

## **BTEC Tech Award (2022): Health and Social Care Supplementary teacher guide**

### **Introduction**

*This supplementary teaching and learning document is a companion to your BTEC Tech Award (2022) Specification, Subject assessment strategy and Pearson Set Assignments (PSA). With reference to teaching and learning it is designed to supplement the specification, focusing on introductions and summaries of each component, key teaching areas (sector skills, knowledge, and transferable skills/behaviours), teaching content, format of assessment and resources to support teaching.*

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## 1. Overview of Assessment Availability – Tech Awards 2022

|   | Early October   | Early December to end of January   | January             | March   |
|---|---|--|---------------------|---------|
| Annual December/January Assessment Series | Release of PSAs for both internally assessed components | Moderation<br>Submission of centre marks and sample of learner work deadline approx. December 15th | External Assessment | Results |
|   | Mid-February  | Early April to end of June   | May                 | August  |
| Annual May/June Assessment Series         | Release of PSAs for both internally assessed components | Moderation<br>Submission of centre marks and sample of learner work deadline approx. May 1st       | External Assessment | Results |

## 2. Component One: Human Lifespan Development

### Approaching the Component

This component provides learners with the underpinning knowledge they require to develop their understanding of health and social care as an academic discipline and a vocation. It is recommended that this component is taught first, as human lifespan development is an essential concept in the study of health and social care. Learners will explore how humans grow and develop over the life course and how the conditions in which we live, learn, work and play affect health, quality of life and wellbeing. They will be introduced to key recurring themes within the qualification: the six life stages of infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood; the classification of growth and development into physical, intellectual, emotional and social spheres (known as PIES); and the classification of factors that affect growth and development into the seven categories of physical, lifestyle, emotional, social, cultural, environmental and economic factors.

This foundational knowledge will make it easier for learners to move onto Component 2 and to understand how health and social care services are organised and delivered to meet the needs of individuals and the skills required to be a successful practitioner in the sector. Similarly, this essential knowledge will enable learners to be successful in Component 3, as they will have developed a synthesis of knowledge and skill in understanding and interpreting the health and wellbeing of individuals.

For learners moving onto Level 3 study in Health and Social Care, these foundational concepts will be expanded upon to include greater theoretical depth of human development and then built upon when studying interrelated topics such as health sociology, health psychology, public health and health promotion.

This component will enable learners to explore the usual and expected physical, intellectual, emotional, and social (PIES) growth and development of humans, as well as identify when certain factors interrupt or influence this process. Through a case study approach, learners can apply their knowledge to various scenarios, developing their knowledge of the ways in which factors can impact on PIES growth and development. Learners will have the opportunity to investigate how the impact of factors can change over the life course and explore the ways in which different individuals cope with and adapt to change.

This component can be delivered through a mix of theory, independent research, visits to places of interest and talks from guest speakers. Learners should be encouraged to work as individuals as well as in groups to understand the concepts being taught and should be given the opportunity to share and present their findings with others. This

will enable learners to develop their health and social care knowledge, as well as to develop employability skills such as investigation and research, teamwork and public speaking.

Learners will be provided with a series of assessment tasks to demonstrate their knowledge and understanding. The Pearson Set Assignment (PSA) requires the evidence to take the form of a report, however this can be prepared for assessment in a variety of formats to suit the individual learner, from written reports to audio/video recording or presentation.

## Delivering the Learning Outcomes

### **Learning outcome A: Understand human growth and development across life stages and the factors that affect it**

Learners will become familiar with the six life stages of: infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood. Within each, they will explore the key characteristics of physical, intellectual, emotional and social growth and development. This will enable learners to describe expected growth and development, as well as to identify when the health and/or wellbeing of an individual is not as expected. Learners are usually most confident with physical growth and development and least confident with intellectual growth and development, particularly in the adulthood life stages. Therefore, it is recommended that centres take time to explore this area of understanding, for example looking at the ways in which adults use and expand their thinking and reasoning skills in working and personal life. It is important to note that emotional and social growth and development overlap considerably and learners can and should discuss links between the two within their assessed work. The PIES classifications are defined as follows:

**Physical growth and development:** Physical growth describes increased body size e.g., height and weight. Physical development involves gaining new skills and abilities e.g., gross motor skills development such as riding a bike, alongside changes to body structure and function e.g., puberty and menopause.

**Intellectual growth and development:** Intellectual growth and development describes an individual's ability to think, reason and use language.

**Emotional growth and development:** Emotional growth and development describes how individuals increase their capacity to experience, express and interpret emotions, alongside development on individual identity.

**Social growth and development:** Social growth and development describes the acquisition of the skills and qualities necessary for forming both informal and formal relationships that allow individuals to successfully function as members of society.

**Please refer to the specification for the specific life stages and the expected key characteristics learners are required to learn.**

This knowledge will be further developed as learners move on to explore the factors that affect PIES growth and development, which are categorised into seven areas: physical, lifestyle, emotional, social, cultural, environmental and economic factors. In terms of the physical factors, it is important to note that learners are not required to know, nor will they be assessed on in-depth physiology of the body or the pathology of any of the inherited conditions or physical disorders in the specification. Rather, learners require an understanding of the impact that each condition or disorder has on an individual's expected growth and development. For example, learners should understand that sickle cell disease is an inherited condition affecting the red blood cells, which can cause painful episodes known as crises, which can cause very severe and debilitating pain; an increased risk of infections; and anaemia, which can cause tiredness and shortness of breath. This knowledge can then be applied to understanding potential impacts on PIES growth and development.

Learners will be required to apply this knowledge to different life stages and to understand how the impact of these factors changes over the lifespan. It is important to note that the PSA tasks for this learning outcome are not applied to a case study, so learners can discuss expected growth and development and the possible impact of factors on typical individuals.

This content can be taught by covering the theoretical concepts and then bringing these to life through case studies of individuals or families, or by referring to well-known people, such as the family members of learners or famous individuals. Guests can be welcomed to the classroom either in person or via online platforms to bring the content to life, for example a mother and a young child to enable learners to observe infancy or early childhood, or a grandparent to discuss their experience of middle or later adulthood.

**Learning outcome B: Understand how individuals deal with life events**

Learners will investigate how key life events can impact on PIES growth and development across the life stages. These life events are grouped as follows: health and wellbeing events such as accident or illness; relationship changes such as divorce and parenthood; and changes in life circumstances such as imprisonment or retirement.

Learners will explore the ways in which individuals adapt to and cope with the change brought about by life events. This includes exploring the character traits of individuals as well the sources and types of support that are available.

This content can be taught by developing case studies of individuals or families, or by referring to well-known people, such as the family members of learners or famous individuals. Guests can be welcomed to the classroom either in person or via online platforms to bring the content to life, for example a mother could discuss the impact of becoming a parent, or a grandparent could discuss their experience of retirement.

### **Format of internal assessment**

The internally assessed, externally moderated units are designed to demonstrate the application of the aligned conceptual knowledge, for which they are assessed. The Pearson-Set Assignment (PSA) provides clear guidance for each assignment and the given format of the assessment is stated.

The PSA for this component has a vocational scenario and is split into four tasks.

- **Task 1** requires learners to create a detailed account of PIES growth and development through specified life stages and how these change from one life stage to the next. The task specifies the life stages for learners to focus their response upon.
- **Task 2** requires learners to create a detailed account of how specified factors impact PIES growth and development in given life stages, with well-developed reasons provided for why there is a difference in impact. The task specifies the factors and life stages for learners to focus their response upon.
- **Task 3a** requires learners to create a detailed account of how a specified life event has affected an individual's PIES growth and development. This task is accompanied by a case study on specific individuals and life events for learners to focus their response upon.
- **Task 3b** requires learners to create a detailed account that compares how a specified life event has affected two individual's PIES growth and development, referring to sources and types of support available to them, as well as their individual character traits. This task is accompanied by a case study on specific individuals and life events for learners to focus their response upon.

