulnerable individuals, including adults, from abuse, neglect, and exploitation. Familiarise students with legislation, such as the Care Act and Equality Act to deepen understanding.
Person-centred care is a one-size-fits-all approach and means following a	Person-centred care is highly individualised. It requires understanding each service user's unique

standard template or checklist for all clients.	preferences, needs, and cultural background to provide tailored care and support. Practice applying principles in varied role-playing contexts to illustrate tailoring care to individual differences.
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Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
A1 Values essential to health and social care practice	• Whole class teaching and learning – introduction to care values ○ Using case study examples of care values being displayed by health and social care professionals in different settings, discuss what are values and why they are important to health and social care practice. ○ Ask students to share their experiences of care values when they have used health and social care services and/or what values they would expect to see displayed when receiving care. • Small group activity – NHS Core Values, Skills for Care Values and the 6Cs ○ Assign students to work in small groups to research the different care values essential to health and social care practice; NHS Core Values, Skills for Care Values and the 6Cs. ○ Students present back to the group what the values are and provide examples of the values being displayed in practice (this could be through case study examples or role playing the values in action).	GOV.UK NHS Constitution, including core values The NHS Constitution for England YouTube NHS series of videos to watch about Core Values The NHS Constitution Values Skills for Care Values Example values and behaviours framework NHS Professionals Working in Healthcare - The 6 Cs of care

	- o Encourage students to discuss how health and social care organisations ensure these values are being demonstrated in practice (e.g. training, codes of practice, line manager observation). • Individual activity – care values poster - o Students create a poster of either the NHS Core Values, Skills for Care Values or the 6Cs to be displayed in class (possible homework activity). - o Posters should contain information on what the values are, and examples of those care values being demonstrated in practice with different service users e.g. young people, people with a long-term illness or disability and older people.	
A2 Person-centred care and approaches	• Whole class teaching and learning – understanding person-centred care - o Explain the concept of person-centred care, the principles that underpin it and the legislation that supports it (e.g. Human Rights Act 1998, Mental Capacity Act 2005, Equality Act 2010). - o Using appropriate videos, share case study examples of person-centred care in practice. - o Share an example of a person-centred care/support plan and discuss how person-centred care planning works in practice. • Guest speaker – person-centred care in practice - o Invite a health and social care professional to give a talk to the class about person-centred care. - o This could be social prescribing link worker from the community talking about person-centred care planning or a nurse or health visitor talking about how they display the 6cs and deliver person-centred care. • Paired activity – person-centred care plan	YouTube Nursing and Midwifery Council Let's talk about person-centred care Caring with Confidence: The Code in Action Social Prescribing Academy example of a personalised care and support plan NASP Strategy 2023-26 NHS England resources to support discussion about personalised care and support planning NHS England person-centred care case studies

	○ Provide each pair of students with a case study of an individual with a variety of health and social care needs and preferences. ○ Students should either take on the role of the service user or service provider and role play person-centred care planning, completing a care and support plan template. ● Whole class and individual activity – electronic health records and making a complaint ○ Discuss how a person-centred care plan will form part of a service users electronic health record and what other information the electronic health record might contain and in what formats. ○ Provide students with three different care settings (NHS service, private healthcare and social care home) and ask them to research and make notes on how and to whom they could make a complaint to if they were not happy with the care they received.	Case studies high quality care or Case studies Social prescribing NHS electronic health records View your GP health record NHS England Purpose of the GP electronic health record
A3 Communication in health and social care	● Whole class and individual activity – types of communication ○ Mind-map as a whole class different types of communication (verbal, non-verbal, written) and the difference between formal v informal communications. [IS-WC] ○ Discuss different communication skills, appropriate use of language and body language and why communication is important in health and social care practice. ○ Students role play using different language and body language in health and social care scenarios. [IS-V&NC] ○ Provide students with a table to complete with one column listing ways that good communication may impact on outcomes for individuals and another column listing ways poor communication may lead to negative outcomes for individuals. ○ Discuss how digital communication is increasingly being used in the NHS and share examples (e.g. video conferencing for GP consultations) and the advantages and disadvantages of this.	CPD Online Effective Communication In Health & Social Care Techniques, Tips NHS England information about video consultation tools NHS England information about glucose monitoring for patients living with diabetes NHS: About the NHS App

	○ Discuss how health monitoring through digital means (e.g. smart watches, phones) for conditions such as diabetes or general health monitoring (e.g. steps, heart rate, menstrual cycle) is becoming an increasing part of our daily lives. ○ Students to share their experiences of tracking their daily steps and competitions they may have had with friends/family members. ○ Ask students to design a 'how to use pocket guide to the NHS App' containing information such as what is it, how it can be used for tasks (e.g. appointment bookings, repeat prescriptions and accessing your health record), how can it be downloaded and confidentiality maintained. ● Individual/group activity – health monitoring ○ Set a challenge for students to track their steps using their smart watches or phones over a set period of days and report back. All students could be given a link to an App such as the Nike Run Club App to record their steps and to have all the data in one place and set a challenge amongst the group. ● Small group activity and peer teaching – alternative forms of communication ○ Assign students to work in groups to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) on alternative forms of communication used by one of the following service user groups; visually impaired, deaf, learning disability, dementia and young children. ○ Students share their presentations with the class in the form of peer teaching. ○ Encourage students to take their learning further by watching the documentary about Rose Ayling-Ellis personal journey of the deaf experience (possible homework activity).	BBC iPlayer documentary looking into the deaf experience Rose Ayling-Ellis: Signs for Change British Sign Language (BSL) Online resources, games, & course.
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A4 Confidentiality	• Whole class and individual activity – understanding confidentiality in health and social care ○ Discuss as a group ‘what is confidentiality’ and the reasons for maintaining confidentiality in health and social care. ○ Consider in what circumstances should you breach confidentiality and what is the difference between sharing information with a care manager and telling a friend information. ○ Ask students to choose a health and social care setting and create a list of all the ways confidentiality could be maintained in that setting. • Whole class and individual activity – privacy laws and confidentiality policies ○ Share with students an example of a confidentiality policy from a local health and social care setting in your area (available on their website) and discuss how they incorporate the sharing information principles and data protection principles regarding the management of information. ○ Discuss what legislation informs confidentiality policies (General Data Protection Regulations and the Data Protection Act 2018). ○ Direct students to create a poster aimed at health and social care professionals encouraging them to stop and think about the key sharing information principles before they share information. Posters should include information on the principles (necessary, proportionate, relevant, accurate, timely, secure) and examples of these principles in health and social care practice to demonstrate their learning at level 3. • Paired activity – confidentiality case study ○ Share a case study of a confidentiality breach in a health and social care setting. ○ Students discuss in pairs the implications of this and what steps could be taken as a result.	HM Government: A guide to information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers NHS England a series of videos about digital security Help us to stay safe and secure YouTube NHS England What does the NHS need to do to realise the benefits of data and technology?
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	○ Share ideas with the class.	
A5 Duty of care	● Whole class teaching and learning - understanding duty of care ○ Explain the concept of duty of care and ask students to mind map why it is important in health and social care. ○ Share real life examples of failures in duty of care (e.g. Whorlton Hall in County Durham or Sky News: Investigations in our care homes in the UK: A broken system?). ○ Discuss the importance of acting in a person's best interests and issues around consent and mental capacity. ● Small group activity – dilemmas and codes of practice ○ Share examples of dilemmas that may arise when balancing of duty of care with individual rights. ○ Students discuss how they could be managed. ○ Assign students to research in small groups the different codes of practice or conduct from one of the following professional bodies; Nursing and Midwifery Council (NMC), Health Care Professions Council (HCPC) and Social Work England. ○ Summarise the standards of professional practice in a one-page infographic to share with the class.	YouTube Sky News Investigations in our care homes in the UK: A broken system? YouTube Panorama Whorlton Hall in County Durham NHS Assessing mental capacity Assessing mental capacity YouTube Nursing and Midwifery Council Video about speaking up Let's talk about speaking up Caring with Confidence: The Code in Action Care Learning examples of dilemmas Describe Dilemmas That May Arise Between The Duty Of Care And An Individual's Rights
A6 Working with vulnerable children and adults at risk	● Whole class teaching and learning - understanding vulnerability and safeguarding ○ Introduce students to the concept of vulnerability and mind-map who might be most vulnerable in our society.	BBC iPlayer documentary Joe Swash: Teens in Care

	○ Discuss the importance of protecting an individual's right to live in safety, free from abuse and neglect. ○ Explain the concept of safeguarding and different types of abuse. ○ Discuss how safeguarding can take different forms. ○ Discuss the role of Adult Safeguarding Boards to include: - Who would attend. - The professionals involved and their roles and responsibilities with regards to working with vulnerable people. - Working together and sharing of information. ● Small group activity – keeping children safe ○ Share with students a copy of HM Government Working Together to Safeguard Children, the statutory guidance on how organisations and agencies should work together to safeguard children. ○ Set a series of questions about the guidance that students need to review the document to find the answers to. For example, what is meant by local protocols for assessment and support? what is meant by early help? what is a child safeguarding practice review panel? ● Project based learning – safeguarding fact file ○ Direct students to create a fact file about safeguarding for volunteers joining a health and social care service to include: - Principles of safeguarding practice from the Care Act 2014. - Legislation that informs safeguarding practice (e.g. Care Act 2014, Children's Act 1989 and 2004, Equality Act 2010). - Different types of abuse. - What is a safeguarding policy and a DBS check. - How organisations work together to protect vulnerable children and adults at a local level.	YouTube London ADASS What Is Safeguarding? SCIE Safeguarding YouTube SCIE Partnership working in child protection GOV.UK Working together to safeguard children
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	- Case study examples (e.g. the tragic cases of Arthur Labinjo-Hughes and Star Hobson, Baby P and Victoria Climbié). - Key words glossary relating to safeguarding. • Revision – learning aim A - o Allow time for students to revise for an end of Learning Aim A test to consolidate learning and prepare them for Task 1 of the Pearson Set Assignment.	
B1 Organisations, legislation and guidance affecting health and social care services	• Small group activity – roles and responsibilities of key organisations - o Assign students to work in groups to research one of the organisations listed in B1 in the specification. - o Students should prepare and present a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) on the organisation's roles and responsibilities. - o All students should take class notes about the different organisations from the presentations to ensure they have detailed notes on each organisations' purpose, aims, who they support, how they are funded and their main activities. • Whole class and individual activity - key legislation that informs practice and its purpose - o Explain what legislation is and the difference between legislation, policies and procedures. - o Explain to students the different key legislation that influences health and social care practice (focus only on those listed in B1 in the specification). - o Ask students to choose the two legislations they are most interested in and compare the impact they have had on practice, drawing out similarities and differences.	GOV.UK Department of Health and Social Care About us NHS England Home Page Social Care Institute for Excellence Home Page National Institute for Health and Care Excellence Home Page Care Quality Commission Home Page Skills for Health Better skills, better jobs and better health

	○ Students prepare a 1-page A4 summary with a short case study example for how each of the legislation benefit service users. ● Whole class and individual activity – professional regulation ○ Explain the concepts of professional accountability and regulation. Discuss what is meant by a code of conduct. ○ Assign each student to either the role of a nurse, social worker, allied health professional or doctor. ○ Ask them to create an information sheet for a trainee in their profession about the different ways they are accountable to their professional body e.g. Nursing and Midwifery Council, Social Work England, Health and Care Professions Council and the General Medical Council. ○ Encourage students to consider the following areas: registration, qualifications, standards of practice, personal and professional conduct, continuous professional development and accountability. ● Paired activity – The Care Quality Commission (CQC) ○ Ask students to find the most recent CQC report of a health or social care setting they have knowledge of (e.g. their local GP surgery, hospital, or care home). ○ Students should identify from the report the main strengths and areas for improvement for the health or social care setting and write a summary of their findings.	Skills for Care Home Page Professional Standards Authority Healthcare Regulation GOV.UK Legislation.gov.uk to search for any piece of legislation. GOV.UK Care Act factsheets Nursing and Midwifery Council What we do - The Nursing and Midwifery Council and The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates Social Work England Home Page Health and Care Professions Council Home Page
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		General Medical Council About us NHS Careers Working in health Health Careers
B2 Organisation of health and social care services	• Whole class and paired activity – health and social care services ○ Provide definitions of the different types of health and social care listed in B2 in the specification. ○ Ask students to discuss with a partner and mind-map examples of services for each of the different types of health and social care. ○ Provide students with a variety of images of different types of health and social care and, with a partner, ask them to categorise them into the different health and social care types to consolidate learning. • Whole group activity - role play a multi-agency meeting ○ Provide students with a case study about an individual with complex health and social care needs. ○ Decide on the purpose of the meeting e.g. to plan their discharge from hospital. ○ Discuss as a group the professionals and services could be involved in the planning and delivery of their care and support. ○ Allocate professional roles to some of the students and ask them to research how they could support the individual in the case study and prepare notes for the meeting. ○ Allocate one student to be the individual in the case study and another student to be their family member or advocate, ask them to research the kind of support they would need and prepare notes for the meeting.	NHS England Primary care BBC iPlayer documentary social care: The Nine to Five with Stacey Dooley - Series 1: 2. Caring and Sharing Channel 4 TV shows such as: 999: On the Front Line 24 Hours in A&E What's Your Emergency? YouTube Transforming palliative care services in Southern Derbyshire YouTube NMC Let's talk about end-of-life care Caring with Confidence: The Code in Action

	○ Allocate one person to be the chair for the meeting and prepare an agenda for the meeting. ○ Allocate the remaining students to observe the meeting, ask questions when appropriate and take notes about how well the services collaborated, the outcomes agreed for the individual and what could have been improved. ● Site visit or guest speaker – understanding social and community care ○ Organise a visit to a local social care setting or community health care setting to understand the different services they provide and the service users they support. ○ Alternatively, invite a social care professional as a guest speaker to visit the class. ○ Students should prepare interview questions to help understand their role, the organisation they work for and how they work collaboratively with other health and social care services. ● Individual activity – knowledge check ○ Consolidate student learning by testing their knowledge of different health and social care organisations, legislation, regulation and different health and social care services using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar.	Mencap Learning Disability - Down syndrome - Williams syndrome YouTube Mencap Channel
B3 How health and social care services are organised to benefit the population	● Whole class teaching and learning – understanding integrated care systems ○ Explain to the class the concept of an Integrated Care System. Using the Integrated Care Systems Explained The King's Fund interactive map show the students their local integrated care system. ○ Watch a series of videos about integrated care from the NHS England Integrated Care YouTube playlist Integrated Care - YouTube to build understanding of integrated care systems in practice.	NHS England What are integrated care systems? YouTube Kings Fund, Integrated Care Systems Video - How does the NHS in England work and how is it changing?