In each case the evidence the learner produces must take the form of a report, however, the report may take one of the following formats:

- A written response.
- A video or audio recording; or
- A presentation. Presentations may be in the form of, for example, PowerPoint, Google Slides, Keynote, Prezi, Canva or Padlet.

This provides a potential opportunity for learners to develop wider skills and may support individual learner decisions, including those around accessibility.

## **How to administer assessments**

Key tips:

- You cannot contextualise the vocational scenario, further information can be found in the PSAs.

## Delivering the component: suggested activities

This provides you with a starting place for one way of delivering the component, moving methodically through the specification and providing a practical sense of what can be done to deliver the content. The information below is suggested activity and not mandatory.

| Learning Outcomes  | Suggested Activity   |
|--|--|
| <b>Learning outcome A: Understand human growth and development across life stages and the factors that affect it</b> |  |
| A1 Human growth and development across life stages   | <p>Provide learners with images of a diverse selection of extended families. Discuss what they think are the different phases or stages of life that humans pass through. Guide learners towards classification into the six established life stages.</p> <p>Using the same images, discuss key moments of growth and development through the life course. For example, learning to walk in infancy or puberty in adolescence. Introduce the concept of PIES and use think/pair/share or a snowball technique to develop definitions for each of the PIES classifications.</p> <p>Provide learners with stimulus images of diverse individuals at different life stages. Learners can work in pairs to produce pen portraits of different individuals at different life stages. Encourage learners to focus on key moments in each of the PIES classifications for their given life stage. Share these with the whole group and guide learners towards some of the key characteristics of PIES growth and development at each life stage.</p> <p>Invite individuals at different life stages to join you in the classroom face to face or online. Learners can observe different stages of development in infancy and early childhood or interview older individuals about their life stage. If this is not possible, documentaries such as 'Babies' on Netflix or 'Secret Life of 4 and 5 Year Olds' or 'Old People's Home for 4 Year Olds' on Channel 4 can be used.</p> |



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|   | <p>Learners should be encouraged to think about the progression of growth and development from one life stage to the next, making links between the life stages. Learners should be able to establish the 'ideal conditions' for PIES growth and development.</p> <p>Learners can produce a washing line style display or a family tree or a written case study to illustrate their knowledge of the key characteristics of PIES growth and development across the life stages.</p> <p>Sample assessment materials and/or previous years' PSAs can be used to formatively assess knowledge of A1.</p>  |
| A2 Factors affecting growth and development | <p>Building on knowledge and understanding from A1, learners should understand that certain factors can influence or disrupt the PIES growth and development of individuals.</p> <p>Learners can discuss in small groups any factors that have affected their growth and development or that of people they know or live with. Pairs of learners can then share ideas about different factors with the group. Encourage learners to classify these factors into groups. Guide learners towards the seven established groups of factors.</p> <p>Provide learners with stimulus pictures or audio/video clips that illustrate the seven groups of factors. Learners can work in pairs to create a case study of an individual showing how one or more factor might affect their growth and development. Encourage learners to consider the impact on all PIES and to make specific links between the impact and the life stage. Encourage learners to explore how the impact might change over the life course or be different dependent on the life stage the factor is experienced in.</p> <p>Documentaries, videos and articles can be used to provide real life examples of how these factors can affect growth and development. For example, the Channel 4 Dispatches programme Growing Up Poor: Breadline Kids is useful for showing learners how housing conditions and economic factors can affect growth and development.</p> |

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|  | <p>Learners can produce posters or interactive presentations or a written case study to illustrate their knowledge of the ways in which the factors can affect PIES growth and development across the life stages.</p> <p>Sample assessment materials and/or previous years' PSAs can be used to formatively assess knowledge of A2.</p>   |
| <p><b>Learning outcome B: Understand how individuals deal with life events</b></p> |  |
| <p>B1 Different types of life event</p>  | <p>Learners can individually create a timeline of their own lives so far, marking significant life events. They can then imagine the future and extend their timeline to include life events they expect to experience, as well as ones that might not plan for or expect. Share their timelines with the group and encourage learners to classify these events into groups. Guide learners towards the three different classifications within the specification.</p> <p>Introduce learners to several different case studies of life events. Encourage them to investigate the impact of the life events on the PIES of the concerned individuals. Well known people can be used for this e.g., Billy Monger having his legs amputated after a motorsport crash, or Rio Ferdinand becoming a single dad after his wife died with cancer (see 'Suggested resources' below).</p> <p>Task learners with interviewing someone they live with or know well about one type of life event from each of the three categories: health and wellbeing; relationship changes; life circumstances. Encourage learners to explore how different life events may affect PIES. Interviews can then be presented to the whole group as audio or video or other creative presentation of the learner's choice.</p> <p>OR Invite individuals at different life stages that have experienced life events to join you in the classroom face to face or online. Learners can interview them about their experience and the impact of the life event on their PIES.</p> <p>Sample assessment materials and/or previous years' PSAs can be used to formatively assess knowledge of B1</p> |

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| <p>B2 Coping with change caused by life events</p> | <p>Learners need a sound understanding of the definitions of: resilience; self-esteem; emotional intelligence; disposition. This can be achieved by using examples of these character traits in well known individuals e.g. Billy Monger; Malala Yousafzai; Kadeena Cox. Learners can then demonstrate their knowledge by writing recipes for resilience; creating artwork to illustrate self-esteem; create posters on how to strengthen emotional intelligence; and create one-page profiles to illustrate different dispositions.</p> <p>Using some of the case studies or interviews from B1, learners can then investigate the influence of each of these character traits on how each individual coped with their life event. Learners should be encouraged to assess the extent of the influence of each trait on the way that each individual experienced and coped with their life event. They can present their findings as a case file.</p> <p>Looking at any of the case studies or friends/ family interviews from B1, learners should make a list of different sources of support that individuals can use when faced with different life events. Guide learners towards the three different classifications within the specification. Learners will need support to understand the differences between multiagency and multidisciplinary working. They can then apply this to extend their case files.</p> <p>This case file work can then be extended further to cover to the types of support that can be given. This may require some investigation into the types of support that might be required for different life events, especially in terms of different illnesses and the impact of accidents. Learners should be encouraged to make strong connections between the impact of the life event and the support that is required to enable the individual to adapt.</p> <p>Provide learners with stimulus material such as written case studies or video clips, of individuals experiencing similar life events. They should be able to demonstrate their full knowledge of B2 by comparing the experience of the two individuals, drawing out key similarities and differences. This can be done by making a presentation.</p> |
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|  | Sample assessment materials and/or previous years' PSAs can be used to formatively assess knowledge of B2. |
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## Suggested resources

*This section has been created to provide a range of links / resources that are publicly available that you might find helpful in supporting your teaching and delivery of 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.*

### Podcasts/Websites

#### Physical development

*Why do our bodies age? (TEDEd)*

'Human bodies aren't built for extreme aging: our capacity is set at about 90 years. But what does aging really mean, and how does it counteract the body's efforts to stay alive? Monica Menesini details the nine physiological traits that play a central role in aging.'

<https://ed.ted.com/lessons/why-do-our-bodies-age-monica-menesini>

*Operation Ouch*

Various videos on the human body, growth and development, including an excellent episode on puberty.

<https://www.youtube.com/c/OperationOuch>

#### Intellectual development

*Brain Matters documentary | Early Childhood Development (Brain Matters)*

'Why is it that some children thrive while others do not? Is it a matter of genetics, IQ, socioeconomic background or education?'

[https://youtu.be/Rw\\_aVnlp0JY](https://youtu.be/Rw_aVnlp0JY)

*Language: The First 5 Years of Life of Learning (Sprouts)*

Covers how language is acquired and the role it plays in our growth and development.

<https://youtu.be/u49uLLCUIEk>

*The Secret Life of the Baby's Brain (Psychology Tomorrow)*

Developmental Psychology Documentary on Brain and Intelligence Development in Babies.

<https://youtu.be/h3BoUpMjY-Y>

## ALL PIES development

### *Babies (Netflix)*

'From nature to nurture, this docuseries explores the groundbreaking science that reveals how infants discover life during their very first year.'

<https://www.netflix.com/gb/Title/80117833>

### *Crash Course: Psychology*

Covers psychological concepts that can be used to develop understanding of intellectual and emotional development.

<https://youtube.com/playlist?list=PL8dPuuaLjXtOPRkzVLY0jY-uHOH9KVU6>

### *Old People's Home for 4 Year Olds (Channel 4)*

'One of the UK's biggest retirement villages opens a nursery where the classmates' ages range from three to 102. What can the very young and the very old learn from each other?'

<https://www.channel4.com/programmes/old-peoples-home-for-4-year-olds>

Clips always available on the Channel 4 YouTube channel:

<https://www.youtube.com/channel4>

### *The Secret Life of 4 and 5 Year Olds (Channel 4)*

Fly on the wall series that features PIES growth and development of 4 and 5 year olds.

<https://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds>

Clips always available on the Channel 4 YouTube channel:

<https://www.youtube.com/channel4>

## Factors affecting growth and development

### *British Heart Foundation*

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

<https://www.bhf.org.uk/>

British Heart Foundation YouTube Channel:

<https://www.youtube.com/c/britishheartfoundation>

### British Nutrition Foundation: Food a Fact of Life

Free resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating.

<https://www.foodafactoflife.org.uk/>

British Nutrition Foundation YouTube channel:

<https://www.youtube.com/user/BritishNutrition>

*Cystic Fibrosis Trust*

UK charity providing information and advice for individuals living with cystic fibrosis.

<https://www.cysticfibrosis.org.uk/>

Cystic Fibrosis Trust YouTube Channel: <https://www.youtube.com/user/CFTrust>

*Diabetes UK*

UK charity providing information and advice for individuals living with diabetes.

<https://www.diabetes.org.uk/>

Diabetes UK YouTube Channel: <https://www.youtube.com/c/diabetesuk>

*Growing Up Poor: Breadline Kids: Dispatches (Channel 4)*

'In Britain, 4.1 million children are growing up in poverty. Dispatches follows three families to show what life is like if there's not enough money for life's essentials.'

<https://www.channel4.com/programmes/growing-up-poor-breadline-kids-dispatches>

*Huntington's Disease Association*

UK charity providing information and advice for individuals living with Huntington's Disease.

<https://www.hda.org.uk/>

Huntington's Disease Association YouTube Channel:

<https://www.youtube.com/channel/UCQnycbY9WwfYpjbQ-QB1FQ>

*Jeans for Genes: Educational Resources*

Resources including videos, factsheets and slides on children and young people living with a range of inherited disorders.

<https://www.jeansforgenes.org/educational-resources>

Jeans for Genes YouTube Channel: <https://www.youtube.com/user/JeansforGenesUK>

*Kids on the Edge (Channel 4)*

Docuseries covering mental health disorders in children and young people (discretion advised).

<https://www.channel4.com/programmes/kids-on-the-edge>

*Marfan trust*

UK charity providing information and advice for individuals living with Marfan Syndrome.

<https://www.marfantrust.org/>

Marfan Trust YouTube Channel:

[https://www.youtube.com/channel/UC8lxjN\\_6xxfTo9E19NDHZQ](https://www.youtube.com/channel/UC8lxjN_6xxfTo9E19NDHZQ)

*Mencap*

UK charity providing information and advice for individuals living with learning disabilities.

<https://www.mencap.org.uk/>

Mencap YouTube Channel: <https://www.youtube.com/channel/UCaghd-QcHk0BKP6wN34xaaw>

#### *Mind*

UK charity providing information and advice for individuals living with mental health problems.

<https://www.mind.org.uk/>

Mind YouTube Channel: <https://www.youtube.com/c/MindWebteam>

#### *Muscular Dystrophy UK*

UK charity providing information and advice for individuals living with muscular dystrophy.

<https://www.muscular dystrophyuk.org/>

Muscular Dystrophy UK YouTube Channel:

<https://www.youtube.com/c/MuscularDystrophyUK>

#### *NHS Live Well*

Information and advice on healthy living, including smoking, alcohol, diet, exercise and mental health.

<https://www.nhs.uk/live-well/>

NHS YouTube Channel: <https://www.youtube.com/user/NHSChoices>

#### *Operation Ouch: Meet the Ouch Patients*

Real medical stories featuring children and young people living with a variety of conditions and disorders.

[https://www.youtube.com/playlist?list=PL86hLI-Po3nUGVgkN\\_Utn54hQHAcwZJj](https://www.youtube.com/playlist?list=PL86hLI-Po3nUGVgkN_Utn54hQHAcwZJj)

#### *Ouch!*

Ouch! is a website from the BBC that reflects the lives and experiences of disabled people. It has articles, blogs, a very busy message board and an award-winning downloadable radio show - The Ouch Podcast.

<https://www.bbc.co.uk/programmes/p02r6yqw>

#### *Royal Association for Deaf People (RADP)*

UK charity providing information and advice for deaf individuals.

<https://www.royaldeaf.org.uk/>

#### *Royal National Institute of Blind People (RNIB)*

UK charity providing information and advice for individuals living with visual impairments.

<https://www.rnib.org.uk/>

RNIB YouTube Channel: <https://www.youtube.com/user/rnibuk>



*Sickle Cell Society*

National UK charity providing information and advice for individuals living with sickle cell disorder.

<https://www.sicklecellsociety.org/>

Life events

*Changing Faces*

A UK charity supporting individuals who have a visible difference or disfigurement.

<https://www.changingfaces.org.uk/>

*Cruse Bereavement support*

UK charity providing information, advice and support for those experiencing bereavement.

<https://www.cruse.org.uk/>

Cruse Bereavement support YouTube Channel:

<https://www.youtube.com/channel/UCXe0sZUpCZt83IQwZRIsCpg>

*Driven: The Billy Monger Story*

'Following the remarkable story of 18-year-old Billy Monger as he attempts to become the first ever double amputee to race competitively in a single-seater racing car.'

<https://www.bbc.co.uk/programmes/p06qx4gt>

*Prison Advice and Care Trust (Pact)*

'A national charity that provides support to prisoners, people with convictions, and their families. We support people to make a fresh start, and minimise the harm that can be caused by imprisonment to people who have committed offences, to families and to communities.'

<https://www.prisonadvice.org.uk/>

*Relate: The Relationship People*

UK charity providing information, advice and services for those requiring relationship support.

<https://www.relate.org.uk/>

*Rio Ferdinand: Being Mum and Dad*

'Documentary following Rio Ferdinand a year after losing his wife to cancer as he tries to come to terms with the loss and its effects on him and his three children.'

Clips of the film available:

<https://www.bbc.co.uk/programmes/b08kzclp>

### **3. Component Two: Health and Social Care Services and Values**

#### **Approaching the Component**

This component provides learners with an understanding of the way in which health and social care services meet the needs of the population. It is recommended that this component is taught after Component 1, as to be successful in the internal assessment learners require the underpinning knowledge of human lifespan development, including PIES categorisation and the factors that affect growth and development. Learners will explore key health conditions, building upon those already outlined in Component 1, and the services available to meet the needs of individuals living with these conditions. Learners will also explore services for additional needs such as learning disability and physical impairment. They will explore the reasons why social care is required and services provided by formal social care services, as well as additional care from volunteers, friends and family. They will be introduced to a variety of barriers to accessing services and explore the ways in which these barriers can be successfully overcome. This component also develops vocational knowledge, as learners explore the skills, values and attributes required when working in the sector.