	• Small group activity – integrated care case studies ○ Ask students to review the integrated care case studies on the NHS England website (NHS England » Case studies) and choose a case study that they feel interested in or inspired by and summarise it back to the larger group. • Project based learning – integrated care systems (ICS) ○ Direct students to create a fact file about integrated care systems with reference to their local area to include: - What is the ICS and what is its purpose. - What are the functions of Integrated Care Partnerships and Integrated Care Boards. - How the different types of services covered in B2 in the specification are part of integrated care systems. - How the ICS in their local area operates.	YouTube NHS England Strong Integrated Care Systems Everywhere The King's Fund Integrated Care Systems Explained
B4 Using critical thinking skills to draw valid conclusions	• Whole class activity – understanding critical thinking [SP-CT] ○ Discuss with students what they understand critical thinking to mean. ○ Share a definition with students and explain and discuss the different critical thinking skills needed to draw valid conclusions: - Questioning relevance of information. - Challenging own biases. - Breaking information into parts and identifying relationships and connections. - Identifying strengths or weaknesses of information and why information is significant. - Drawing conclusions supported by structured reasoning. • Small group activity – critical thinking in practice [SP-CT]	YouTube TED Talk 5 tips to improve your critical thinking - Samantha Agoos YouTube BBC ideas Five simple strategies to sharpen your critical thinking

	○ Provide students with approx. four pieces of information about the same issue (e.g. the trial of a new drug or outbreak of a disease) but from different sources e.g. a tabloid newspaper, social media source, a government website, a charitable organisation. ○ Ask them to critically think about the different pieces of information and record their observations about how the issue is presented differently. ○ In a table ask them to record how they demonstrated each of the critical thinking skills when reviewing the information and what conclusions they have drawn. ● Revision – learning aim B ○ Allow time for students to revise for an end of Learning Aim B test to consolidate learning and prepare them for Task 2 of the Pearson Set Assignment.	
C1 The effect of social determinants on individuals' health status	● Whole class and paired activity – determinants of health ○ Provide a definition of health status. ○ In pairs, ask students to mind-map all the different factors that can influence our health in the categories such as access to care, quality and experience of care, behavioural risks to health, wider determinants of health, social and environmental factors, individual characteristics. ○ Explain the Dahlgren and Whitehead model of health determinants to build understanding of the broad range of factors that affect health. ○ Watch a documentary relating to health inequalities (see several examples in the resources column) and discuss all the different health determinants shown. ○ As a whole class, discuss how socially excluded groups such as people experiencing homelessness, asylum seekers and refugees,	The Health Foundation What makes us healthy? YouTube Lets Learn Public Health What Makes Us Healthy? Understanding the Social Determinants of Health GOV.UK Health disparities and health inequalities: applying All Our Health BBC iPlayer Panorama - Britain's Child Health Crisis

	often experience poor health and additional barriers to accessing health and social care services. • Individual activity – health inequalities case studies ○ Direct students to write their own case studies about an individual experiencing health inequality, explaining their circumstances such as: where in the UK they live, their employment status, family situation, housing situation, lifestyle habits and family history. ○ They should present their case studies to the class explaining which factors are influencing their individual's health status. • Small group activity – health inequalities data ○ Ask students to visit The Health Foundation website and research the statistical evidence on health inequalities. ○ Set them a series of a questions to answer relating to the data such as the impact on health from housing, income, work and differences in life expectancy by region.	Channel 4 Watch Britain's Forgotten Pensioners: Dispatches Mencap UK charity providing information and advice for individuals living with learning disabilities, Home Page. YouTube Mencap Channel YouTube NHS England Health Inequalities Videos Playlist Breaking Barriers — Exploring the power of employment in supporting mental health NHS Live Well Information and advice on healthy living, including smoking, alcohol, diet, exercise and mental health British Heart Foundation lifestyle behavioural risks to health Cholesterol
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		and heart disease and Smoking and heart disease BBC iPlayer Dr. Chris and Dr. Xand Investigate - Series 1: 2. Alcohol
C2 Improving health outcomes in practice	• Whole class activity – potential barriers to improving health outcomes in practice ○ Introduce students to key terminology needed to understand equality, diversity and discrimination in health and social care. ○ Provide definitions and discuss what these concepts look like in health and social care practice and why discrimination is a barrier to care and how it can be overcome. ○ As a group, create a ‘understanding equality and diversity’ classroom display board where students create artwork to explain the following concepts: equality, diversity, discrimination, assumptions, pre-conceptions, generalisations, intersectionality, unconscious bias, othering, labelling, prejudice and stereotyping, cultural competence. ○ Discuss the protected characteristics outlined in the Equality Act 2010 and explore case studies examples of the impact of discrimination on health. ○ Watch a documentary relating to discrimination (see several examples in the resources column) and discuss the impact of discrimination on the individual’s health and wellbeing. • Individual activity – equality, diversity and inclusion for professionals in practice [IS – C&SI] ○ Ask students to research the NHS equality, diversity and inclusion improvement plan and write a 1-page summary on why the NHS	YouTube Nursing and Midwifery Council Let's talk about challenging discrimination Caring with Confidence: The Code in Action Sociological studies Sheffield Intersectionality and health explained GOV.UK Women and Equalities Unit BBC iPlayer Olly Alexander: Growing up Gay BBC iPlayer Jesy Nelson: Odd One Out Mencap Treat Me Well campaign Treat me well: Children

	needs to become more inclusive, diverse and equitable and explain some of the ways they intend to do this. • Small group activity – equality and rights in social care ○ Visit the Equality and Human Rights Commission website pages focusing on upholding rights and equality in social care Equality and human rights in social care. ○ Using the webpages, design an awareness training session explaining why equality and human rights are relevant to social care, which are the most important rights and protections and their nine principles that embody an approach to social care based on equality and human rights. • Individual activity – knowledge check ○ Consolidate student learning by testing their knowledge of different terminology relevant to equality, diversity and discrimination using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar.	Race Equality Foundation Race equality and the Health and Justice workforce YouTube Mind, YouTube Channel: Mind, the mental health charity - YouTube GOV.UK Office for Health Improvement and Disparities
C3 Potential barriers to improving health outcomes in practice	• Individual activity – discrimination as a barrier to health and social care services ○ Ask students to choose a service user group e.g. ethnic minority groups, people with a learning disability, LGBTQ+ community, older people and research how potential discrimination could relate to the provision of health and social care services for this group. ○ Students should feedback their findings to the group by sharing: – A case study example of an individual from their service user group who has experienced discrimination. – What the services can do to challenge discrimination in practice. • Guest speaker – overcoming barriers to accessing care ○ Invite an individual to the classroom who has experienced barriers to accessing health and/or social care (either face to face or online).	Age UK Discrimination and rights YouTube Social Care Institute for Excellence (SCIE), Playlist YouTube Royal National Institute of Blind People, Playlist YouTube BBC Three content relevant to homelessness and drug use Sleeping

	- Students can interview the individual to gain better understanding of the barriers they have faced. - If this is not possible, videos such as those on the SCIE or RNIB or Mencap websites/ YouTube channels can be used (see several examples in the resources column). Whole class activity - understanding who is most vulnerable in a pandemic - Explain the concept of a pandemic with examples (e.g. COVID-19) and discuss with students who is most vulnerable when a pandemic occurs and what are the factors that make them vulnerable. - Watch as a group the BBC documentary called UK COVID-19 Inquiry COVID: Were we prepared? UK Covid-19 Inquiry - Covid: Were We Prepared? - BBC iPlayer and discuss the issues explored. - There are two more parts to the series students could watch for homework activities. - Share with students BBC news articles about the COVID-19 pandemic that show the vulnerability of certain groups e.g. disabled people, ethnic minority communities, care home residents, prisoners and homeless people during a pandemic. - Discuss the articles as group to build understanding of the COVID-19 pandemic. Small group activity - the impact of pandemics on health outcomes - Ask students to research the impact of the COVID-19 pandemic in terms of mortality across different geographies and cultural groups using the Office for National Statistics (ONS) website. - Ask students to find five interesting statistics about how the COVID-19 pandemic impacted on different social groups to share with the class. Revision – learning aim C	Rough Girls Living On The Streets Of Brighton Mencap Treat Me Well campaign, a campaign to transform how the NHS treats people with a learning disability. ONS Coronavirus (COVID-19) case rates by socio-demographic characteristics, England BBC News Covid-19 'sheds light on health inequalities in North East' NHS England Action required to tackle health inequalities in latest phase of COVID-19 response and recovery Channel 4 News How Covid exposed the UK's health inequalities
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	○ Allow time for students to revise for an end of Learning Aim C test to consolidate learning and prepare them for Task 3 of the Pearson Set Assignment.	
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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
IS – WC* Written Communications	• Whole class activity and individual activity – written communication ○ Discuss with the class the difference between formal and informal communication and the circumstances in which you would use the different styles. ○ Share examples of formal language and writing styles used in health and social care e.g. medical records, patients' letters and health information. Discuss the audience, language and tone used, formality and structure. ○ Assign each student a different audience and ask them to rewrite an informal message into a formal message for that audience. The message might be "Hi, can you send me the notes from class? I missed it yesterday. Thanks!" Some examples of audiences include: – A teacher (formal and polite). – A business colleague (professional but not overly formal). – A parent (respectful but informal). Ask students to reflect on how they can use these strategies in their own written communication, whether in emails, texts, or assignments.
IS – V&NC * Verbal and Non-Verbal Communications	• Whole class teaching activity – different types of communication ○ Start the session asking students to record all the different ways they communicated with people yesterday. Ask them to reflect on how effective their communication was. Did other people always seem to be listening to, and understanding them? Did they listen to, and understand, all the various forms of communication that came their way? ○ Explain what is meant by verbal and non-verbal communication and ask students to complete a table with one column outlining skills needed for effective verbal and the other column listing different types of body language and each can convey.

	• Paired activity – communicating effectively and active listening ○ Provide students with different health and social care scenarios e.g. making a complaint, breaking difficult news, dealing with an awkward situation, managing conflict and ask them to role play one person communicating effectively (i.e. using verbal communication skills effectively to suit audience and purpose) and the other person actively listening and checking understanding.
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Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

www.cqc.org.uk – Care Quality Commission (CQC)

Activity - The inspection organisation for health and social care services.

www.nice.org.uk - National Institute of Health and Clinical Excellence (NICE)

Activity - Provides evidence-based practice for a range of health conditions and treatments.

www.nhs.uk - NHS Choice

Activity - The UK's National Health Service website, providing a comprehensive and reliable health information service to individuals about healthcare and related issues.

<http://www.nmc-uk.org>- Nursing and Midwifery Council (NMC)

Activity - The regulating body for nursing and midwifery throughout the UK. It provides codes of conduct for nurses, midwives and healthcare workers.

<http://www.skillsforcare.org.uk>- Skills for Care

Activity - Aims to improve standards of care, through education, practice and competency development in respect to the National Occupational Standards, needed by care workers to meet the needs of service users.

<http://www.scie.org.uk>- Social Care Institute for Excellence

Activity - Publishes evidence of good practice of health and social care and in doing so aims to improve standards through educating care workers. It provides resources to assist care workers to improve their own practice to meet the needs of the service users they work with daily.

www.raceequalityfoundation.org.uk – The Race Equality Foundation

Activity - An organisation committed to positively transform the lives of Black, Asian and minority ethnic communities.

www.nspcc.org.uk – NSPCC

Activity – A national children's charity delivering services to prevent abuse, help rebuild children's lives and support families.

GOV.UK - [Office for Health Improvement and Disparities](https://www.gov.uk/government/departments/office-for-health-improvement-and-disparities) -

Activity – this government department focuses on improving the nation's health so that everyone

can expect to live more of life in good health, and on levelling up health disparities to break the link between background and prospects for a healthy life.

Documentaries such as Panorama (available on BBC iPlayer at www.bbc.co.uk/iplayer)

Dispatches, 999 What's your emergency? 24 Hours in A&E, 999: On the Front Line (all available on Channel4 at www.channel4.com/programmes/4od) contain useful insights into the work of some organisations which provide health and social care services.

www.social-care.tv is an e-learning provider which may be useful for teaching and learning.

Pearson paid resources also available

- [Pearson Student book](#)
- [ActiveBook](#) (a digital version of the Student Book, via ActiveLearn Digital Service)
- [Digital Teacher Pack](#) (via ActiveLearn Digital Service)

Unit 4: Health, Policy and Wellbeing

Unit overview

Unit 4: Health, Policy and Wellbeing	
Assessment type: Internal	
Learning Aim	Topics
A Understand the influence of social policy on public health	A1 Origins and aims of social and public health policy A2 Factors that influence policy making in health and social care A3 Groups that influence public health policy
B Examine the factors affecting public health policy and the impact of addressing these factors to improve public health	B1 Social policy development B2 Factors affecting the development and implementation of social policy B3 Social policy and its relevance to public health B4 Measuring the effectiveness of public health policy
C Examine the impact of social policy as a driver to improve outcomes in public health	C1 Impact of social policy on service provision C2 Partnership approaches towards promoting social policy development in public health
Assessment overview This unit is Internal assessed through a Pearson-Set Assignment Brief (PASB). Pearson sets the assignment for the assessment of this unit. The PSAB will take approximately 15 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification.	

Common student misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your students to avoid and overcome these.

What is the misconception?	How to help students overcome it
Social policies just focus on healthcare services.	Social policy covers a wide range of factors influencing public health, including housing, education, employment, and social inequality, as these are all determinants of health outcomes.
Social policies only target physical health issues.	Social policies address holistic well-being, including emotional, social, and environmental health as well as physical health. Modern public health policies increasingly recognise mental health as central to overall well-being, integrating it into prevention and care strategies.
Social policies benefit everyone equally.	Social policies often have unequal impacts, with disadvantaged groups sometimes facing barriers to access or benefiting less due to systemic inequalities. Social policies can also target specific groups to try to reduce health inequalities.
Social policies are only about responding to diseases.	Social policies also focus on prevention, promotion of healthy lifestyles, and addressing social determinants of health to reduce the burden of illness before it occurs. Science plays a significant role in informing social policies, but they are also often influenced by political, economic, and cultural factors, which can shape priorities and implementation strategies.
Social policy is the sole responsibility of governments.	For social policies to be effective they require collaboration between governments, communities, healthcare providers, private sectors, and individuals to create effective and sustainable solutions.
Social policies impact on individual freedoms.	Some social policies e.g., smoking bans or vaccination mandates impose restrictions, they aim to protect the collective well-being and prevent harm to others.
Social policy interventions are too expensive to implement.	Many interventions, such as vaccination programs are cost-effective and reduce long-term healthcare costs by preventing diseases.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
A1 Origins and aims of social and public health policy	• Whole class and individual activity – understanding social policy ○ Provide students with a definition social policy and examples of social policies. ○ Discuss the purpose of social policy and how it is relevant to public health (links to B3 in the specification also). ○ Share a short video about social policy to help consolidate learning. ○ Ask students to choose a social need, such as employment, education, healthcare, housing and substance misuse and research a recent social policy has been created to address that social need. ○ Students should share their findings with the class. • Small group activity – aims of public health policy ○ Allocate students into small groups and provide each group with an aim of public health policy from the list in A1 in the specification. ○ Ask the students to create an infographic about that aim, showing examples of the types of health issues the aim might address. ○ Students should share their infographics with each other to create a booklet of all the public health policy aims.	Social Policy Association Three videos about social policy What is Social Policy? YouTube Let's Learn Public Health What is Public Health? UK Parliament House of Commons Library examples of social policy NHS England What are healthcare inequalities?