In building on the foundational knowledge from Component 1, this component further prepares learners for the synoptic nature of the third and final component. In the Component 3 external assessment, learners will need a sound working knowledge of factors affecting health and wellbeing, which includes the physical health conditions explored in this component. Similarly, Component 2 prepares learners to understand the rationale for measuring health through physiological and lifestyle data, as well the necessity of recommended actions to improve health and wellbeing.

For learners moving onto Level 3 study in Health and Social Care, these foundational concepts will be expanded upon to include greater depth of understanding of human anatomy and physiology and its disorders, as well as the way in which the health and social care sector is organised and functions to deliver safe, effective care. This knowledge will be further built upon when studying interrelated topics such as health sociology, health psychology, public health and health promotion.

This component can be delivered through a mix of theory, independent research, visits to places of interest and talks from guest speakers. Learners should be encouraged to work as individuals as well as in groups to understand the concepts being taught and should be given the opportunity to share and present their findings with others. This will enable learners to develop their health and social care knowledge, as well as to develop employability skills such as investigation and research, teamwork and public speaking.

Learners will be provided with a series of assessment tasks to demonstrate their knowledge and understanding. The Pearson Set Assignment (PSA) requires the evidence to take the form of a report, however this can be prepared for assessment in a variety of formats to suit the centre or individual learner, from written reports to audio/video recording or presentation.

## Delivering the Learning Outcomes

### Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

Learners will become familiar with a range of health conditions and how they can be managed. It is important to note that learners are not required to know, nor will they be assessed on in-depth physiology of the body or the pathology of any of these disorders. Rather, learners require an understanding of the impact that each disorder has on individuals and their daily life. For example, learners should understand that arthritis is a common condition affecting the joints, causing pain, inflammation and difficulty with movement.

Learners will move on to explore the way in which health services are organised and relevant services available for common health conditions. Learners should be confident with the terminology below:

**Primary care:** Primary care services provide the first point of contact in the healthcare system, acting as the 'front door' of the NHS e.g., General Practitioner (GP). These services are usually located within the community e.g., health centre. Individuals can make their own appointment for primary care, or in some cases 'walk-in' e.g., Accident and Emergency.

**Secondary care:** Secondary care is specialist medical care, which usually takes place in hospitals and other clinical settings e.g., Rheumatology services in a hospital. Secondary care is provided by professionals such as consultant doctors who generally do not have the first contact with the patient and therefore referral from primary care is usually required e.g., a GP may refer a patient with arthritis to the Consultant Rheumatologist.

**Tertiary care:** Tertiary care is specialist medical care which takes place in specialist hospitals and clinical centres, where professionals have access to more specialised equipment and expertise for health conditions e.g., transplant services at the Oxford Transplant Centre, part of the Oxford University Hospitals NHS Foundation Trust.

*Note: Tertiary care may not be appropriate for all assessed scenarios and no reference is therefore made to tertiary care within the marking grids for this learning outcome.*

**Allied health professions:** There are 14 regulated allied health professions, each working within a specialist area, and in the main they are degree level professions, and are professionally autonomous practitioners e.g., physiotherapists. Their focus is on improvement of health and wellbeing and prevention of ill health, to maximise the potential of individuals to live fulfilling lives. Allied health professionals work alongside health and social care professionals and across primary, secondary, tertiary and social care services, to assess, diagnose, treat and discharge individuals.

**Multidisciplinary team working:** A multidisciplinary team (MDT) is a group of health and care staff who are members of different organisations and professions e.g., GPs, social workers, nurses, that work together to make decisions regarding the treatment of individual patients and service users. MDTs are used in both health and care settings. For example, a multidisciplinary meeting may take place prior to an older individual that has been treated in hospital for coronary heart disease is discharged back into the care of the residential care home where they live. Doctors, nurses, social workers and carers would come together to discuss the care that needs to be in place to ensure the individuals health, safety, wellbeing and comfort.

**Referral:** Referral is the action of referring someone for consultation, review or further action. Referrals take place throughout health and social care services. Primarily, GPs refer individuals to secondary or allied care professionals and services e.g., a GP may refer a diabetic individual may to a dietician (allied health profession).

**Please refer to the specification for the specific services learners are required to learn.**

Building upon their knowledge of each health condition and the relevant services available, learners will be required to apply their knowledge to different scenarios. For example, learners will need to determine the unique needs the individual has, based on their health condition and its impact on their daily life, as well as their age, to understand exactly which services are most appropriate and why. Similarly, learners will be required to understand how and why these services should work together to best meet the individual's needs.

The delivery of the social care content follows the same pattern. Learners will require a sound understanding of the aim and purpose of social care and what needs it can meet. Learners tend to be less confident in this area than healthcare, so it is recommended that time is taken to really enable learners to understand this sector.

**Social care:** Social Care provides support to individuals that require assistance with the activities of daily life due to illness, vulnerability or disability.

**Please refer to the specification for the specific services learners are required to learn.**

Learners will then explore a wide variety of barriers that individual may face when accessing health and social services, alongside ways in which these barriers can be overcome. Please note the definition of barriers in the specification:

**Barriers:** something unique to the health and social care system that prevents an individual to access the service.

**Please refer to the specification for the specific barriers learners are required to learn.**

This content can be taught by developing case studies of individuals or families, or by referring to well-known people, such as the family members of learners or famous individuals or using case studies available online (see the 'Suggested resources' section of this guide). Guests can be welcomed to the classroom either in person or via online platforms to bring the content to life, for example health and social care professionals, or individuals living with healthcare conditions or with social care needs. Learners can visit local services to experience some of the barriers to accessing services for themselves.

**Learning outcome B: Understand the skills, attributes and values required to give care**

Learners will develop their understanding of the skills, attributes and values required to deliver high quality health and social care. It should be noted that unlike in previous versions of this qualification, learners will not be required nor assessed on their own demonstration of these skills, attributes and values. However, role play and simulated practice may be an engaging way for learners to develop their understanding of these key skills and qualities and their importance.

This area of content refers to obstacles that individuals requiring care may face. Please note the difference between barriers to accessing care (Learning outcome A) and obstacles:

**Obstacles:** something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.

**Please refer to the specification for the specific obstacles learners are required to learn.**

This content can be taught by developing case studies of individuals or families, or by referring to well-known people, such as the family members of learners or famous individuals or using case studies available online (see the 'Suggested resources' section of this guide). Guests can be welcomed to the classroom either in person or via online platforms to bring the content to life, for example health and social care professionals, or individuals living with healthcare conditions or with social care needs.

### **Format of internal assessment**

The internally assessed, externally moderated units are designed to demonstrate the application of the aligned conceptual knowledge, for which they are assessed. The Pearson-Set Assignment (PSA) provides clear guidance for each assignment and the given format of the assessment is stated.

The PSA for this component has a vocational scenario and is split into four tasks.

- **Task 1** requires learners to create a detailed account of how different types of healthcare services work together to meet the needs of an individual. They should include primary and secondary care services. The task specifies the life stage and healthcare need of the individual on which the work must be focused on.
- **Task 2** requires learners to create a detailed account of how different types of social care services work together to meet the needs of an individual. They should include formal social care services, voluntary care and informal care. The task specifies the life stage and social care need of the individual on which the work must be focused on.
- **Task 3** requires learners to create a detailed account of the barriers an individual may face when accessing health or social care and provide justified and realistic suggestions for how these could be overcome. A short scenario is provided on which the work must be focused on.
- **Task 4** requires learners to provide a detailed account of how health or social care professionals demonstrate the skills, attributes and values required when delivering care to an individual. This should include reasons why these are important. The task specifies an individual to base the account on, as well as the specific skills, attributes and values on which the work must be focused on.
- **Task 5** requires learners to create a detailed account that explains how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles. They should include potential obstacles, the impact these obstacles may have on the individual's recovery and supported judgments on how the skills, attributes and values demonstrated by the professional will

support the individual to overcome their obstacles. A detailed case study is provided on which the work must be focused on.