	• Whole class and individual activity – origins of post-1948 public health policy ○ Using video clips about the early NHS and significant innovations facilitate a discussion about contributions that have improved public health over the past 75 years. ○ Ask students to choose one of the contributors to public health policy from the list in A1 in the specification and create a factsheet about it. • Whole class activity – historical timeline and quiz ○ Using the factsheets (from the activity above) create a historical timeline class display of public health policy since 1948 explaining the contributors to improved public health as outlined in the specification A1 (perhaps as a washing line style display). ○ Create a public health policy quiz to test students on their knowledge of the aims of public health policy and main contributors to improved public health since 1948.	The Kings Fund What Are Health Inequalities? YouTube UK Health Security Agency An introduction to All Our Health WHO Public health milestones through the years YouTube NHS England The early NHS – through the stories of former staff YouTube NHS Vintage playlist Coughs and sneezes spread diseases (1946) BBC Sounds Innovations that have shaped the NHS National Health Stories - Available Episodes
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A2 Factors that influence policy making in health and social care	• Whole class and individual activity – the role of parliament and local government ○ Share with students a video about the role of parliament and local government in influencing policy making in health and social care. ○ Ask students to create a flowchart to show how social policy is created. ○ Share with students a factsheet about the Care Act 2014 and how it has brought about the personalisation of care. ○ Ask student to read the factsheet and answer a series of questions on a worksheet about it. Factsheet 4 - The Care Act - personalising care and support planning ○ Discuss as a class the effect of changes to government on social policy agendas and how social policy agendas may change. ○ Ask students to visit health think tank websites such as The Health Foundation, The Kings Fund and Nuffield Trust and find three current political debates about health and social policy agendas. ○ Students should summarise these debates and share their findings with the class. • Site visit – Parliament trip ○ Visit https://learning.parliament.uk/en/visit-us/ to organise a class trip to parliament to support students to understand how legislation is created and social policies are debated in the House of Commons and House of Lords. • Whole class teaching and learning - identification of health needs ○ Discuss with students the various ways the health needs of the population are identified and how health data is used to monitor and respond to public health issues.	YouTube UK Parliament An introduction to Parliament YouTube UK Parliament How laws are made UK Parliament Factsheet 4 – The Care Act – personalising care and support planning SCIE Introduction to personalisation The BMJ Health think tanks: what are they and how they shape our NHS The Health Foundation Home Page The Kings Fund Health And Social Care Policy, Leadership Development And Events The Nuffield Trust Home Page
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	○ Share examples of different statistics, research including epidemiological, regional and local reports, demographic data e.g. Office for Health Improvement and Disparities, NHS England, Department of Health and Social Care (see resources list for examples). ● Paired Activity - the scientific evidence base data activity ○ Provide students with a series of questions to research in relation to the various national and local data available. ○ For example: - National health trends – which public health issues appear to be on the rise? - Choose a public health profile for a specific health issue and outline current national trends. - Produce a health profile report for your local area. ● Paired Activity – ethical issues ○ Provide students with examples of case studies focused on ethical issues that influence policy making in health and social care. ○ The case studies should reflect the ethical areas outlined in A2 of the specification. ○ Ask students to discuss the case study with their partner to identify the ethical issue/s and summarise their findings back to the class. ● Small group activity – ethnicity and health ○ Allocate students into small groups and provide them with a series of questions to research on the NHS Race and Health Observatory Our Priorities - NHS – Race and Health Observatory. ○ Students should develop their understanding of the differences in health outcomes for different ethnic groups and how the Race and Health Observatory is working to influence policy making in health and social care.	GOV.UK Statistics at OHID - Office for Health Improvement and Disparities NHS England Health Survey for England Department of Health and Social Care Local Authority Health Profiles Nuffield Council on Bioethics Public health: ethical issues NHS England Ethnicity health YouTube NHS Race and Health Observatory Explainer animation World Health Organisation Global Health Observatory
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A3 Groups that influence public health policy	• Whole class and individual activity - Groups that influence social and public health policy ○ Create a table with the following headings for the columns: - Level / type (e.g. national, government, charity, voluntary sector). - Name of organisation or group. - Provide an example of how they influence public health policy. ○ In the rows ask students to list all the organisations listed in A3 of the specification and complete the table with information about how each one influences public health policy. ○ Test students' knowledge of the national and international public health-related organisations that influence public health policy. ○ Ask students to match the organisation (from those listed in A3 of the specification) with an explanation of the organisations purpose. • Small group activity and peer teaching – roles of groups that influence social and public health policy ○ Allocate students into small groups and ask them to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) on the influence of one national or one international group on current public health policy. ○ Students share their presentations with the class in the form of peer teaching. • Revision – learning aim A ○ Allow time for students to revise for an end of Learning Aim A test to consolidate learning and prepare them for Task 1 of the Pearson Set Assignment.	National Institute for Health and Care Excellence (NICE) Homepage Care Quality Commission Home Page NHS England Home Page GOV.UK UK Health Security Agency (UKHSA) Home Page Faculty of Public Health Home Page GOV.UK Department of Health and Social Care (DHSC) Home Page ASH (Anti-Smoking group) Action on Smoking and Health Age UK The UK's leading charity helping every older person who needs us
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		Cancer Research UK Home Page Equality and Human Rights Commission Homepage British Heart Foundation The biggest funder of heart and circulatory research in Europe British Deaf Association The BDA stands for Deaf Equality, Access and Freedom of Choice. Alzheimer's Society Alzheimer's Society World Health Organization (WHO) Home Page
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		United Nations (UN) United Nations Peace, dignity and equality on a healthy planet Action for Global Health Network for UK Global Health
B1 Social policy development	• Whole class teaching and learning – social policy development ○ Explain to students about the processes involved in the social policy development process referring to the stages listed in the B1 of the specification. • Small group activity – social policy development workshop ○ Allocate students into small groups and ask them to choose a health issue from a set of pre-prepared scenarios e.g. – Addressing mental health services in schools. – Tackling pollution in their local community. – Reducing vaping amongst young people. ○ Give each group time to research information about the health issue and gathering data to support the problem's importance. ○ Ask each group to create a draft policy about the issue outlining what the policy aims to achieve, stakeholders involved, what actions the policy will take, resources needed and any potential barriers to implementing the policy. ○ Each group presents their social policy to the class and respond to questions about the policy. ○ The class votes on which social policy they are going to support.	GOV.UK Promoting and supporting mental health and wellbeing in schools and colleges And The Education Hub - How we're helping look after the mental health of children and young people GOV.UK Air quality strategy: framework for local authority delivery DEFRA, Public Health England and Local Government Association Air Quality - A guide for directors of public health GOV.UK Department of Health and Social Care Media Centre How we're

		cutting smoking and stopping children vaping
B2 Factors affecting the development and implementation of social policy	• Whole class and individual activity ○ Discuss as a group the different factors that can affect the development and implementation of social policy as outlined in B2 in the specification. ○ Model to students how these different factors affected the COVID-19 social policy during the pandemic that started in 2020. ○ Ask students to choose another specific health issue and create a mind-map of how each of the different factors affecting the development and implementation of social policy could affect their chosen issue. ○ Examples could include the Department of Health and Social Care's policies on vaping or women's health (see suggested resources). • Guest speaker – national or local government ○ Invite a professional working for a national or local government department into the classroom (either face to face or online). ○ Students can interview the individual to gain better understanding of how social policy is developed and factors affecting the development and implementation of social policy. • Whole class and paired activity ○ Discuss as a group how public opinion of home country and internationally can influence the success of government health and social care initiatives positively or negatively. ○ In pairs, ask students to review a report from The Health Foundation on public perceptions of health and social care What the new government should know RGB WEB.pdf	Social Policy Association About Us BBC iPlayer UK Covid-19 Inquiry Healthwatch Home Page GOV.UK Department of Health and Social Care Media Centre Creating a smokefree generation and tackling youth vaping: what you need to know GOV.UK Department of Health and Social Care Women's Health Strategy for England and Women's Health Strategy Dame Lesley Regan

	○ Using the report's findings ask students to write a 10-point list of the health issues the public feel strongly about and what the focus should be for each one. ○ Ask students to also consider if there are specific groups of people that need to be focused on.	BMJ NHS and the whole of society must act on social determinants of health for a healthier future The Health Foundation NHS funding has to translate into improvements the public can see
B3 Social policy and its relevance to public health	● Whole class and individual activity ○ Revisit the discussion from A1 (see above) about the purpose of social policy and how its relevance to public health. ○ Ask students to create a poster explaining how social policy is relevant to public health, detailing how social policy can address: - Social factors that can influence health outcomes (i.e. Social determinants of health). - Specific health factors (e.g. Mental health). - Difficulties experienced accessing public health services by different population groups (i.e. Health inequalities). ● Individual activity – knowledge check ○ Consolidate student learning by testing student's knowledge of different terminology relevant to social policy using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar and providing a glossary of key terms.	BBC iPlayer Panorama - Britain's Child Health Crisis BBC iPlayer Marcus Rashford: Feeding Britain's Children
B4 Measuring the effectiveness of public health policy	● Whole class and individual activity – health impact assessments ○ Introduce students to the concept of Health Impact Assessment (HIA) and Environmental Health Impact Assessment (EHIA).	Institute of Public Health An introduction to Health Impact Assessment

[SP – CT]	○ Provide students with a definition, explain their purpose, reasons for using them and role they play in local, national and international policy. ○ As a group, look at examples of health impact assessments from the following organisations: – World Health Organisation. – UKHSA. – Wales Health Impact Assessment Support Unit ○ Using the World Health Organisations Health Impact Assessment toolkit ask students to create an infographic about the stages to implement a health impact assessment. ● Small group activity - local Joint Strategic Health Needs Assessment ○ Allocate students into small groups and ask them to research (on the local authority website for their area) and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) on their local Joint Strategic Health Needs Assessment. Students should include: – The main priority health needs for their local area. – Examples of specific groups are focused on. – Examples of initiatives identified in the assessment. ○ Students share their presentations with the class in the form of peer teaching. ● Individual activity – the influence of legislation ○ Provide students with a series of question to research about the role of various pieces of legislation (as outlined in B4 of the specification) and they inform the measurement of the effectiveness of public health policy. ● Whole class activity – understanding critical thinking [SP-CT]	World Health Organisation Health impact assessments Health Knowledge Health and environmental impact assessment Public Health England Health and environmental impact assessment: a briefing for public health teams in England Public Health England Health Impact Assessment in spatial planning GOV.UK UK Health Security Agency Wales Health Impact Assessment Support Unit
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	○ Discuss with students what they understand critical thinking to mean. Share a definition with students and explain and discuss the different critical thinking skills needed to measure effectiveness as outlined in B4 of the specification. ○ Ask students to write a paragraph explaining the critical thinking skills they would use if they were to measure the effectiveness of a specific public health policy. ● Revision – learning aim B ○ Allow time for students to revise for an end of Learning Aim B test to consolidate learning and prepare them for Task 2 of the Pearson Set Assignment.	
C1 Impact of social policy on service provision	● Whole class activity – the impact of social policy on service provision ○ Discuss as a class the different ways social policy can impact on service provision. ○ Ask students to mind-map the different impacts on a worksheet as the class discusses each area. Examples shared may include: – Impact on working practices of health and social care staff (e.g. Adoption of technology, workforce education and training, implementation of evidence-based practice, cultural competence and addressing working conditions). – Influence on national and global healthcare strategies (e.g. Setting healthcare priorities for services and allocating resources). – The impact on partnership working in health and social care services (e.g. Promoting partnership models such as integrated care systems through the NHS long term plan). ● Individual activity – understanding the impact of health policy ○ Using The Health Foundation website ask students to visit the Insights, analysis & data_section Analysis - The Health Foundation and choose a health policy topic that interests them.	NHS England NHS Long Term Plan NHS England What is integrated care? The Kings Fund Integrated care systems YouTube The Kings Fund Integrated Care systems. The Health Foundation Reports and Analysis

	○ Ask them to summarise the impact that health policy on service provision and share their findings with the class.	
C2 Partnership approaches towards promoting social policy development in public health	● Whole class teaching and learning ○ Share video example case studies of partnership approaches towards promoting social policy development in public health. ○ Ask students to reflect on the video in terms of the key principles of collaborative working. ○ Provide students with a table to complete with examples of how each of the following organisations/groups work listed in C2 of the specification work in partnership to develop social policies addressing public health issues. ● Whole class activity – Stakeholder discussion ○ Provide students with a scenario of a health issue that requires a social policy to address it. ○ Allocate students into different agencies / groups e.g. local authority, hospital, charities, businesses, communities, family groups, academics/researchers and provide them some bullet points describing their agenda, resources and concerns. ○ Allocate two students to jointly chair the meeting. ○ Facilitate a multi-stakeholder meeting where each agency shares their perspective on the issue and suggested solutions. ○ With support of the chairs, encourage the group to reach a collaborative decision about how the health issue will be addressed through a social policy. ○ Ask the chairs to summarise what are the agreed: – Policy goals. – Proposed interventions. – Resources allocated.	NHS England Working in partnership with people and communities: Statutory guidance International Initiative for Mental Health Leadership Home page European Public Health Alliance EPHA Care Quality Commission Better care through collaboration

	○ Ask all students to reflect on how the discussion went and whether the key principles of collaborative working (openness, trust, honesty, agreed shared goals and values and regular communication between partners) were displayed. ● Revision – learning aim C ○ Allow time for students to revise for an end of Learning Aim C test to consolidate learning and prepare them for Task 3 of the Pearson Set Assignment.	
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Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

ash.org.uk - Action on Smoking and Health (ASH)

Activity - Advocates for policies to reduce smoking-related harm.

www.alcoholchange.org.uk - Alcohol Change UK

Activity Discusses public health policies and research on alcohol-related harm.

www.gov.uk/government/organisations/department-of-health-and-social-care - Department of Health and Social Care (DHSC)

Activity - Outlines the government's public health policies, programs, and initiatives.

www.epha.org - European Public Health Alliance (EPHA)

Activity – Focuses on public health policy issues across Europe.

www.who.int/data/gho - Global Health Observatory (WHO)

Activity - Provides comprehensive global health statistics and analysis.

www.health.org.uk – The Health Foundation (UK)

Activity - Provides research and resources on public health policy in the UK.

www.healthpolicy-watch.news - Health Policy Watch

Activity - Provides updates on global health governance and policy trends.

www.health.org.uk – The Health Foundation (UK)

Activity - Provides research and resources on public health policy in the UK.

www.kingsfund.org.uk - The King's Fund

Activity - Provides analysis, reports, and commentary on UK public health and healthcare policies.

www.mentalhealth.org.uk - Mental Health Foundation

Activity - Explores mental health policies, promotion strategies, and support services in the UK.

www.nhs.uk - National Health Service (NHS)

Activity - Contains public health policies and guidelines in the UK.

www.england.nhs.uk - NHS England

Activity - Public health initiatives, healthcare delivery policies, and strategies for improving population health.

www.nice.org.uk - National Institute for Health and Care Excellence (NICE)

Activity - Develops evidence-based guidance and policies to improve health and social care.

www.gov.uk/government/organisations/office-for-health-improvement-and-disparities - Office for Health Improvement and Disparities (OHID)

Activity - Provides insights into reducing health inequalities and improving the nation's health.

<https://ourworldindata.org/> - Our World in Data

Activity - Offers data visualizations on global health trends and policy impacts.

www.publichealth.hscni.net - Public Health Agency (Northern Ireland)

Activity - Covers public health promotion, disease prevention, and policy development in Northern Ireland.

www.publichealthscotland.scot - Public Health Scotland

Activity - Offers resources and reports on public health policies specific to Scotland.

www.phw.nhs.wales - Public Health Wales

Activity - Focuses on public health initiatives and data relevant to Wales.

www.gov.uk/government/organisations/uk-health-security-agency - UK Health Security Agency (UKHSA)

Activity - Focuses on protecting public health through responses to infectious diseases and environmental hazards.

www.unicef.org - UNICEF - Public Health and Nutrition

Activity - Focuses on public health policies affecting children and families globally.

www.cdc.gov - US Centers for Disease Control and Prevention (CDC)

Activity - US organisation providing resources on public health programs, research, and policy initiatives, especially in the U.S.

www.who.int - World Health Organization (WHO)

Activity - Global organisation providing international public health policies, guidelines, and data on global health issues.