In each case the evidence the learner produces must take the form of a report, however, the report may take one of the following formats:

- A written response.
- A video or audio recording; or
- A presentation.

This provides a potential opportunity for learners to develop wider skills and may support individual learner decisions, including those around accessibility .

### **How to administer assessments**

Key tips:

- You cannot contextualise the vocational scenario, further information can be found in the PSAs.

## Delivering the component: suggested activities

*This provides you with a starting place for one way of delivering the component, moving methodically through the specification and providing a practical sense of what can be done to deliver the content. The information below is suggested activity and not mandatory.*

| Learning Outcomes   | Suggested Activity  |
|---|---|
| <b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b> |   |
| A1 Healthcare services  | <p>Provide learners 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. Guide learners towards the health conditions detailed in the specification.</p> <p>Using the same images, allocate pairs or small groups with a health condition to investigate. Provide the learners with suggested websites to commence their research (see 'Suggested Resources' below). Learners could produce fact files or pen portraits or case studies to present their research back to the rest of the class.</p> <p>Provide basic definitions of primary, secondary and tertiary care to learners. Using think/pair/share or a snowball technique, learners can brainstorm health care services they can think of. Learners should be encouraged to make connections where possible to the needs for care, support and treatment they have already identified for each health condition.</p> <p>Give pairs or small groups of learners a health condition to focus on. Using the NHS Careers website, they can explore different professional and support roles in healthcare that meet the needs of individuals living with the condition. Give learners a blank job advert template (use NHS Jobs to find example job adverts) so they can produce their own job adverts for key health professionals for each health condition.</p> <p>Invite health and social care professionals and/ or individuals living with or caring for others with various conditions to join you in the classroom face to face or online. Learners can interview the individuals to gain</p> |



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|                                | <p>better understanding of how their condition presents in their daily lives and the specific needs they have for care, support and treatment, as well as the health care services they use. If this is not possible, videos such as those on the Jeans for Genes Day or Healthtalk websites can be used (see 'Suggested resources' below).</p> <p>Role play a multidisciplinary team meeting:<br/>         Develop a basic case study on an individual living with one of the health conditions.<br/>         List the professionals and services that are required to meet the needs of the individual.<br/>         Set the MDT a task to fulfil, e.g., planning care after discharge from hospital or care for an individual moving to a new area.<br/>         Allocate professional roles to some of the learners – they should investigate how they can meet some of the needs of the individual and prepare notes for the meeting.<br/>         Allocate one learner to be the individual (perhaps a high achieving student who requires extra challenge) – they should investigate how all the professionals/services can meet their needs and prepare notes for the meeting.<br/>         Allocate the rest of the learners to be observers – their role is to monitor the meeting, prompt/question as needed and create the WWW (what went well) and EBI (even better if). In preparation they can research the roles of the team members in pairs.<br/>         Run the meeting with teacher (or student requiring extra challenge) as the chairperson.</p> <p>Learners can showcase their knowledge of A1 by creating their own case study on a health condition of interest. This can be done by making a presentation using PowerPoint, Canva, Prezi or Padlet.</p> <p>Sample assessment materials and/or previous years' PSAs can be used to formatively assess knowledge of A1.</p> |
| <p>A2 Social care services</p> | <p>Provide learners with images of a diverse selection of individuals across the life stages, suggesting different social care if possible. Discuss what social care needs these individuals may be experiencing. Guide learners towards the groups of individuals requiring social care detailed in the specification.</p> <p>Using the same images, allocate pairs or small groups with a social care need to investigate and find suitable services for. Provide the learners with suggested websites to commence their research (see 'Suggested</p>  |

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|  | <p>Resources' below). Learners could produce fact files or pen portraits or case studies to present their research back to the rest of the class.</p> <p>Invite individuals living with or caring for others with social care needs to join you in the classroom face to face or online. Learners can interview the individuals to gain better understanding of how they and why they require support in their daily lives and the formal, voluntary and informal care services they use. If this is not possible, videos such as those on the SCIE or RNIB or RADP or Mencap websites/ YouTube channels can be used (see 'Suggested resources' below).</p> <p>Role play a multidisciplinary team meeting:<br/>Develop a basic case study on an individual requiring social care.<br/>List the professionals and services that are required to meet the needs of the individual.<br/>Set the MDT a task to fulfil, e.g., and older person moving into residential care.<br/>Allocate professional roles to some of the learners – they should investigate how they can meet some of the needs of the individual and prepare notes for the meeting.<br/>Allocate one learner to be the individual (perhaps a high achieving student who requires extra challenge) – they should investigate how all the professionals/services can meet their needs and prepare notes for the meeting.<br/>Allocate the rest of the learners to be observers – their role is to monitor the meeting, prompt/question as needed and create the WWW (what went well) and EBI (even better if). In preparation they can research the roles of the team members in pairs.<br/>Run the meeting with teacher (or student requiring extra challenge) as the chairperson.</p> <p>Learners can showcase their knowledge of A2 by creating their own case study on a social care service of interest. This can be done by making a presentation using PowerPoint, Canva, Prezi or Padlet.</p> <p>Sample assessment materials and/or previous years' PSAs can be used to formatively assess knowledge of A2.</p> |
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| <p>A3 Barriers to accessing services</p> | <p>Provide learners with stimulus pictures or audio/video clips that illustrate different types of barriers to accessing services. Ask learners to try and group the images/ clips and steer the learners towards the categories of barrier in the specification. Using think/pair/share, learners should mind map how these barriers prevent individuals from accessing the services and care they might require.</p> <p>Experiment with visual and hearing impairment simulators on YouTube (see 'Suggested Resources' below). This should help learners to develop their understanding of barriers for individuals living with these impairments.</p> <p>Visit public spaces, or if possible, health and social care services, and investigate all the barriers that are present. Learners can be given scenarios e.g., planning to accompany their friend who uses a wheelchair to their doctor's appointment. Learners can take photos or videos of barriers they encounter to form part of a presentation. Alternatively, carry out an accessibility audit of your school or centre.</p> <p>Develop case studies of individuals experiencing each of the barriers when accessing a specific service. Allocate these individuals to your learners in pairs or small groups and ask them to investigate ways in which these barriers can be overcome. Learners can present their findings back to the class who can award points based on innovation, how realistic their solutions are, and well they have justified their suggestions.</p> <p>Invite individuals living that have experienced barriers to accessing care to join you in the classroom face to face or online. Learners can interview the individuals 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 RADP or Mencap websites/ YouTube channels can be used (see 'Suggested resources' below).</p> <p>Learners can showcase their knowledge of A3 by creating a training pack for a health and social care professionals and services on how to avoid barriers to accessing services. This can be done by making a presentation using PowerPoint, Canva, Prezi or Padlet.</p> <p>Sample assessment materials and/or previous years' PSAs can be used to formatively assess knowledge of A3.</p> |
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| <p>B1 Skills and attributes in health and social care</p>   | <p>Learners need a sound understanding of the definitions of: skills, attributes and values. This can be achieved by giving the example of a teacher in your centre: Skills needed to carry out the job of teacher effectively e.g., public speaking. Attributes common to good teachers, e.g., empathy. Values shared within the school (or centre) organisation e.g, care.</p>  |
| <p>B2 Values in health and social care</p>  | <p>Provide learners with example job profiles or ask them to access the NHS Careers and Think Care Careers websites and create word clouds of the terms used to describe the key skills and attributes required of health and social care professionals. This will illustrate the most common skills and attributes required. Use a free word cloud generator such as <a href="https://monkeylearn.com/word-cloud/">https://monkeylearn.com/word-cloud/</a> or <a href="https://www.wordclouds.com/">https://www.wordclouds.com/</a> Word clouds work by highlighting words based on frequency, so if 'empathy' is used 20 times, they should enter it 20 times into the generator.</p>   |
| <p>B3 Obstacles individuals requiring care may face</p>   | <p>Referring to the NHS Careers and Think Care Careers websites learners could produce colourful recruitment posters for health and social care professionals. Learners should be encouraged to reference the skills and attributes in context, e.g., problem solving in action in the role of nurse.</p>   |
| <p>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</p> | <p>Use video clips from the SCIE website, Barbara's Story, or The Nine to Five with Stacey Dooley: Caring and Sharing, to illustrate some of the values in practice. Working in small groups or pairs, task learners with preparing a role play to demonstrate one of the values to their peers. Learners should be encouraged to demonstrate the importance of their allocated values to the individual service users.</p> <p>Learners need a sound understanding of the definition of obstacles from the specification. This could be done by thinking about common New Year's Resolutions and why they can be so difficult to keep.</p> <p>Provide scenarios to learners (see the case study on Grace from Task 5 of the sample PSA to help develop scenarios). In pairs or small groups, learners should mind map possible obstacles for the individual and then explore how the skills, attributes and values of professionals will enable the individual to overcome their obstacles and how the individuals will benefit from this care. Once again,</p> |