Textbooks

Detels, R., Gulliford, M., Abdool Karim, Q., Chuan Tan, C., Oxford Textbook of Global Public Health. Oxford Textbook. Sixth edition. 2017

Ewles, L., Key Topics in Public Health, 1st Edition. Essential Briefings on Prevention and Health Promotion. 2005.

Green, J., Tones, K., Cross, R. and Woodall, J., Health Promotion: Planning and Strategies. 4th ed.

London: SAGE Publications. 2019.

Thompson, S.R., Watson, M.C. and Tilford, S., An Introduction to Health Promotion. 2nd ed.
London: Routledge. 2018.

M, Marmot., The Health Gap. The Challenge of an Unequal World. Bloomsbury Paperbacks. 2016

Pearson paid resources also available

- [Pearson Student book](#)
- [ActiveBook](#) (a digital version of the Student Book, via ActiveLearn Digital Service)
- [Digital Teacher Pack](#) (via ActiveLearn Digital Service)

Unit 5: Promoting Health Education

Unit overview

Unit 5: Promoting Health Education	
Assessment type: Internal	
Learning Aim	Topics
A Understand the purpose of health education	A1 Purpose of health education A2 The role of health education A3 Organisations influencing health education A4 Legislation and regulations impacting on health education A5 Monitoring the health of the nation
B Explore key issues nation is monitored, and priorities for health and the factors that affect health and wellbeing	B1 Health issues and priorities B2 Factors affecting health and wellbeing
C Examine approaches to health education campaigns and their impact on health and wellbeing	C1 Current and ongoing health education C2 Models and approaches used in health education to promote health and wellbeing C3 Planning a health education even
Assessment overview This unit is Internal assessed through a Pearson-Set Assignment Brief (PASB). Pearson sets the assignment for the assessment of this unit. The PSAB will take approximately 17 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification.	

Common student misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your students to avoid and overcome these.

What is the misconception?	How to help students overcome it
Health education is limited to physical health e.g. exercise and diet.	Health education encompasses physical, mental, emotional, and social health. It addresses a wide variety of issues such as mental well-being, substance abuse, sexual health, and community health. Show students health education campaigns focused on a broad range of health issues to build understanding of the purpose and role of health education.
Health education is mainly for children in school settings.	Health education is lifelong and important for all age groups, including adults and the elderly. It is delivered in a range of settings including schools, workplaces, communities, and healthcare settings. Provide examples of health education campaigns targeted at different service user groups.
Providing Information is enough to change behaviours and lead to individuals making healthier choices.	Behaviour change often requires addressing psychological, social, and environmental factors, not just knowledge. Strategies like behaviour change models and community support are essential for success health education campaigns. Encourage critical thinking by using case studies to challenge assumptions and discuss real-world complexities of trying to get people to change their behaviours.
Everyone has equal access to health education.	Social determinants of health, such as income, literacy, and geographic location, can create barriers to accessing health education. Encourage students to reflect on their learning and biases, considering the barriers certain individuals and groups may face.
Health education is the same as health promotion.	While interrelated, health education is just one component of health promotion. Health education is focused on providing knowledge and skills whereas health promotion involves broader efforts that include policy changes and environmental supports.

	Share with student's definitions of key terminology relating to health education, health promotion and public health. Encourage students to keep a glossary of key terminology in their notes.
All health education advice applies equally to everyone. Students may assume that generic health education advice fits all individuals.	Health education needs to consider individual differences such as age, gender, culture, and medical history for tailored recommendations. Practice applying principles in varied role-playing contexts to illustrate nuances between individuals and groups.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
A1 Purpose of health education	• Whole class teaching and learning – what is health education? ○ Ask students "What do you think health education is about?" and record their ideas. ○ Discuss with students the five main purposes of health education as identified in A1 in the specification and where their ideas align. ○ Share different health education campaigns to help illustrate the purpose of health education in practice. Links to suggested campaigns are listed in the resources section. • Individual activity – health education campaigns ○ To help students develop an in depth understanding of health education it is recommended that they are exposed to a variety of health education campaigns but also have the opportunity to explore one (or more should they wish) campaign in greater depth. ○ Direct students to research a national health education campaign of their choice and complete a table summarising the key features of their chosen campaign: – Name of the campaign and organisation/partners involved.	World Health Organisation (WHO) Health education: theoretical concepts, effective strategies and core competencies, Definition of key terms (P13) NHS England Workforce, Training and Education Department of Health and Social Care list of all campaigns – Campaign Resource Centre

	- The health issue/s the campaign addresses. - Target audience. - Is it local, national or global. - Aim/goal of the campaign. - Key messages. - Strategies used by the campaign (e.g. social media, TV adverts, community events). - Evidence of how successful the campaign has been (any statistics on impact or reach, case studies showing effectiveness). - The student's opinion on the campaign (what works well, what could be improved?). • Whole class activity – health education from the past ○ Compare current health education campaigns to historic ones for example Exhibition shows top public health campaigns from past century - Design Week or Coughs and sneezes spread diseases (1946) NHS - YouTube or search for vintage public health posters to see examples to help students gain an insight into the evolution of health education and the rationale for current methods.	Examples from Department of Health and Social Care: Better Health Adult Obesity Act FAST - Stroke Help Us Help You - Heart Attack, Stroke and Hypertension Stoptober 2024 Campaign Resource Centre: Childhood Immunisations This Girl Can Drinkaware Home page Public health England and Design Week Exhibition shows top public health campaigns from past century
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		YouTube NHS Coughs and sneezes spread diseases (1946)
A2 The role of health education	• Whole class and individual activity – identifying priorities for health education ○ Discuss with students the 4 main roles of health education as outlined in A2 in the specification. ○ Ask students to research the role of two key organisations in identifying priorities for health education: – Office for Health Improvement and Disparities About us - Office for Health Improvement and Disparities - GOV.UK – Department of Health and Social Care About Campaign Resource Centre ○ Provide a series of questions about how the organisations identify priorities for health education e.g. how do the organisations work together, what are their roles, what are some of the ways health priorities are identified at a local or national level? ○ Share examples of demographic data collected by government organisations that highlights the need for intervention for example Statistics at OHID - Office for Health Improvement and Disparities - GOV.UK and Health Survey for England - NHS England Digital (students will engage in an activity with this data in A5 Monitoring the health of the nation). • Site visit – local health centre ○ Organise a guided visit to a local health centre / children's centre / health hub to provide valuable vocational insight into the issues surrounding the monitoring of the health of individuals within different sectors and society and health education on a local level. ○ Alternatively consider a trip to a museum focused on public health such as the Old Operating Theatre (London) or Thackery Museum of	GOV.UK Office for Health Improvement and Disparities About us Department of Health and Social Care Campaign Resource Centre NHS England Health Survey for England GOV.UK Health disparities and health inequalities: applying All Our Health The Old Operating Theatre Thackray Museum of Medicine GOV.UK Waste management Food Standards Agency Homepage

	Medicine (Leeds). Many local museums have public health/health education focused exhibitions. • Individual Activity – addressing health challenges ○ Ask students to read guidance from the Office of Health Improvement and Disparities: <i>Health Disparities and Health Inequalities: Applying All Our Health</i> to understand how the government is working to address health inequalities. ○ Discuss the role health education has in addressing health challenges faced by the public. • Whole class teaching and learning – health education preventing disease or disability ○ Discuss some of the ways health education aims to reduce exposure or risk of an individual or group developing disease or disability due to poor health e.g. health screening, minimising harm from the environment. ○ Discuss the role of health education in the COVID-19 pandemic New campaign to prevent spread of coronavirus indoors this winter ○ Highlight the role of health education in these examples of health screening: – NHS Health Check and Better Health - NHS	GOV.UK Air pollution: applying All Our Health
A3 Organisations influencing health education	• Whole class teaching and learning – organisations influencing health education ○ Discuss the influence of global, national and local organisations in health education what is the difference in their role? • Small group activity – roles and responsibilities of key organisations ○ Assign students to work in groups to research one of the organisations listed in A3 in the specification.	World Health Organisation (WHO) WHO homepage NHS England what we do

	○ Students should prepare and present a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) on the organisation's roles and responsibilities in influencing health education. ○ All students should take class notes about the different organisations from the presentations to ensure they have detailed notes on each organisations' purpose, aims, who they support, how they are funded and their main activities in relation to health education. ● Guest speaker – local authority public health teams ○ Invite a professional from your local authority public health team or health department to the classroom (either face to face or online). ○ Students can interview the individual to gain better understanding of the role of local authorities in influencing health education and different career roles in promoting public health at a local authority level. ● Group Activity - Department of Health and Social Care / NHS health tools and Apps ○ Explore ways you can monitor your own health and wellbeing by engaging with the wide range of NHS tool and Apps. ○ Ask students to take the NHS How are You Quiz Better Health – NHS to see what health improvement behaviours they could make and health education information that is available to support them. ○ Ask students to download one of the Better Health Apps. E.g. Food Scanner or NHS Active 10 Better Health - NHS and set an activity for them to engage in over the week. ○ Consider creating a competition for them to compete against their peers. ○ Discuss as a group the usefulness of these tools and whether they are successful in educating people about their health.	NHS England find your Local Education and Training Board Local Office and Deanery information GOV.UK about the UK Health Security Agency GOV.UK about the Department of Health and Social Care NHS England What are integrated care systems? YouTube Kings Fund Integrated Care Systems - How does the NHS in England work and how is it changing? YouTube NHS England Strong Integrated Care Systems Everywhere The King's Fund Integrated Care Systems explained
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		Gov.UK Local authorities - find your local council The Local Government Association (LGA) supports local authorities in their public health efforts Faculty of Public Health Faculty of Public Health Home NHS How Are You? Quiz NHS Better Health - NHS
A4 Legislation and regulations impacting on health education	• Whole class and paired activity - key legislation that informs practice and its purpose ○ Explain what the terms legislation and regulation mean and how they can influence health education. ○ Explain to students the different key legislation that influences health education practice (focus only on those listed in A4 in the specification and the sections identified). ○ Share a video about the Care Act 2014, for example An introduction to the Care Act 2014	WHO THE 17 GOALS Sustainable Development The Kings Fund The Health And Care Act: Six Key Questions GOV.UK Health and Social Care Act 2012

	○ Ask students to work in pairs to research the specific sections of the legislation listed in A4 in the specification and complete a table with the following headings: - What is the overall aim of the legislation. - Who it does it protect or regulate? - What is the specific section you are looking at. - How does the section influence health education practice at national and local level.	Social Care Institute of Excellence An introduction to the Care Act 2014
A5 Monitoring the health of the nation	● Whole class and individual activity – WHO key priorities for monitoring health and wellbeing ○ Explain how priorities for health education are influenced by patterns of health and ill health. ○ Explain how information about health trends is gathered through different monitoring organisations e.g. Department of Health and Social Care, Office for Health Improvement and Disparities and Office for National Statistics. ○ Revisit the role of the WHO and ask students in pairs to research the World Health Organization key priorities for monitoring health and wellbeing. ○ Share findings with the groups and discuss some of the priorities such as tackling antimicrobial resistance. World AMR Awareness Week ● Paired activity – methods used to monitor the health of the nation ○ Revisit the demographic data collected by government organisations that highlights the need for intervention for example Statistics at OHID – Office for Health Improvement and Disparities – GOV.UK and Health Survey for England – NHS England ○ Provide students with a series of questions to research in relation to the various national and local data available. For example:	WHO Promoting health and well-being WHO antimicrobial resistance World AMR Awareness Week WHO Adolescent and young adult health Department of Health and Social Care Local Authority Health Profiles Gov.UK Statistics at OHID – Office for Health Improvement and Disparities NHS England Health Survey for England

	- National health trends – which negative health behaviours or health conditions appear to be on the rise? - Is life expectancy for men and women nationally increasing or decreasing? - Choose a public health profile for a specific health issue and outline current national trends. - Produce a local health report for your local area. • Whole class and individual activity – using data to inform practice ○ Explain to students why organisations such as the Department of Health and Social Care collect data, to include: - To inform debate on health issues. - To help inform decision making in health and social care. - To justify commissioning research into specific illnesses or diseases and to run public health campaigns. ○ Brainstorm as a class the different ways that data is used by public health practitioners to monitor and respond to public health issues. ○ Students should create a mind-map of all the different ways data is important to the delivery of appropriate health care, to include: - Helps prevent the spread of disease. - Supports patients with the necessary medicines and vaccinations for travelling. - Raise awareness of health concern in a local area to give people the opportunity to take control of their health e.g. take up of vaccines such as annual flu jab. • Revision – learning aim A ○ Allow time for students to revise for an end of Learning Aim A test to consolidate learning and prepare them for Task 1 of the Pearson Set Assignment.	Office for National Statistics (ONS) Health and social care
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B1 Health issues and priorities	• Whole class and individual activity – health issues and priorities ○ Discuss as class, the range of issues and priorities for health at a local and national level. ○ Ask students to mind-map the issues and priorities detailed in B1 of the specification. ○ Ask students to choose a health and wellbeing issue and create an information fact sheet about the issue to include information and statistics about what the issue is, why it is important and the impact it has on: – Individuals. – An individual's holistic health. – Wider society. • Whole class activity – health issues display ○ Using the governments Better Health campaign ask students to create a classroom wall display for staff and other students about the campaign and raising awareness of the key health issues e.g. healthy eating, physical activity, smoking. • Guest speaker – health issues and priorities in practice ○ Invite a professional e.g. school nurse, practice nurse, sexual health nurse, drug and alcohol counsellor or educators from a charity to the classroom (either face to face or online). ○ Students can interview the individual to gain better understanding of the range of issues and priorities for health at a local level and their role providing health education.	NHS Live Well Information and advice on healthy living, including smoking, alcohol, diet, exercise and mental health. British Heart Foundation lifestyle behavioural risks to health Cholesterol and heart disease and Smoking and heart disease TED-Ed How do cigarettes affect the body? - Krishna Sudhir Roy Castle Lung Cancer Foundation Campaigns Mind UK charity https://www.mind.org.uk BBC iPlayer documentary Jordan North: The Truth About Vaping Asthma + Lung UK Clean air campaigns
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		Global Action Plan Action for clean air Sport England Funding and campaigns
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B2 Factors affecting health and wellbeing	• Group activity – factors affecting health and wellbeing ○ Allocate students into small groups and ask them to discuss any factors that have affected their health and wellbeing or that of people they know or live with. ○ Ask them to classify these factors into groups and then feedback to the main group. ○ Through discussion of the factors, guide students towards the seven established groups of factors - see B2 in the specification. • Whole class activity – real life examples of factors affecting health and wellbeing ○ Provide students with stimulus pictures or audio/video clips that illustrate the seven groups of factors in B2 of the specification. ○ Use documentaries, videos and to provide real life examples of how these factors can affect health and wellbeing (see resources list for examples). • Paired activity – what's the link? ○ Set students different questions about the link between health behaviours and health outcomes for example: – The link between childhood obesity and type 2 diabetes in children. – Link between sugar consumption and tooth decay. ○ Possible extension activity - What initiatives have the government used to try to persuade parents, carers and children to improve nutritional standards? • Individual activity - knowledge check ○ Consolidate student learning by testing their knowledge of different terminology relevant to health education and factors that affect health using interactive quiz tools such as Quizizz, Quizlet, Kahoot, Blooket or similar.	Brain Matters Early Childhood Development - documentary BBC iPlayer Panorama - Britain's Child Health Crisis Channel 4 Britain's Forgotten Pensioners: Dispatches Channel 4 Dispatches Breadline Kids: Dispatches (Poverty Documentary) BBC iPlayer Olly Alexander: Growing up Gay BBC iPlayer Jesy Nelson: Odd One Out Mencap Treat me well campaign: Children YouTube British Nutrition
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	• Revision – learning aim B ○ Allow time for students to revise for an end of Learning Aim B test to consolidate learning and prepare them for Task 1 of the Pearson Set Assignment.	DEFRA UK Air pollution
C1 Current and ongoing health education	• Whole class activity – health education campaigns ○ At this stage of learning unit 5 students should be familiar with different types of health education campaigns at a global, national and local level. ○ Discuss with student's examples of each from the following organisations: - World Health Organisation - Department of Health and Social Care - NHS organisations - Charities e.g. British Heart Foundation, Mind, Mencap - Local NHS organisations - Local authorities ○ Discuss and any similarities or difference between the types of campaigns. • Paired activity – local health education campaigns ○ Students may have spent less time exploring local campaigns, so direct students to research a local health education campaign of their choice by the local authority or local NHS organisations and create a poster to help advertise the campaign. ○ Include key features such as: - Name of the campaign and organisation/partners involved. - The health issue/s the campaign addresses. - Target audience.	WHO Global health days and campaigns NHS England Workforce, Training and Education Department of Health and Social Care List of Campaigns See further examples of campaigns in A1 and B1 sections. Local Government Association Case studies Gov.UK Find our local council Find your local council

	- Aim/goal of the campaign. - Key messages. - Sources for further information to find out more. • Guest speaker ○ Invite a professional working for a health education campaign (ideally locally) into the classroom (either face to face or online). ○ Students can interview the individual to gain better understanding of their campaign, models of behaviour change they employ and how a campaign is delivered.	
C2 Models and approaches used in health education to promote health and wellbeing	• Whole class and individual activity – models of behaviour change ○ Ask students to pick an unhealthy behaviour of their choice (e.g. unhealthy diet, lack of exercise, smoking, problematic drug/alcohol use) and list at least four barriers in detail which could stop an individual changing that behaviour. ○ Provide students with a behaviour change booklet and ask them to record detailed notes about the key features of each of the following models in their booklet (use videos and images to explain the models as much as possible – see examples in the resources section): - Health Belief Model. - Transtheoretical Model/Stages of Change. - Social Cognitive Theory. - Theory of Reasoned Action. ○ After explaining each model ask the student to apply the model to their chosen unhealthy behaviour. ○ They should then write a short case study in their booklet about how an individual can overcome their unhealthy behaviour using that particular model of behaviour change.	YouTube NHS England Workforce, Training and Education Approaches to Behaviour Change WHO Health education: theoretical concepts, effective strategies and core competencies models of behaviour change National Library of Medicine Models of Health Behavior Change Used in Health Education Programs - Schools & Health - NCBI Bookshelf and The Health Belief Model of Behavior Change - StatPearls - NCBI Bookshelf

	• Whole class and individual activity ○ Explain to students the aspects that need to be considered in relation to running a health education campaign. ○ Encourage students to take detailed notes. ○ Many of these areas students will already be familiar with from studying Unit 3 Principles of Health and Social Care Practice such as: - The importance of a joint health and social care approach to include partnerships between organisations. - Responsibilities of health and social care professionals to promote positive health behaviours. - The importance of addressing health and wellbeing holistically. - The importance of a person-centred approach to health education that promotes autonomy and informed choice. - The importance of addressing health inequalities to include considerations for equality and diversity and government and societal approaches to changing and adapting the physical, economic and social environment. - The impact of engaging and empowering health education on individuals, families and communities. • Paired activity – measuring the effectiveness of health education ○ Ask students in pairs to reflect on the health education campaigns they have studied and research the campaigns further to create a mind-map of the various ways health education campaigns can measure their effectiveness to include: - Benefits to individuals and communities of early intervention and lifestyle changes. - Effect on lifelong health outcomes. - Effect on holistic health (physical, intellectual, emotional and social).	Positive Psychology What Is the Health Belief Model? An Updated Look YouTube Health Belief Model Example and Using the Health Belief Model to combat health misinformation Practical Psychology Transtheoretical Model and Stages of Change (Examples) YouTube Social Cognitive Theory (Explained in 3 Minutes) 3 Minute Psychology Theory of Reasoned Action (Explained in 3 Minutes) Nursing and Midwifery Council Let's talk about person-centred care Caring with Confidence: The Code in Action
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	- Reduction in use of specialist services for medical interventions. - The success of behavioural change when taking responsibility for own health. - o Discuss as a group data collection methods used to inform the effectiveness for example questionnaires, focus groups, observation and interviews.	
C3 Planning a health education event	• Whole class teaching and learning – key features of planning for a health education event - o Explain to the class the key features that need to be taken into consideration when planning a health education event as per those listed in C3 of the specification. - o Check understanding of the key concepts of; prejudice stereotypes, prejudice and discrimination and explain the potential for health education to challenge these behaviours. - o Explain the concept of SMART aims and objectives. • Paired activity – SMART aims and objectives - o In pairs, ask student to practice writing SMART targets for different health education event scenarios such as a mental health awareness day, safe driving workshop session and drug and alcohol awareness event. • Group Activity – The Ethics Challenge - o To help students understand ethical considerations when running a health education campaign provide them with various scenarios to work through to help understand issues such as rights of individuals, rights of others, confidentiality. - o Divide students into small groups and give each group a scenario to analyse. Example scenarios could include: - Planning a workshop on mental health for teenagers.	YouTube Achieve More by Setting Smart Goals WHO Ethics matters in health

	- Organising a healthy eating campaign in a culturally diverse community. - Conducting a smoking cessation seminar with adults from low-income backgrounds. - o Ask each group to identify potential ethical issues related to: - Target audience (e.g. cultural sensitivity, accessibility). - Delivery methods (e.g. avoiding harmful stereotypes or misinformation). - Data collection (e.g. handling personal information like age or health status and confidentiality). • Revision – learning aim C - o Allow time for students to revise for an end of Learning Aim C test to consolidate learning and prepare them for Task 2 of the Pearson Set Assignment.	
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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
EL – MO* Managing own learning	• Whole class activity - metacognition ○ Introduce students to the concept of metacognition and its definition. ○ Explain to students they can undertake a number of activities that could improve their metacognitive skills and help them to effectively manage their own learning, maintain focus, work independently and apply learning to different contexts. ○ Brainstorm as a class how to be an effective student and stay focused on learning e.g. minimising distractions, breaking down big tasks into smaller parts, using a To Do List, SMART goal setting. • Paired activity – independent learning ○ Mind-map what independent learning looks like by exploring: – The attributes an independent learner may have e.g. metacognitive skills; understanding own learning styles; self- regulation; motivation and commitment. – The practical ways students can demonstrate that e.g. students having ownership of their learning by maintaining organised and detailed class notes, students making effective use of study periods working without teacher supervision and organisation of time and resources such as creating a homework/revision timetable. • Individual activity – making the most of feedback Ask students to create a pocket-sized handout for their peers on how to make the most out of feedback on their learning in order to review and apply learning from successful and unsuccessful outcomes to be effective in subsequent tasks.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

<http://www.gov.uk>- UK government

Activity - General information about public health legislation

<http://www.health.org.uk>- The Health Foundation

Activity - An independent charity committed to bringing about better health and health care for people in the UK.

<http://www.ons.gov.uk>- Office for National Statistics

Activity - Official UK statistics about people, populations and communities.

<http://www.ash.org.uk>- Action on Smoking and Health (ASH)

Activity - Public health charity campaigning to eliminate harm caused by tobacco.

<http://www.ageuk.org.uk>- Age UK

Activity - Information to inspire, enable and support older people.

<http://www.bhf.org.uk>- British Heart Foundation

Activity - Information about all aspects of heart disease.

<http://www.brook.org.uk>- Brook

Activity - Information about sexual health and wellbeing for young people.

<http://www.ovg.ox.ac.uk>- Oxford Vaccine Group

Activity - Registered clinical trials unit providing information about all aspects of vaccines and infectious diseases in the UK.

Pearson paid resources also available

- [Pearson Student book](#)
- [ActiveBook](#) (a digital version of the Student Book, via ActiveLearn Digital Service)
- [Digital Teacher Pack](#) (via ActiveLearn Digital Service)

Unit 6: Safe Environments in Health and Social Care

Unit overview

Unit 6: Safe Environments in Health and Social Care	
Assessment type: Internal	
Learning Aim	Topics
A Explore appropriate care environments for individuals at different life stages	A1 Meeting individuals' needs in health and social care settings A2 The impact of environmental factors and the care experience A3 Challenges to providing appropriate care environments
B Explore aspects of legislation, regulations and policies that support safe environments in health and social care settings	B1 The influence of legislation and policies on safe practice B2 How duty of care contributes to safe practice B3 Duty of care and working with vulnerable individuals
C Examine aspects of monitoring and maintaining safe practice in health and social care environments	C1 Standards setting and regulation of health and social care environments in England C2 Responsibilities for maintaining safe environments C3 Effective record keeping in health and social care environments C4 Poor practice and its impact in health and social care
Assessment overview This unit is Internal assessed through a Pearson-Set Assignment Brief (PASB). Pearson sets the assignment for the assessment of this unit. The PSAB will take approximately 16 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification.	

Common misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your students to avoid and overcome these.

What is the misconception?	How to help students overcome it
Health and social care settings - residential care is just for older adults.	Residential care is for individuals who cannot live independently and need 24-hour support. This includes older adults but also those with physical or learning disabilities, mental health conditions, dementia, or requiring rehabilitation or end-of-life care. Support students to understand the variety of residential care setting available.
Safety is only about overcoming physical hazards.	Safety relates to physical, emotional, psychological, and social well-being. It includes safeguarding individuals from abuse, neglect, discrimination, and harm, as well as ensuring cleanliness, secure facilities, and respectful communication. Support students to take a holistic view of safety.
Only health and social care staff are responsible for maintaining safety.	Safety is a shared responsibility between health and social care providers, caregivers, patients, families, and even external agencies like regulators or contractors ensuring compliance with safety standards. Explore the different ways health and social care staff create a safe environment for all.
Safety measures are the same for everyone.	Safety measures need to be tailored to individual needs, preferences, and vulnerabilities. For example, what is safe for an able-bodied individual might not be safe for someone with mobility challenges. Students can explore how risk assessments are an essential tool for considering the different risks for different service users.
CCTV and monitoring systems are enough to ensure safety.	CCTV is just one tool to aid safety but is not a substitute for attentive and compassionate care, thorough staff training, and robust policies to prevent harm. Encourage students to think of a range of ways to maintain safety and not just focus on CCTV cameras.

The CQC and professional bodies such as the Nursing and Midwifery Council perform the same role.	The Care Quality Commission is responsible for regulating health and social care settings such as hospitals and care homes. Professional bodies such as the Nursing and Midwifery Council are responsible for regulating professionals such as nurses and midwives. Making the distinction between regulation of individual professionals and settings can help understand the different roles of regulatory bodies.
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Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
A1 Meeting individuals' needs in health and social care settings	• Whole class and individual activity - different environments that provide care for individuals ○ Ask students to brainstorm as many different health and social care settings they can think of. ○ Using videos clips (see suggested resources) introduce students to different health and social care settings. ○ As a class brainstorm on a whiteboard the different local services available to individuals with the following needs: physical health, mental health, learning disabilities and rehabilitation provision. ○ Ensure all the services listed in A1 of the specification are included on the whiteboard and provide a definition of terminology of types of care students may be less familiar with e.g. acute care, domiciliary care, palliative care and virtual wards. ○ Ask students to research examples of local services from the list in A1 of the specification. ○ Using their research students should complete a table with the following column headings: - Type of service (from the list in A1). - Purpose of the service and type of care provided. - A specific local example of that service.	Channel 5 GPs: Behind Closed Doors - Season 2 - Episode 7 BBC iPlayer documentary social care: The Nine to Five with Stacey Dooley - Series 1 Episode 2. Caring and Sharing Channel 4 TV shows such as: On the Front Line: 24 Hours in A&E and 999: What's Your Emergency? Surrey Heartlands Health and Care Partnership Virtual Wards: an animation to describe how they work in the NHS Palliative Care video Transforming palliative care services in Southern Derbyshire SCIE Personalised and person-centred care

	• Individual and paired activity – factors to consider to meet the unique needs of individuals in health and social care settings ○ Provide a video stimulus about an individual with a health condition and their experiences of health and social care services. ○ Discuss as a group, concepts that students will be familiar with from Unit 1 and 3 including lived experience, person-centred approach and integrated care. ○ Ask students to create two mind-maps which show the following: - The different ways individual needs can be met in a health and social care environment. - The impact health conditions can have on physical, intellectual, emotional and social wellbeing. ○ Ask students to compare their mind-maps with a partner and add any ideas they didn't have onto their mind map in a different colour. ○ Share with students the key points in A1 of the specification and ask them to do a final edit to their mind-map with any points they may have missed. • Whole class and individual activity - The importance of diversity, equality and inclusion in health and social care environments ○ Explain what is meant by the key terms of diversity, equality, inclusion and cultural competence. ○ Create a set of character profiles representing individuals with diverse backgrounds, including differences in culture, nationality, ability, ethnic origin, recognised gender, age, religion, beliefs, sexual orientation, social class, sex. ○ Provide scenarios for each of the characters that reflect the common challenges in health and social care environments, such as access to care, communication barriers, and cultural misunderstandings.	NHS Integrated care in every community Caregiving Network Cultural Competence Social Care TV Diversity, Equality and Inclusion - Preview Clip BBC iPlayer documentary Olly Alexander: Growing up Gay - BBC iPlayer BBC iPlayer Jesy Nelson: Odd One Out Mencap Treat Me Well campaign Treat me well: Children BBC iPlayer Inside Our Autistic Minds
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	- Students should 'walk in the shoes' of the character from the case study and describe how their character might feel, what barriers they face, and how they might advocate for inclusive care. - Students should then write notes about how health and social care professionals could promote inclusion, equality, dignity and respect in these scenarios and what policies or procedures could be implemented to prevent these challenges.	
A2 The impact of environmental factors and the care experience	Whole class activities – understanding environmental factors - Watch the whole or part of the video (the part when Barbara goes into hospital) such as Barbara, the whole story to demonstrate what confusing and overwhelming places hospital environments can be. - Discuss as a group the environmental factors listed in A2 in relation to your local hospital, GP surgeries and a social care setting. - Explore the positive and negative aspects of these spaces. - Provide students with stimulus pictures or audio/video clips that illustrate different types of environmental factors impacting individuals in certain health and social care settings. - Ask students to try and group the images/ clips and steer the students towards the categories of environmental factors in the specification. - Experiment with visual and hearing impairment simulators on YouTube (see 'Suggested Resources' below). - This should help students to develop their understanding of barriers for individuals living with these impairments and the importance of accessible environments. Paired activity - design your own hospital - Ask students to work in pairs to design their ideal hospital and label the key features of the hospital that show that they have considered the impact of environmental factors on the care experience.	Multi Comfort UK Can healthcare buildings help us to feel better Cardiff and Vale University Health Board Barbara, the whole story Hearing Healthcare Centre Hearing Loss Simulation - What's It Like? YouTube travel and hearing loss Hearing Loss Sounds BBC iPlayer documentary looking into the deaf experience and societal attitudes towards the deaf community Rose Ayling-Ellis: Signs for Change Northwestern Medicine Visualizing Visual Impairments and Visualizing Visual Impairments: Part II