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|  | <p>video clips from the SCIE website, Barbara's Story, or The Nine to Five with Stacey Dooley: Caring and Sharing can be used to illustrate this to learners.</p> <p>Invite health and social care professionals and/ or individuals that have received health or social care services to join you in the classroom face to face or online. Learners can interview the individuals to gain better understanding of the importance of skills, attributes and values required when giving care.</p> <p>Learners can showcase their knowledge of B1, B2, B3, B4 by collaborating to create a training pack, video or role play/ show on the skills, attributes and values required by health and social care professionals. Learners can also put their knowledge into practice by hosting a tea party for local elderly residents or arranging an activity day at a care home.</p> <p>Sample assessment materials and/or previous years' PSAs can be used to formatively assess knowledge of B1, B2, B3 and B4.</p> |
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## Suggested resources

*This section has been created to provide a range of links / resources that are publicly available that you might find helpful in supporting your teaching and delivery of 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.*

### Podcasts/Websites

#### Health Conditions

##### *Alzheimer's Society*

UK charity providing information and advice for individuals living with dementia.

<https://www.alzheimers.org.uk/>

Alzheimer's Society YouTube Channel: <https://www.youtube.com/c/alzheimerssociety>

##### *Arthritis Action*

UK charity providing information and advice for individuals living with arthritis.

<https://www.arthritisaction.org.uk/>

##### *Asthma UK*

UK charity providing information and advice for individuals living with dementia.

<https://www.asthma.org.uk/>

Asthma Society YouTube Channel: <https://www.youtube.com/c/asthmauk>

##### *Barbara's Story*

A short fictional film about the experience of Barbara during a hospital visit. Very powerful for showing the importance of the skills, attributes and values required when giving care.

[https://www.youtube.com/watch?v=DtA2sMAjU\\_Y&list=UUbjBh2MFKrX6Lf8bj7\\_ZGWQ](https://www.youtube.com/watch?v=DtA2sMAjU_Y&list=UUbjBh2MFKrX6Lf8bj7_ZGWQ)

##### *British Heart Foundation*

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

<https://www.bhf.org.uk/>

British Heart Foundation YouTube Channel:

<https://www.youtube.com/c/britishheartfoundation>

##### *British Lung Foundation*

UK charity providing information and advice for individuals living with lung disease.

<https://www.blf.org.uk/>

British Lung Foundation YouTube Channel:

<https://www.youtube.com/c/BritishLungFoundation>

*Diabetes UK*

UK charity providing information and advice for individuals living with diabetes.

<https://www.diabetes.org.uk/>

Diabetes UK YouTube Channel: <https://www.youtube.com/c/diabetesuk>

*Health and Care Videos*

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

<https://www.healthandcarevideos.uk/>

*Healthtalk*

On healthtalk.org you can find out about what it's like to live with a health condition, by watching other people share their stories. Healthtalk.org contains hundreds of real people's stories. These stories are collected by academic researchers who interview people in their own homes, using their own words.

<https://healthtalk.org/>

*Mencap*

UK charity providing information and advice for individuals living with learning disabilities.

<https://www.mencap.org.uk/>

Mencap YouTube Channel: <https://www.youtube.com/channel/UCaghd-QcHk0BKP6wN34xaaw>

*NHS UK*

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

<https://www.nhs.uk/>

*Obesity UK*

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

<https://www.obesityuk.org.uk/>

*Ouch!*

Ouch! is a website from the BBC that reflects the lives and experiences of disabled people. It has articles, blogs, a very busy message board and an award-winning downloadable radio show - The Ouch Podcast.

<https://www.bbc.co.uk/programmes/p02r6yqw>

*Royal Association for Deaf People (RADP)*

UK charity providing information and advice for deaf individuals.

<https://www.royaldeaf.org.uk/>

*Royal National Institute of Blind People (RNIB)*

UK charity providing information and advice for individuals living with visual impairments.

<https://www.rnib.org.uk/>

RNIB YouTube Channel: <https://www.youtube.com/user/rnibuk>

*Stroke Association*

UK charity providing information and advice for individuals that have experienced stroke.

<https://www.stroke.org.uk/>

Stroke Association YouTube Channel: <https://www.youtube.com/c/thestrokeassociation>

Healthcare Services

*King's Fund*

The King's Fund is an independent charitable organisation working to improve health and care in England. Their website is excellent for teacher's wishing to improve their own subject knowledge but also includes some excellent 'explainers' about health and social care organisation/ provision.

<https://www.kingsfund.org.uk/>

*NHS Careers*

Useful for exploring the roles and responsibilities and required skills, attributes and values of healthcare workers.

<https://www.healthcareers.nhs.uk/working-health>

*NHS England*

Provides strategic information on the organisation and provision of NHS services in England.

<https://www.england.nhs.uk/>

Social Care Services

*King's Fund*

The King's Fund is an independent charitable organisation working to improve health and care in England. Their website is excellent for teacher's wishing to improve their own subject knowledge but also includes some excellent 'explainers' about health and social care organisation/ provision.

<https://www.kingsfund.org.uk/>

*Social Care Institute for Excellence (SCIE)*



The SCIE website contains a huge number of resources relating to social care, including a number of free eLearning packages (suitable for teachers wishing to improve their knowledge or high achieving students requiring extension activities), videos showing best practice in social care (very useful for skills, attributes and values for care) and teaching/ learning materials such as posters.

<https://www.scie.org.uk/>

#### *The Nine to Five with Stacey Dooley: Caring and Sharing*

Stacey Dooley takes five teens to a care home on the coast for work experience.

<https://www.bbc.co.uk/iplayer/episode/p06zhfw/the-nine-to-five-with-stacey-dooley-series-1-2-caring-and-sharing?seriesId=p06zhfkp>

#### *Think Care Careers*

Useful for exploring the roles and responsibilities and required skills, attributes and values of social care workers.

<https://www.skillsforcare.org.uk/Careers-in-care/Think-Care-Careers.aspx>

#### Impairment Simulations

Hearing Loss in the Classroom: <https://www.youtube.com/watch?v=ln8NHZVfjkQ>

Hearing Loss Simulation: What's It Like?