A3 Challenges to providing appropriate care environments	• Whole class activity – challenges to providing appropriate care environments ○ Provide students with a variety of case studies of different individuals requiring care from across the life stages and discuss as a group the challenges to providing appropriate care environments for these individuals. ○ Watch a video about the purpose of integrated care as a stimulus and then mind map the challenges to providing integrated care reflecting those listed in A3 in the specification. ○ Discuss as a group how these challenges might impact on different individuals. • Revision – learning aim A ○ Allow time for students to revise for an end of Learning Aim A test to consolidate learning and prepare them for Task 1 of the Pearson Set Assignment.	The Kings Fund Integrated Care Systems Explained The Kings Fund How does the NHS in England work and how is it changing?
B1 The influence of legislation and policies on safe practice	• Whole class and individual activity – legislation and policies that affect safe practice ○ Reintroduce students to the concepts of safe practice and the role of legislation and policies. ○ Share with students the core legislation listed in B1 of the specification and ask them to undertake research into each one. ○ Provide students with a table to complete using their research: – Name of the legislation / policy. – Summary of the purpose of the legislation /policy. – Examples of how the legislation influences safe practice. • Guest speaker – environmental health ○ Invite an individual to the classroom who has experience working in environmental health (either face to face or online).	Legislation use Legislation.gov.uk to search for any piece of UK legislation. GOV.UK The Care Act factsheets Professional Standards Authority Healthcare Regulation Professional Standards Authority Health and Safety Executive www.hse.gov.uk Health and Safety Executive http://www.hse.gov.uk/pubns/hsis1.pdf

	○ Students can interview the individual to gain better understanding of environmental health and the importance of enforcing rigorous standards and following legislation and policy. ● Whole class and group activity - ensuring safety in practice ○ Provide students with print outs of summaries/weblinks to summaries of the key legislations and policies listed in B1 in the specification and a series of scenarios of safety-related issues in health and social care (e.g. work-place accident, chemical spill, confidentiality breach). ○ Ask students to create flowcharts showing what legislation or policy applies to each scenario, how the issue should be dealt with to meet the law and what the consequences could arise from not following the law or policy. ○ Students share their flowcharts with the wider group and facilitate a whole class discussion about the importance of compliance for ensuring safety. ● Paired activity - risk assessments ○ Provide students with a case study to read about a vulnerable service user who has health and social care needs and requires a risk assessment to undertake certain activities with reference to manual handling and personal protective equipment. ○ Ask students to work in pairs to identify the main 'hazard' that exists in relation to their care with respect to the risks associated with manual handling. ○ Ask students to create a mind-map outlining the health and/or social care professionals' responsibilities regarding wearing of PPE and when doing manual-handling operations to minimise risks to themselves and service users. ● Group activity - legislation relevant to promoting the rights of all individuals	PHSC Risk assessment in Health and Social Care Social Care TV a variety of videos looking at issues covered by health and social care legislation Safeguarding of Vulnerable Adults - Preview Clip
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	○ Break students into 4 groups and assign each group a piece of legislation relevant to promoting rights as listed in B1 of the specification. ○ Ask students to create prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) on the purpose of the legislation, how it promotes rights and examples of the legislation in relation to health and social care practice. ○ Students share their presentations with the class in the form of peer teaching.	
B2 How duty of care contributes to safe practice	• Paired activity – understanding duty of care in practice ○ Ask students to define ‘duty of care’ in the context of health and social care practice. ○ Ask students to feedback their ideas to the wider group ○ Share with students the definition of ‘a legal obligation to protect wellbeing and prevent harm’ and consolidate their ideas into the areas of: - Upholding the rights and promoting the interests of vulnerable individuals. - Protecting health, safety and wellbeing. - Ensuring safe practice. - Duty of candour (share a video to aid understanding of this concept – see resources section). ○ Provide students with a table of a range of job roles for health and social care workers and ask them to work in their pairs to detail how each professional may demonstrate their duty of care to different service user groups in a variety of health and social care settings. • Individual Activity – Maintaining expected standards of care	Royal College of Nursing Duty of care Advice guides United Lincolnshire Hospitals NHS Trust News understanding duty of candour Doing the right thing: Duty of Candour United Lincolnshire Hospitals NHS Trust NHS Resolution Duty of Candour Care Quality Commission The fundamental standards Care Learning examples of dilemmas 2.1 Describe Dilemmas That May Arise Between The Duty Of Care And An Individual's Rights Skills for Care Standard 3

	○ Ask students to design a piece of artwork either by hand or electronically that describes the CQC Fundamental Standards. ○ Students should choose appropriate images and short case examples to exemplify the standards. ○ Ask students to read part 1 of the Skills for Care document Standard 3 Care Certificate Standard 3 and ask them to complete activity 3.1a. ○ For an extension task, some students may also choose to attempt some of the other activities such as 3.4a/b. ● Whole class and individual activity - safer recruitment practices ○ Read an article, watch a video or listen to a podcast about the tragic case of the Soham murders and how they led to the creation of DBS regulations. ○ Ask students to write a paragraph summarising the importance of the Disclosure and Barring Service (DBS) Regulations. ● Individual activity – promoting diversity in the workforce ○ Ask students to research the NHS equality, diversity and inclusion improvement plan and write a 1-page summary on why the NHS needs to become more inclusive, diverse and equitable and explain some of the ways they intend to do this. ● Paired activity – Balancing the rights of others and duty of care ○ Share examples of dilemmas that may arise when balancing rights of others and duty of care to reflect those in B2 of the specification. ○ Students should discuss in pairs how the dilemmas could be managed. ● Individual activity - knowledge check ○ Consolidate student learning by testing their knowledge of different terminology relevant to duty of care using interactive quiz tools such	Caring for Care The Care Certificate Standard 3 Duty of Care - What you need to know Gov.UK 10 years of making recruitment safer BBC the tragic Soham murders that lead to the creation of DBS checks BBC Sounds - The Story, Soham, 20 years on: The crime that shook Britain Race Equality Foundation Race equality and the Health and Justice workforce
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	as Quizizz, Quizlet, Kahoot, Blooket or similar and providing a key terms glossary.	
B3 Duty of care and working with vulnerable individuals	• Whole class and individual Activity ○ Introduce the definition of vulnerability from Applying all Our Health (2022) ○ Provide students with a table with a list of reasons why service users may be the victim of abuse and neglect. ○ Ask students to complete the table and identify which service user groups would be most at risk for the reasons given in the table and why. • Group activity – risk and protective factors ○ Introduce students to the concepts of risk factors and protective factors at the individual, family and environmental level ○ Create 4 case studies about vulnerable individuals or families and place each one on a separate table with a large A3 sheet of A3 paper with the heading 'risks' and 'protections'. ○ Assign students into small groups and ask them to rotate round the tables reading the different case studies and identifying as many risk and protective factors for each of the individuals /families from the case studies. ○ Discuss as a whole group the findings and how the impact of the risk factors could be reduced and the protective factors enhanced. • Whole class and individual activity - the impact of pandemics on increasing vulnerability ○ Read an article, watch a video or listen to a podcast about the impact of pandemics on increasing vulnerability. ○ Ask students to complete a table identifying the social and emotional effects of the pandemic on particular social groups.	Gov.UK Health disparities and health inequalities: applying All Our Health London ADASS What Is Safeguarding? Nursing and Midwifery Council Let's talk about challenging discrimination Caring with Confidence: The Code in Action NMC - YouTube Youth.Gov Risk and Protective Factors for Youth BBC iPlayer UK Covid-19 Inquiry - Covid: Were We Prepared? CQC Culturally appropriate care SCIE Safeguarding SCIE Multidisciplinary teams working for integrated care SCIE Safeguarding Adults Reviews (SARs) under the Care Act NSPCC serious case reviews Recently published case reviews

	• Paired activity - cultural considerations when working with vulnerable individuals ○ Using think, pair, share ask students to brainstorm cultural considerations when working with vulnerable individuals. ○ Share findings with the wider group and ask students to create examples of what the B3 specification points would look like in practice. • Whole class and individual activity - responding to concerns about vulnerable individuals: ○ Introduce to students the different ways health and social care professionals can respond to concerns about vulnerable individuals to include reporting, documenting and following policies and procedures. ○ Ask students to draft a letter from a health and social care professional to be submitted to senior management expressing their concerns about service user safety due to poor staffing levels. This could be in either a health or social care setting. ○ Share with students' examples of series case and independent case reviews such as the tragic cases of Arthur Labinjo-Hughes, Star Hobson, Clive Treacey, Baby P and Victoria Climbié. ○ Discuss as a class the failings in reporting and communication and the importance of multi-agency and multi-disciplinary working between the statutory organisations like the NHS and Social Services ○ Share with students' real-life examples of failures in duty of care such as Mid Staffordshire NHS Foundation Trust, Nottingham University Hospitals Trust, and the Winterbourne View Care Home and, where relevant, discuss the role of whistleblowing in these examples. • Revision – learning aim B	NSPCC The national review into the murders of Arthur Labinjo-Hughes and Star Hobson: CASPAR briefing NSPCC Learning Gov.UK Peter Connelly Serious Case Review reports published Gov.UK The Victoria Climbié Inquiry: report of an inquiry by Lord Laming NMC Let's talk about speaking up Caring with Confidence: The Code in Action BBC News Winterbourne View: Abuse footage shocked nation NHS England Clive Treacey Independent Review ITVX Maternity: Broken Trust
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	○ Allow time for students to revise for an end of Learning Aim B test to consolidate learning and prepare them for Task 2 of the Pearson Set Assignment.	
C1 Standards setting and regulation of health and social care environments in England	• Whole class teaching and learning – regulation and standards ○ Introduce to students the concepts of regulation and standards, what they mean in the context of health and social care and organisations responsible for setting and monitoring the standards i.e. Care Quality Commission and the professionals’ bodies. • Group activity – the Care Quality Commission (CQC) ○ Ask students to visit the website Care Quality Commission and assign students to work in groups to research and prepare a PowerPoint presentation (or another digital tool e.g. Canva or Padlet) about the role of the CQC to include: - Role and purpose. - A list of the different health and social care settings the CQC regulates. - Standards of care. - How they do their job - An example of a local inspection. • Individual activity – professional bodies ○ Provide students with a variety of different health and social care professionals e.g. doctor, nurse, midwife, social worker, occupational therapist and ask them to research and create a four page information booklet about how each of the different professions are regulated by their respective professional bodies i.e. Health and Social Care Professions Council (HCPC), Nursing and Midwifery Council (NMC), Social Work England (SWE), General Medical Council (GMC) • Whole class and group activity - codes of practice	Care Quality Commission Care Quality Commission home page Nursing and Midwifery Council What we do and The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates Social Work England Home - Social Work England Health and Care Professions Council The Health and Care Professions Council (HCPC) General Medical Council About us - GMC Professional Standards Authority Healthcare Regulation Professional Standards Authority NMC Code in Action series of videos Let's talk about accountability Caring with Confidence: The Code in Action NMC

	○ Introduce students to the concept of a code of practice. Watch a selection of the Nursing and Midwifery Code in Action videos to help students understand the issues a code of practice focuses on (see resources section). ○ Discuss as a group why codes of practice are important and how they can help regulate practice. ○ Assign students to research in small groups the different codes of practice or conduct from one of the following professional bodies; Nursing and Midwifery Council (NMC), Health Care Professions Council (HCPC) and Social Work England and summarise the standards of professional practice in a one-page infographic to share with the class.	
C2 Responsibilities for maintaining safe environments	● Whole class and individual activity - maintaining safe environments ○ Provide a video stimulus about safe working environments e.g. Safe environments or Social Care TV - Health and Safety - Preview Clip - YouTube (see resources section). ○ Brainstorm as a group the role of employers and employees to maintain safe practice in health and social care environments. ○ Refer to C2 in the specification to ensure the main areas have been covered. ○ Ask students to create two mind-maps to reflect their understanding of employers' and employees' responsibilities to maintain safe practice in health and social care environments. ● Paired activity – applying knowledge of safe environments to case examples ○ Provide students with a variety of case studies focused on a number of health and safety issues present in different health and social care settings.	Technical Education Networks Health and Science Care Quality Commission Safe environments Care Learning Explain How Health And Social Care Practitioners Can Take Steps To Safeguard Themselves Skills for Care Safe environments Social Care TV Social Care TV - Health and Safety - Preview Clip - YouTube

	○ Ask the students to make notes about the actions employers could take to improve safety for the staff and service users and what the employees could do in relation to each case study. ● Guest speaker – health and safety in practice ○ Invite an individual to the classroom who has experience working in a managerial position responsible for maintaining safe working environments e.g. care manger, practice manager or health and safety lead (either face to face or online). ○ If this is not possible consider asking the school business manager / health and safety lead who will be able to discuss many of the same issues of maintaining safe environments. ○ Students can interview the individual to gain better understanding of health and safety policy, health and safety management and risk assessment.	
C3 Effective record keeping in health and social care environments	● Whole class and paired activity – the purpose of records in health and social care ○ Introduce students to the purpose of records in health and social care. Ask students to consider the following questions: ○ What information needs to be recorded and how does this relate to observation skills? ○ Who is responsible for keeping records about service users? ○ What different methods are available for recording and storing information? ○ Ask student to list the reasons why accurate records are central to health and social care practice for the service user, the staff and the care setting/organisation? ○ Emphasise confidentiality, accuracy, and the role of records in ensuring continuity of care.	NHS England High quality patient records NHS Better Health - NHS NHS England information about electronic health monitors NHS England » Glucose monitoring for patients living with diabetes Gov.UK Data protection: The Data Protection Act - GOV.UK Gov.UK Freedom of Information Act 2000 Gov.UK Health and Social Care Act 2008

	○ Discuss issues that could arise if appropriate records are not kept, refer to previous discussions about serious case reviews and whistleblowing covered in B3 above. ○ Provide students with a table to complete from researching the legal obligations in practice for safe record keeping in the following legislations: - General Data Protection Regulations (2018) 6 principles. - Freedom of Information Act (2000). - Health and Social Care Act (2008). ● Paired activity – types of records match up ○ Prepare a set of cards with descriptions of different types of records (including digital records) and another set with their corresponding names. ○ In pairs ask students to match each description with the correct record type. ○ Once matched, ask each pair to explain the purpose of one record type to the class. ● Small group activity - record keeping in practice ○ Assign students into small groups and provide each group with a case study about an individual using health and social care services. ○ Ask each group to: - Identify which records would be necessary for this individual's care. - Describe the kind of information each record should contain. - Discuss who would access or update each record (e.g., doctor, nurse, social worker). ○ Provide each group with a blank template for different record types (e.g., care plan, medication log, incident report) and ask the group to complete the records based on their case study.	
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	○ Share their record with the class and discuss the importance of maintaining confidentiality and adhering to data protection laws (e.g., GDPR) with each record type. ● Whole class and individual activity – digital records ○ Brainstorm on the board the benefits of digital records. Refer to C3 in the specification to ensure the main areas have been covered. ○ Students should create mind-maps of the benefits and ways to ensure digital information can be kept secure. ● Group Activity - Department of Health and Social Care / NHS health tools and Apps ○ Explore with students' ways they can monitor their own health and wellbeing by engaging with the wide range of NHS tool and Apps. ○ Ask students to download one of the Better Health Apps. E.g. Food Scanner or NHS Active 10 Better Health - NHS and set an activity for them to engage in over the week. Consider creating a competition for them to compete against their peers. ● Individual/group activity – health monitoring ○ Set a challenge for students to track their steps using their smart watches or phones over a set period of days and report back. ○ All students could be given a link to an App such as the Nike Run Club App to record their steps and to have all the data in one place and set a challenge amongst the group.	
C4 Poor practice and its impact in health and social care	● Whole class teaching and learning - understanding the impact of poor practice ○ Provide students with a definition and examples of poor practice in health and social care ○ Using serious care review examples discuss as a group how poor practice can impact on the service users, staff and employers/organisations in health and social care	See resources in B3 section

	• Group activity – poor practice case examples ○ Provide each group with a real-world or hypothetical case study that demonstrates poor practice ○ Ask groups to identify the poor practice in the case study and discuss the immediate and long-term impact on the service users, staff and employers/organisations in health and social care. ○ Students should record their findings. • Revision – learning aim C ○ Allow time for students to revise for an end of Learning Aim C test to consolidate learning and prepare them for Task 3 of the Pearson Set Assignment.	
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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
MY – TPR* Managing Yourself - Taking Personal Responsibility	• Work experience – in a health and social care setting ○ Support students to organise a day (or longer) of work experience at a health and social care setting where they will learn about the different roles, responsibilities and behaviours relevant to the health and social care sector. ○ Whilst on work experience, ask the students to review the codes of conduct relevant to the health and social care professionals in the setting and understand the behaviour and privacy and confidentiality policies. ○ Ask students to write a 1-page summary of how codes of conduct and policies affect practice in that setting. • Paired activity - ways to demonstrate accountability ○ Assign students into pairs and ask them to design a role play a scenario where a health and social care professional takes accountability for a mistake. Provide the students with a scenario where a health and social care professional has made a mistake. Assign one student to the role of the professional and one to the role of the line manager. They should role play a line management meeting whereby the health and social care professional demonstrates accountability e.g. by taking responsibility for the mistake, not blaming others and being open to feedback.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

www.childrenscommissioner.gov.uk - Children's Commissioner for England

Activity - Explains how children's rights relate to safety in care and education environments.

www.cqc.org.uk - Care Quality Commission (CQC)

Activity - The inspection organisation for health and social care services.

www.hee.nhs.uk Health Education England (HEE)

Activity- Offers training and educational materials on maintaining safe care environments in the health sector.

Documentaries such as [Maternity: Broken Trust](#), available on ITVX.

www.nice.org.uk - National Institute for Health and Care Excellence (NICE)

Activity - Provides evidence-based guidance on safe practices in health and social care.

<http://www.nmc.org.uk> - Nursing and Midwifery Council (NMC)

Activity - The regulating body for nursing and midwifery throughout the UK. It provides codes of conduct for nurses, midwives and healthcare workers.

www.nspcc.org.uk - NSPCC

Activity - a children's charity providing services to prevent abuse, help rebuild children's lives and support families.

www.raceequalityfoundation.org.uk - The Race Equality Foundation

Activity - An organisation committed to positively transform the lives of Black, Asian and minority ethnic communities.

<http://www.scie.org.uk> - Social Care Institute for Excellence

Activity - Publishes evidence of good practice of health and social care and in doing so aims to improve standards through educating care workers. It provides resources to assist care workers to improve their own practice to meet the needs of the service users they work with daily.

www.skillsforcare.org.uk - Skills for Care

Activity - Aims to improve standards of care, through education, practice and competency development in respect to the National Occupational Standards, needed by care workers to meet the needs of service users.

Documentaries such as Panorama (available on BBC iPlayer at www.bbc.co.uk/iplayer)

Dispatches, 999 What's your emergency? 24 Hours in A&E, 999: On the Front Line (all available on Channel4 at www.channel4.com/programmes/4od) contain useful insights into the work of some organisations which provide health and social care services.

www.social-care.tv is an e-learning provider which may be useful for teaching and learning.

Textbooks

Ferreiro Peteiro, M., 2013. Health and Safety in Health and Social Care: HSC 027. London: Hodder Education.

Moonie, N., Aldworth, C., Aslangul, S. and Webb, J., 2010. Health and Social Care: Principles and Practice. 2nd ed. Harlow: Heinemann.

Mantell, A., 2018. Safeguarding Adults in Social Care. London: SAGE Publications.

Green, J., Tones, K., Cross, R. and Woodall, J., 2019. Health Promotion: Planning and Strategies. 4th ed. London: SAGE Publications.

Megías López, M. and Sánchez Martínez, M.M., 2015. Introduction to Health and Safety in Health and Social Care. Boston: Cengage Learning.

Pearson paid resources also available

- [Pearson Student book](#)
- [ActiveBook](#) (a digital version of the Student Book, via ActiveLearn Digital Service)
- [Digital Teacher Pack](#) (via ActiveLearn Digital Service)

Unit 7: Health Science

Unit overview

Unit 7: Health Science	
Assessment type: Internal	
Learning Aim	Topics
A Understand the concepts of microbiology relevant to health science	A1 Structure and reproduction of microorganisms A2 Environmental conditions for the growth of microorganisms A3 Methods of controlling microorganisms
B Examine the role of microorganisms in human health and	B1 Methods of non-specific defence used by the human body B2 Role of the immune system as a defence against infection B3 Transmission routes B4 Types of infectious disease B5 The cause and spread of blood infections
C Understand the factors that can influence the development of diseases and infections	C1 Nutritional deficiency diseases C2 Chronic dietary disease C3 Diseases due to environmental factors
D Investigate the impact of diseases and their treatment in a global context	D1 Epidemiology D2 Factors in controlling disease outbreak
Assessment overview This unit is Internal assessed through a Pearson-Set Assignment Brief (PASB). Pearson sets the assignment for the assessment of this unit. The PSAB will take approximately 16 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification.	

Common misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your students to avoid and overcome these.

What is the misconception?	How to help students overcome it
That antibiotics can combat diseases caused by microorganisms other than bacteria (particularly viruses).	Emphasise (particularly in learning aim A) that the structure and characteristics as well as the pathogenicity of microorganisms differ significantly from one another. What is designed to inhibit the growth and development of one type will not work for another.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
A1 Structure and reproduction of microorganisms	• Small group activity – Characteristics of Different Microorganisms ○ Divide students into groups and assign each group a type of microorganism: – virus - to include retroviruses, bacteriophages. – bacteria - to include prokaryotic, cocci, bacilli, spirilla, vibrio. – fungi - to include eukaryotic, yeasts, moulds. – protozoa - to include plasmodium, trypanosome, unicellular green algae. ○ Using a range of materials e.g. play dough, pipe cleaners, straws, wool, images of microorganisms each group creates a 3D model of their assigned microorganism, ensuring they include key structural features. ○ Present the models to the class, explaining the function of each structural component. • Small group activity –Structure of different types of bacteria ○ Have students work individually or in pairs to research the structural characteristics of each type of bacteria.	YouTube Morphology of bacteria YouTube Viruses YouTube What are acellular organisms?

	○ On a large chart, students draw and label the different shapes and arrangements of bacterial cells. ○ Include a brief description of each bacterial type's structure and function. ● Paired Activity – Reproduction of organisms ○ Students choose a type of microorganism from the categories of virus, bacteria, fungi or protozoa. ○ Ask students to write and illustrate a short story from the perspective of a microorganism going through its reproduction process. ○ The story should include accurate scientific details about the chosen microorganism's reproduction, such as binary fission for bacteria or budding for yeasts. ○ Students present their story for the rest of the class.	
A2 Environmental conditions for the growth of microorganisms	● Whole class teaching and learning – Optimum temperature for microorganism growth ○ Carry out an experiment where students observe the growth of yeast in varying temperatures. ○ Students place yeast in different temperatures in cold water, warm water and boiling water. ○ Students observe the yeast after 20 minutes to see how the temperature has affected the growth of yeast. ● Small group activity –Structure of different types of bacteria ○ Learners research how other environmental conditions affect the growth of microorganisms including host organisms, nutrients and water. ○ Learners create a poster to display the optimal conditions for growth of microorganisms.	YouTube – the yeast experiment

A3 Methods of controlling microorganisms	• Whole class teaching and learning – Methods of controlling microorganisms ○ Students are placed in small groups and provided with a method of controlling microorganisms – disinfectants, antibiotics, antiseptics, refrigeration, freezing, autoclaves, radiation and drying. ○ Students research the benefits and limitations of their assigned method of controlling microorganisms. considering factors such as effectiveness, cost, and safety. ○ Students then have a debate to assess which method is the most effective for different contexts. • Paired activity –Vector control ○ Students carry out research to find out different ways people can vector control to protect themselves from mosquitos and tsetse flies. ○ Learners produce an information poster, leaflet or infographic that could be used for people going on holiday to countries with mosquitos or tsetse flies to help protect themselves from infection. • Whole class teaching and learning – Infection control in the UK ○ Class discussion on the polices and procedures in place during covid to help control the spread of covid – including PPE, barrier nursing, isolation and anti-microbial action. ○ Discussion on methods used today in different environments including anti-microbial action – examples of PPE and antimicrobial action products can be viewed online or brought into the classroom for students to view,	NHS prevention and Treatment National Infection Prevention and Control NHS England » National infection prevention and control IPC Resource for Adult Social care Infection prevention and control: resource for adult social care - GOV.UK
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	o try on and explore how each work discussing benefits and limitations of each e.g. face mask compared to a face shield.	
B1 Methods of non-specific defence used by the human body	• Small group activity – researching and presenting methods of non-specific defence used by the human body - o In small groups, allocate each group one of the following innate, nonspecific defenses to research: - skin. - mucous membranes. - tears. - phagocytes. - o They should prepare a presentation to give to the class. The presentation should include the following: - type of barrier (chemical/physical/both). - an overview of the method of defense and illustrations of how it protects the body. - what happens if the defense doesn't work. - o Each group should present their work to the class. - o Other groups should make notes about each barrier and how it works.	
B2 Role of the immune system as a defence against infection	• Whole class teaching – humoral immunity - o Show audio visual material which provides an overview of the humoral response (also called the antibody-mediated immune system, to include cell-mediated immunity). - o Learners could produce a revision sheet / flash cards for their peers including: - how B lymphocytes are activated. - annotated flow chart showing the humoral response.	ABPI – Humoral response Infection prevention and control: resource for adult social care - GOV.UK Khan Academy – inflammatory response Inflammatory response (video) Immunology Khan Academy

	• Whole class teaching – inflammatory response ○ Class discussion on their experience of the inflammatory response as a result of infection or e.g. sprained ankle – key discussion points to include: – main features experienced – change in colour, swelling, pain. – duration. – healing process. ○ Overview of the physiology of the inflammatory response process including: – increased blood supply. – capillary permeability. – immune cell migration to the site. ○ Discussion on treatment for inflammatory response e.g. injury Rest, Ice, Compression, Elevation linking back to how the treatment is impacting the physiological response to inflammation e.g. reducing blood supply to the area. • Whole class teaching – Community immunity ○ Provide students with data sets on vaccination rates and disease outbreaks from different regions. ○ They can then analyse the data to identify patterns and correlations between high vaccination rates and lower incidences of disease, thereby understanding the impact of community immunity. • Whole class teaching – Community immunity ○ Provide students with information on Leucocytes to include macrophages, T-lymphocytes and their role in immune response. ○ Students to produce a table to show the role of the different leucocytes	Slide share – power point slides covering inflammation process Inflammation and tissue Repair.pptx NHS Vaccinations and when to have them NHS vaccinations and when to have them - NHS Global Vaccine Schedules Global Vaccination Schedules Vaccine Knowledge Project WHO Immunisation Coverage Immunization coverage WHO – global trends of vaccine-preventable disease WHO Immunization Data portal - Global British society for immunology – Information about vaccines Vaccine infographics British Society for Immunology Wellcome trust – Immunity and vaccinations fact sheet STEM ABPI – Animation showing how vaccinations work Vaccination and immune memory
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	• Whole class and individual activity- vaccinations ○ Class discussion on what vaccinations are and how they work to protect against disease. ○ Show stimulus material showing how different vaccinations work – live and inactivated vaccines. ○ Provide learners with questions or diagrams for annotation which demonstrate how immunity is developed through vaccinations ○ In pairs learners carry out a SWOT analysis on different UK vaccination programmes e.g.: – MMR. – Covid 19. – HPV. – Shingles. – Influenza. – Smallpox.	
B3 Transmission routes	• Whole class teaching and learning – Transmission of infectious Disease ○ Using visual aids along with a PowerPoint presentation, outline the different methods by which infectious agents can be transmitted to include: – direct contact - person-to-person to include direct transfer of bacteria, viruses; animal-to-person; infected animal bites or handling animal waste; mother-to-unborn child to include through the placenta (HIV or toxoplasmosis), during delivery (group B streptococcus). – indirect contact - surfaces, to include bacteria; spread through the air; droplet transmission to include from coughing; particle transmission: to include airborne virus, bacterium such as tuberculosis, pollution	NHS – information on infections and those at higher risk of infection What infections are, how they are transmitted and those at higher risk of infection - GOV.UK CDC – Actions to prevent and control the spread of infections Everyday Actions for Schools to Prevent and Control the Spread of Infections CDC

	particulates; spread through vectors: bites and stings transferring infection to include mosquitoes, fleas, lice or ticks; food and water contamination: contaminated food and water to include Escherichia coli (E. coli). ○ Learners should appreciate that breaking the chain of infection is key to preventing the transmission of an infectious agent. ● Individual activity – Lessons Learned from History ○ Ask learners to make comparisons between historical outbreaks of infectious disease and more recent ones. ○ They could use a Venn Diagram to make comparisons. ○ They could also construct a Globally Significant Disease Matrix which identifies which infectious diseases are most prevalent and where, the mortality rate, interventions in place to deal with outbreaks etc. ● Small group activity – Direct contact spread of Infection between people ○ Ask learners to pass around an object which has been covered in a germ simulating gel/powder and which will fluoresce under UV light or glitter. ○ This demonstrates that microorganisms will rapidly spread to different people in a similar fashion. ○ Ask learners to identify areas in their centre where there is the potential for infectious disease to be spread. ○ Each group can focus on the risks within a particular area e.g. assembly hall, canteen, washrooms/changing areas, classrooms etc. ○ Learners will assess which diseases pose the highest risk in each area, what enhances the transmission and what steps can be taken to minimise the risks. ● Paired activity– animal to person transmission of infection	
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	○ Ask learners in pairs to research current or historical incidences of one of the following: animal to person transmission e.g. ring worm, avian influenzas, infected animal bites e.g. rabies, Lyme disease, yellow fever or handling animal waste e.g. e coli, giardia. ○ Learners identify measures which contribute to reducing the outbreaks of such diseases. ○ Each pair discusses their findings with the class as a whole.	
B4 Types of infectious disease	● Visiting speaker – A Professional Overview of Infectious Disease within the Community ○ An appropriate healthcare professional from a Hospital, Care Home or other healthcare premises who is involved with Infection control can be invited to speak to the learners about the risk of infectious disease in their establishment. ○ Learners should be encouraged to prepare relevant questions which they can ask the speaker. ○ The latter can be used to obtain information regarding the main infectious diseases encountered, transmission, areas and individuals at risk, prevention measures and treatment. ○ Infectious diseases to be covered should include: – viral infections, to include colds, influenza, hiv-related disease, avian flu in humans. – bacterial infections, to include tuberculosis, salmonella food poisoning, streptococcal sore throat, meningococcal meningitis. – fungal infections caused by yeasts, to include candidiasis, tineal.	