<https://www.youtube.com/watch?v=PbBZjT7nuoA>

Hearing Loss Simulator: Hear what hearing loss sounds like:

[https://www.youtube.com/watch?v=jpe0\\_v2nAc](https://www.youtube.com/watch?v=jpe0_v2nAc)

Hearing Loss Sounds: [https://www.youtube.com/watch?v=ce30oHq\\_IT0](https://www.youtube.com/watch?v=ce30oHq_IT0)

See Like Me Part 1: <https://www.youtube.com/watch?v=OkeqHe5311w>

See Like Me Part 2: <https://www.youtube.com/watch?v=xk-lx1wv1O8>

See Through My Eyes: A Low Vision Simulator:

<https://www.youtube.com/watch?v=xG7d-kllnT8>

Visual Impairment Simulator: <https://www.youtube.com/watch?v=EFJeh0ozdl>

#### **Social Media**

##### Twitter

Department of Health and Social Care

@DHSCgovuk

NHS UK

@NHSuk

UK Health Security Agency

@UKHSA

## 4. Component Three: Health and Wellbeing

### Approaching the Component

This component is synoptic in nature, as it brings together and builds upon knowledge developed across the first two components. Therefore, it should be scheduled towards the end of curriculum plans, and the external assessment is **'terminal'** meaning it must take place at the end of the qualification. This component will equip learners with the skills and knowledge to conduct a holistic assessment of the health and wellbeing of individuals, based upon various factors, lifestyle choices and measurements of health. Furthermore, they will harness the knowledge required to make recommended actions to improve health, foreseeing potential barriers to accessing services and personal obstacles to achieving change.

There are links throughout Component 3 to the first two components. For example:

**Essential content A:** builds upon knowledge from Component 1 Learning Outcome A on the factors that affect health and wellbeing and Component 1 Learning outcome B on life events.

**Essential content B:** introduces new concepts such as physiological and lifestyle indicators that can be used to measure and determine health. Whilst physiological and lifestyle indicators are new concepts, learners will understand the rationale for their use in health and social care as they have knowledge of lifestyle factors affecting health and wellbeing from Component 1 Learning outcome A and they have developed an understanding of a variety of health conditions and the needs individuals have because of these in Component 2 Learning outcome A.

**Essential content C:** focuses on using person-centred approaches to recommend actions to improve health and wellbeing, whilst keeping in mind potential barriers and obstacles. Learners will have knowledge of a wide variety of potential barriers to accessing services from Component 2 Learning outcome A. Similarly, they will understand the importance of using a person-centred approach to help individuals improve their health and wellbeing, as they will have a thorough understanding of the skills, attributes and values required when giving care from Component 2 Learning outcome B. This will be supported by their knowledge on sources and types of support from Component 1 Learning outcome B.

### Refer to the section 'Opportunities for integrated delivery'.

The assessment for this unit is an external exam and as evidenced in the sample assessment material, the demands of the question vary from command words such as 'identify' and 'state' to 'explain' and 'discuss'. Therefore, it is important that learners develop confidence in their explanation and discussion. Moreover, many of the higher demand questions are scenario-based and therefore learners should be given

opportunities throughout content delivery and formative assessment and exam practice to apply their knowledge to scenarios.

## **Delivering the Key content**

### **Essential content A: Factors that affect health and wellbeing**

On completion of this content, learners should be able to confidently categorise factors affecting health and wellbeing into the seven areas first introduced in Component 1: physical, lifestyle, emotional, social, cultural, economic and environmental factors. Or classify the factor as a life event, of which there are three sub-types: physical events; relationship changes; life circumstances. These life events are first introduced in Component 1 and it should be noted that here 'physical events' would include both 'accident/injury' and 'physical illness' – the first two bullet points of 'health and wellbeing events' in the Component 1 content.

For each factor affecting health and wellbeing, learners should be able to confidently explain both negative and where applicable, positive effects on health and wellbeing. When directed, learners should be able to narrow down effects to physical, emotional or social health or wellbeing.

This content can be delivered through a variety of methods. For example, the use of comprehension tasks for identifying factors of specified types, e.g., 'identify all the physical factors affecting health and wellbeing in the text.' To extend understanding and equip learners with the ability to explain positive and negative effects, more sophisticated scenarios can be used. Many of the video clips, documentaries and websites already referenced in this guide can be used to bring the content to life.

### **Essential content B: Interpreting health indicators**

On completion of this content, learners should be able to confidently identify the normal range for:

- Resting heart rate
- Blood pressure
- Body mass index

And where appropriate, state which category a specified measurement falls into, e.g., 'ideal blood pressure'. Learners should also be able to interpret expected recovery of heart rate after exercise. Learners will develop their knowledge and understanding so they can explain both the short-term impact on current physical health and potential long-term risks to physical health of any given physiological measurement. Where possible, these explanations should demonstrate the learner understands the cause and effect e.g., eating cake everyday may cause high blood pressure because it

encourages the build-up of fatty deposits in the arteries due to the high amount of fat in the diet.

Learners should also be confident in their knowledge of ways in which lifestyle choices determine physical health. They should be able to state recommendations for:

- Nutrition based on the Eatwell Guide
- Physical activity based on the UK Chief Medical Officers' Physical Activity Guidelines
- Smoking based on the UK Chief Medical Officers' Smoking Guidelines
- Alcohol based on the UK Chief Medical Officers' Alcohol Guidelines

Learners should also understand the impact of substance misuse (both 'street' and prescribed medications used incorrectly). Learners should develop their understanding of the positive and negative effects of lifestyle choices on physical health, once again extending this to include explanations of cause and effect. Learners will benefit from exploring the inter-relationships between lifestyle choices and physiological measurements, so they are well-equipped to discuss this as needed.

This content can be delivered through a variety of methods. For example, the use of comprehension tasks for identifying the normal range of a given physiological measurement, e.g., 'identify which category the individual in the text's blood pressure falls into.' To extend understanding and equip learners with the ability to explain positive and negative effects, or to discuss a scenario in more depth, more sophisticated scenarios can be used, which show the inter-relationship between lifestyle choices and physiological measurements. Many of the video clips, documentaries and websites already referenced in this guide can be used to bring the content to life.

### **Essential content C: Person-centred approach to improving health and wellbeing**

On completion of this content, learners should be able to state the benefits of the person-centred approach to both individuals and to health and social care professionals and services. This knowledge should be extended so learners are able to explain how, by providing examples, a person-centred approach will take into consideration an individual's needs, wishes and circumstances.

Building upon knowledge of health conditions from Component 2 Learning outcome A and the physiological and lifestyle indicator content from this component, learners are required to suggest recommended actions for improving health and wellbeing. This will demonstrate their understanding of the inter-relationships between lifestyle choice and health, whilst considering the circumstances of individuals. From given scenarios, learners should be able to make suggestions that are realistic and justified and also refer to suitable support mechanisms.

Finally, learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. This builds upon knowledge gained from Component 2.

On completion of this content, learners should be confident to identify barriers and obstacles in any given scenario, and then explain why they prevent the individual from improving their health and wellbeing or following a recommended action.

This content can be delivered through a variety of methods. For example, the use of comprehension tasks for identifying the benefits of the person-centred approach, e.g., 'identify the benefits of the person-centred approach in the text.' To extend understanding, more sophisticated scenarios can be used, which require learners to give examples of needs, wishes, circumstances, barriers and obstacles a healthcare professional might need to take into consideration when adopting a person-centred approach when working with an individual. Furthermore, scenarios which enable learners to explore recommendations for health improvement that exploit the inter-relationship between lifestyle choices and physiological measurements, will give them the ability to form a discussion in the external assessment.