	- protozoan infections, to include malaria.	
B5 The cause and spread of blood infections	• Small group activity – function of blood - o Each learner in the group should research one component of blood from the unit specification and then present their findings to the rest of the group. To include erythrocytes, leukocytes, thrombocytes, plasma and serum. - o They should include the following in their research: - a description of the component. - what it contains. - percentage found in blood. - how each component is adapted for its function. • Paired activity – Diseases or problems with components of blood - o Learners work in pairs and are given a disease or problem associated with blood components to research. - o To include: - erythrocytic diseases, to include sickle cell anaemia, thalassaemia, haemolytic diseases in newborn babies. - leucocytes and white blood cell diseases, to include lymphocytosis, AIDS. - leukaemia to include acute myelogenous leukaemia (AML) and Chronic myelomonocytic leukaemia (CMML). - lymphomas, to include Hodgkins and non-Hodgkins diseases. - haemostasis and thrombosis. - o Learners produce an information leaflet that could about their given blood component disease or problem to include:	

	- how the blood component is affected. - how it is transmitted. - the impact of the disease or problem on health. - the treatment available. - o Learners take part in a carousel activity where they join with another pair and discuss the leaflet and information they have researched for peer teaching. - o This is repeated until all pairs have met and shared their research with another pair. • Whole class teaching and learning – Transmissible infections by blood transfusion - o Learners work in pairs and are given a disease or problem associated with blood components to research. - o To include: - clinical use of blood products, to include surgery, intensive care. - screening of blood products for diseases to prevent transmissible infections during blood transfusions, to include HIV-related disease, hepatitis, human parvovirus, malaria. - o Learners produce an information leaflet that could about their given blood component disease or problem to include: - how the blood component is affected. - how it is transmitted. - the impact of the disease or problem on health. - the treatment available.	
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	○ Learners take part in a carousel activity where they join with another pair and discuss the leaflet and information they have researched for peer teaching. ○ This is repeated until all pairs have met and shared their research with another pair.	
C1 Nutritional deficiency diseases	● Small group activity – hydration ○ Set up different stations each with information and activities related to hydration and dehydration. ○ Stations can include: – effects of dehydration on the body – daily water requirements – sources of water in food, – signs of dehydration. ○ Learners rotate through the stations in small groups, completing activities and quizzes at each one. ○ Conclude with a class discussion on the importance of staying hydrated and practical tips for maintaining hydration. ● Paired group activity - Nutritional deficiency diseases ○ Provide students with hypothetical case studies of people with one or more nutritional deficiencies exhibiting symptoms of the deficiency: – Vitamin D deficiency - prevalent in regions with limited sunlight exposure, symptoms include bone pain, muscle weakness, increased susceptibility to infections, rickets in children. – Vitamin B12: often affects older adults and people who eat a vegetarian or vegan diet. Symptoms include fatigue, weakness, constipation, loss of appetite, and	

	neurological changes such as numbness and tingling in the hands and feet. - Folic Acid: symptoms include fatigue, weakness, and pale skin. It is a main concern for pregnant women as it can lead to neural tube defects in the developing fetus. - Iron deficiency is often due to inadequate dietary intake, blood loss or pregnancy. It is one of the most common nutritional deficiencies which leads to anaemia. Symptoms include fatigue, weakness, pale skin, shortness of breath, and dizziness. - Protein deficiency: Kwashiorkor is a severe form of protein deficiency and can be commonly seen in children in developing countries. Symptoms include swelling, an enlarged liver, thinning hair, and skin lesions. - o Learners will analyse the case studies and identify symptoms what nutritional deficiency the person has based on the information in the case study.	
C2 Chronic dietary disease	• Small group activity – Chronic dietary diseases - o Divide the class into four groups. - o Assign each group one of the following diseases: - type 2 diabetes. - inflammatory bowel disease. - cardiovascular diseases. - obesity. - o Each group is to research their assigned disease, focusing on the following aspects: - causes linked to diet.	

	- symptoms. - prevention strategies. - impact on overall health. - o Groups should create a presentation to share their findings with the class.	
C3 Diseases due to environmental factors	• Paired activity - Air pollutants - o Learners work in pairs to make a number of air pollution monitors using a card, a string, petroleum jelly and a hole punch, magnifying glass. - o Cut out a small square of card roughly 15 cm by 15 cm. - o A hole is punched in the corner of the card. - o The location of where the card is going to be placed is written onto it. - o A thin layer of petroleum jelly is spread on the side of the card with no writing. - o A piece of string is threaded through the hole- the card is then tied to a specific outside area e.g. by a main road, on a tree in an open field. - o The card is left outside for a period of time (e.g. 3 days) and then collected. - o The card is retrieved and looked at to examine the particles that are on the card – many of which will be from pollution. - o Class discuss the differences in location and the number of particles on each card. • Whole class activity - water pollution - o Learners to research water pollution and consider the direct impact of its pollutants and their effects. • Whole class activity - cancer	YouTube – Make Your Own Air Pollution Monitor!

	- o Whole class discussion on the relationship between cancers and radiation or exposure to UV A and B radiation. • Whole class activity – Disease and environmental conditions - o Using an interactive map learners can track historical and current disease outbreaks. - o They can then attempt to correlate these outbreaks with environmental conditions including: - sanitation. - pesticide use. - overcrowding. - o This visual and hands-on activity will help students understand the geographical distribution of diseases and the underlying environmental factors.	HealthMap: interactive map with locations of diseases across the world Flu & Ebola Map Virus & Contagious Disease Surveillance Interactive maps/Infections Diseases Data Observatory – interactive map of diseases across the world Interactive maps Infectious Diseases Data Observatory
D1 Epidemiology	• Whole class activity – Epidemiology - o Learners create a timeline for the different classifications of infections with specific named infections from the specification. To include: - endemic, - chickenpox. - epidemic, - influenza, measles. - pandemic - COVID-19. - change in classification- malaria. - o The timeline should include - significant outbreaks. - the transition from one classification to another (e.g., when malaria shifted from epidemic to endemic in certain regions).	Centre for Disease Control and Prevention – update information on infections diseases and historical data Centers for Disease Control and Prevention CDC

	- major public health responses. - o This visual aid will help students to understand the progression and impact of infections over time.	
D2 Factors in controlling a global disease outbreak	• Whole class activity – COVID 19 - o Learners discuss what they remember about the COVID 19 outbreak, and the roles of different authorities involved in controlling the disease in the UK to include: - government. - non-government organisations. - scientists. - role of international community (to include the WHO). - o Discussion to include: - what measures were put in place and by whom. - how messages were communicated to the public. - how the public responded. - how the approach was the same as other countries. - how the UK approach different from other countries. • Small group activity – Factors in controlling a global disease outbreak - o Divide students into pairs or small groups. - o Provide each group with case study materials containing data, timelines, and key events from the 1918 influenza epidemic and the COVID-19 pandemic. - o Ask students to analyse: - the social, economic, and environmental conditions during both outbreaks. - the methods of transmission and how they contributed to the spread of the virus.	

	- the role of government responses, healthcare infrastructure, and public compliance with health measures. - o Have students create a Venn diagram to compare and contrast both pandemics, highlighting similarities and differences in the factors contributing to the spread and control measures. - o Each group will present their findings to the class, followed by a class discussion on the effectiveness of the measures taken during both pandemics.	
D3 Consequences to society of a disease outbreak	• Small group activity – Simulation of a disease outbreak - o Create a simulation where learners are asked to discuss how they would manage a new fictional disease outbreak from a viral, bacterial, fungal or protozoa microorganism with a method of transmission given e.g. fungal infection spread by direct skin contact from animals or humans or from contaminated surfaces. - o Learners should make decisions on and show consideration of: - quarantine measures. - personal protective equipment. - testing approaches. - treatment approaches. - how information is disseminated to the public. - effects on an individual, on family, on communities, on societies. - risks of antibiotic resistance. - problems associated with using treatments regimes and ideas not familiar to a society.	Centres for Disease Control and Prevention – simulated disease outbreak game Solve The Outbreak Virus outbreak simulator – online game to see how viral outbreaks spread through a population Virus Outbreak Simulator

	- each group feedback to the rest of the class what the agreed approaches were with the advantages and disadvantages discussed. [SP-CT] • Whole class activity – Ethical dilemma discussion conditions - o Present learners with various ethical scenarios related to disease outbreaks e.g., such as prioritising who receives limited treatments or the decision to use experimental drugs. - o Learners discuss these dilemmas in small groups and then share their conclusions with the class. - o This will help learners understand the complexity of ethical decisions in public health.	
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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
EL – SRS * Effective Learning Secondary Research Skills	When carrying out research into methods of controlling microorganisms they will develop skills in secondary research. They will have to find and use valid and reliable sources to collate secondary data, interprets secondary data and draws valid conclusions which are then presented to the rest of the class. To further support this transferable skill, learners can be asked to produce a reference list of all the research they have collated.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We'd also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

Websites

<https://www.abpischools.org.uk/topics/pathogens-and-the-immune-system/the-specific-immune-system-humoral-response/> - ABPI – Humoral Response - Educational resource explaining the specific immune system's humoral response.

<https://www.abpischools.org.uk/topics/infectious-diseases-immunity/vaccination-and-immune-memory/> - ABPI – Animation Showing How Vaccinations Work - Animated resource on vaccine function and immune memory.

<https://www.cdc.gov/mobile/applications/sto/> - Centres for Disease Control and Prevention – Simulated Disease Outbreak Game - "Solve the Outbreak" game to learn about epidemiology.

<https://www.cdc.gov/> - Centers for Disease Control and Prevention - Up-to-date information on infectious diseases and historical data.

<https://www.cdc.gov/hygiene/personal-hygiene/infection-prevention.html> - CDC – Actions to Prevent and Control the Spread of Infections - Guidelines on infection control in schools and communities.

<https://www.gov.uk/government/publications/infection-prevention-and-control-in-adult-social-care-settings/infection-prevention-and-control-resource-for-adult-social-care> - IPC Resource for Adult Social Care - Infection prevention and control guidance for adult social care settings.

<https://www.iddo.org/mapping> - Infectious Diseases Data Observatory – Interactive Map - Global infectious disease tracking.

<https://www.YouTube.com/watch?v=wEvW1ZF7if4&t=37s> - Morphology of Bacteria - Educational video on bacterial structure and classification.

<https://www.england.nhs.uk/publication/national-infection-prevention-and-control/> - NHS Prevention and Treatment - National Infection Prevention and Control guidelines.

<https://www.nhs.uk/vaccinations/nhs-vaccinations-and-when-to-have-them/> - NHS Vaccinations and When to Have Them - Information on routine vaccinations in the UK.

https://www.YouTube.com/watch?v=RIRLNGWx_qQ - Viruses - Overview of viral structure, replication, and function.

<https://www.YouTube.com/watch?v=ID8ifNWOZ5s> - What are Acellular Organisms? - Explanation of organisms that lack cellular structure.

<https://www.stem.org.uk/resources/elibrary/resource/460254/immunity-and-vaccination#&gid=undefined&pid=1> - Wellcome Trust – Immunity and Vaccinations Fact Sheet - Educational materials on immunity and vaccination.

<https://www.who.int/news-room/fact-sheets/detail/immunization-coverage> - WHO Immunisation Coverage - Global data on immunisation rates and vaccine coverage.

<https://www.zmangames.com/en/products/pandemic/> - Pandemic Board Game - A strategy game simulating the spread and control of diseases.

<https://www.YouTube.com/watch?v=KsKHTpgM7tU> - YouTube – Make Your Own Air Pollution Monitor - DIY project for building an air pollution monitor.

<https://www.craigheadgames.com/virus-outbreak-simulator/> - Virus Outbreak Simulator - Online game demonstrating how viral outbreaks spread in a population.

<https://vaccineknowledge.ox.ac.uk/vaccination-schedules-other-countries> - Global Vaccine Schedules - Overview of vaccination schedules across different countries.

<https://www.immunology.org/public-information/vaccine-resources/childhood-vaccines/vaccine-infographics> - British Society for Immunology – Information about Vaccines - Resources explaining the importance of vaccines.

Pearson paid resources also available

[Pearson Student book](#)

[ActiveBook](#) (a digital version of the Student Book, via ActiveLearn Digital Service)

[Digital Teacher Pack](#) (via ActiveLearn Digital Service)

5. Pearson Qualification Support and Resources

This section provides information on support and resources that are available on the Pearson website for this qualification.

[Exam Wizard](#)

A free online resource containing a huge bank of past paper questions and support materials to help you create your own mock exams and tests

[Pearson Set Assignments \(PSABs\)](#)

These assignments are set by Pearson and marked internally by the centre. They should be used for all internal assessments on the course. There are specific PSABs for each internally assessed unit on the course.

[Purpose Statement](#)

This provides an overview of the qualification's key details. It outlines what students will study, the knowledge and skills they will develop, and any related subjects that complement the qualification. It also highlights potential progression routes for further learning and lists the Higher Education Institutes that have formally expressed their support and recognition for the qualification.

[Results plus](#)

A free online results analysis tool for teachers giving a detailed breakdown of students' performance in BTEC external assessments.

[Sample Assessment Material \(SAMs\)](#)

These resources illustrate the format and style of questions for the external assessment for this qualification. A mark scheme is also provided which shows how credit is awarded for these questions. The resources can be used to help prepare students for their external assessment.

[Specification](#)

This document contains an overview of the qualification, qualification purpose and structure, units including content and assessment, planning and implementing the qualification, qualification grade, glossary of terms used for internally assessed units, Transferable skills framework, digital skills framework, sustainability framework.

[Subject Adviser](#)

A dedicated subject adviser available throughout the year so please do get in touch if you would like any support or guidance with:

- Planning your courses
- Overview of BTEC quality assurance processes
- Suggested resources
- Teaching and Assessment of internal units and components
- Teaching external units and components
- The training and support materials we have available.

[Training](#)

Available training sessions can be booked here. On the left-hand side of the screen, select the qualification 'BTEC National' and subject. Where current training is available a list of titles, an overview of the training and dates will be provided giving teachers the option to select and book onto relevant sessions.

[Transferable Skills Guide for Teachers](#)

This guide provides an overview of the BTEC Transferable Skills Framework and how it has been used to integrate the delivery of these skills in the new suite of BTEC Level 3 and Level 2 qualifications starting in 2025.

[Transition Guide](#)

This guide provides an overview of what's new in the qualification, a comparison of the previous qualification to this new qualification, an overview of the assessment approach, a mapping guide to show where content is the same, updated or new.

Annexe

Curriculum Planning

The models in this section are intended to support your delivery planning and provide suggestions for the types and subjects of qualifications that might be delivered with this qualification.

Suggested combinations with other qualifications

This qualification can be combined in the following ways depending on the destination of students.

For students intending to progress to higher education to study Nursing.

Option 1	Option 2	Option 3
BTEC AAQ in Health and Social Care	BTEC AAQ Applied Science	A Level Biology

For students intending to progress to higher education to study Psychology.

Option 1	Option 2	Option 3
BTEC AAQ in Health and Social Care	BTEC AAQ Medical Science	A Level Psychology

BTEC Key Terms

GLH – Guided Learning Hours, time the students have supervised teaching and learning

IV – Internal Verification, for internal quality assurance

Lead IV – the person responsible for the internal quality assurance across a qualification or programme subject area.

PSAB – Pearson Set Assignment Brief, used for summative internal assessments

SV – Standards Verification, for external quality assurance

Transferable Skills

Managing Yourself

Acronym	
MY-TPR	Taking Personal Responsibility
MY-PS&R	Personal Strengths and Resilience
MY-COP	Career Orientation Planning
MY-PGS	Personal Goal Setting

Effective Learning

Acronym	
EL-MOL	Managing Own Learning
EL-CL	Continuous Learning
EL-SRS	Secondary Research Skills
EL-PRS	Primary Research Skills

Interpersonal Skills

Acronym	
IS-WC	Written Communications
IS-V&NC	Verbal and Non-verbal Communications
IS-T	Teamwork
IS-C&SI	Cultural and Social Intelligence

Solving Problems

Acronym	
SP-CT	Critical Thinking
SP-PS	Problem Solving
SP-C&I	Creativity and Innovation

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