## Delivering the component: suggested activities

*This provides you with a starting place for one way of delivering the component, moving methodically through the specification and providing a practical sense of what can be done to deliver the content. The information below is suggested activity and not mandatory.*

| Essential content                                  | Suggested Activity   |
|--|--|
| <p>A1 Factors that affect health and wellbeing</p> | <p>Learners should be familiar with these factors, as they form the basis of topic A2 in Component 1, and some are covered in topic A1 in Component 2. Therefore, it is suggested that delivery focuses on retrieval practice of knowledge, followed by application of knowledge to new scenarios.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Use Quizlet to test key word knowledge e.g., the seven groups of factors affecting health and wellbeing.</li> <li>• Use TeacherMade to create matching activities for categorising e.g. individual factors into the correct groups.</li> <li>• Use Quizizz or Kahoot to test learner knowledge of the cause and effect when explaining how factors impact on health and wellbeing.</li> <li>• In pairs, task learners with investigating a specific factor and producing a revision resource to show positive and negative effects on health and wellbeing – poster, flashcards or a quiz. Extend to include whether the impact is on physical, emotional or social health or wellbeing. Challenge to include convincing explanations of how or why this effect occurs.</li> <li>• In small groups, task learners with creating a scenario that includes specific factors. The scenarios are then swapped around the groups and the next task is to write exam questions based on the scenario. The scenarios are then swapped again and the next task is to answer the questions. The scenarios are swapped for a final time for peer marking and feedback.</li> </ul> <p>Sample assessment materials and/or previous years' exam papers can be used to formatively assess knowledge of A1.</p> |

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| <p>B1 Physiological indicators</p> <p>and</p> <p>C1 Person-centred approach</p> <p>and</p> <p>C2 Recommendations and actions to improve health and wellbeing</p> | <p>Although learners are not assessed on this, it is always helpful to teach learners what heart rate, blood pressure and body mass index measure. There are many animations on YouTube that illustrate the required anatomy and physiology. For example:</p> <ul style="list-style-type: none"> <li>• How to feel your heart beat <a href="https://youtu.be/tF9-jLZNM10">https://youtu.be/tF9-jLZNM10</a></li> <li>• What happens to your heart when you exercise? <a href="https://youtu.be/O8ttt3M8qZM">https://youtu.be/O8ttt3M8qZM</a></li> <li>• What is blood pressure? <a href="https://youtu.be/b90ujOo-Xw4">https://youtu.be/b90ujOo-Xw4</a></li> <li>• Calculating BMI <a href="https://youtu.be/3Uygeliul40">https://youtu.be/3Uygeliul40</a></li> </ul> <p>Again, although learners are not assessed on this, learners can enjoy measuring their own physiological indicators. Heart rate can be measured using your own fingers and a clock, or with a wearable device such as a fitness tracker or a finger digit monitor which can be purchased cheaply. Blood pressure can be measured using a simple monitor which can be purchased cheaply. Finally, BMI can be measured using metre sticks or tape measures and a weighing scale, or if these measurements are known, a BMI calculator such as <a href="https://www.nhs.uk/live-well/healthy-weight/bmi-calculator/">https://www.nhs.uk/live-well/healthy-weight/bmi-calculator/</a> can be used. Discretion is advised when measuring BMI and it may be more appropriate for learners to be given scenarios in this case. In terms of recovery rate after exercise, learners can conduct experiments where they measure their heart rate before, during and after a period of exercise (for example dancing). Although pitched at Key Stage 2, the resources on this website provide a good starting point for such an experiment: <a href="https://www.stem.org.uk/elibrary/resource/34279">https://www.stem.org.uk/elibrary/resource/34279</a> alternatively, these resources and experiment investigate the effect of exercise on heart rate <a href="https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate">https://www.stem.org.uk/resources/elibrary/resource/315584/what-affects-your-heart-rate</a></p> <p>To enable learners to become confident in interpreting physiological data, provide learners with blood pressure graphs and tables, heart rate tables and BMI graphs and tables, alongside multiple scenarios for practice. Websites can be used to support this activity (see ‘Suggested resources’) or leaflets and factsheets can be ordered, e.g., the British Heart Foundation will supply up to 50 copies of each of their booklets and factsheets free of charge to schools: <a href="https://www.bhf.org.uk/information-support/publications">https://www.bhf.org.uk/information-support/publications</a></p> |
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|  | <p>To develop their skills of explanation of short- and long-term health impacts regarding physiological measurements, learners can be tasked with research and investigation projects. For example:</p> <ul style="list-style-type: none"><li>• Create an information pack or leaflet for patients at a GP practice or health centre, explaining the short- and long-term risks to physical health of high blood pressure/ raised resting pulse rate/ slow recovery rate of heart rate after exercise/ raised body mass index.</li><li>• To cover C2, this can be extended to include recommendations for improving resting heart rate and recovery after exercise and improving blood pressure.</li></ul> <p>To understand the impact of a person-centred approach, learners will benefit most from a case study approach. Start with a familiar scenario by asking learners to imagine themselves or someone close to them requiring support to improve their health and wellbeing. Task them with creating a pen portrait of the person, describing their needs, wishes and circumstances. Working in pairs, learners can then discuss how a person-centred approach could take each of these into consideration and lead to greater success in health improvement.</p> <p>If possible, invite guest speakers into your classroom online or face to face, to speak about and answer questions on: physiological indicators, recommendations and actions to improve health and wellbeing and the person-centred approach. Suggestions include GP doctors, practice nurses and health care assistants based at GP surgeries, as well as school nurses, public health nurses and pharmacists, who all have experience of measuring physiological indicators and recommending actions to improve health and wellbeing as part of their role. This will enable learners to understand the application of theory to practice and enable them to understand the support available to individuals when following recommended actions.</p> <p>Sample assessment materials and/or previous years' exam papers can be used to formatively assess knowledge of B1, C1 and C2.</p> |
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| <p>B2 Lifestyle indicators<br/>and<br/>C1 Person-centred approach<br/>and<br/>C2 Recommendations and actions to improve health and wellbeing</p> | <p>Learners should be familiar with lifestyle indicators, as they are included in topic A2 in Component 1. Therefore, it is suggested that delivery focuses on retrieval practice of knowledge, followed by application of knowledge to new scenarios and investigating the inter-relationships between physiological indicators, health conditions and lifestyle choices.</p> <p>For example, retrieval/ revision:</p> <ul style="list-style-type: none"> <li>• Use Teachermade to create labelling activities for the Eatwell Guide.</li> <li>• Use Quizizz to test learner knowledge of the cause and effect when explaining how lifestyle choices determine physical health.</li> <li>• Use Kahoot to test knowledge of the UK Chief Medical Officer’s guidelines on physical activity, smoking and alcohol use.</li> <li>• In pairs, task learners with investigating a specific lifestyle choice and producing a revision resource to show positive and negative effects on physical health – poster, flashcards or a quiz. Extend to include convincing explanations of how or why this effect occurs.</li> <li>• In small groups, task learners with creating a scenario that includes specific lifestyle choices. The scenarios are then swapped around the groups and the next task is to write exam questions based on the scenario. The scenarios are then swapped again and the next task is to answer the questions. The scenarios are swapped for a final time for peer marking and feedback.</li> <li>• Task learners to create an information pack or leaflet for patients at a GP practice or health centre, explaining the impact on physical health of nutrition/ physical activity/ smoking/ alcohol/ substance misuse.</li> </ul> <p>Websites can be used to support these activities (see ‘Suggested resources’) or leaflets and factsheets can be ordered, e.g., the British Heart Foundation will supply up to 50 copies of each of their booklets and factsheets free of charge to schools: <a href="https://www.bhf.org.uk/informationsupport/publications">https://www.bhf.org.uk/informationsupport/publications</a></p> <p>To understand the impact of a person-centred approach, learners will benefit most from a case study approach. Start with a familiar scenario by asking learners to imagine themselves or someone close to them requiring support to improve their health and wellbeing. Task them with creating a pen portrait of the person,</p> |
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|   | <p>describing their needs, wishes and circumstances. Working in pairs, learners can then discuss how a person-centred approach could take each of these into consideration and lead to greater success in health improvement.</p> <p>If possible, invite guest speakers into your classroom online or face to face, to speak about and answer questions on: lifestyle indicators, recommendations and actions to improve health and wellbeing and the person-centred approach. Suggestions include GP doctors, practice nurses and health care assistants based at GP surgeries, as well as school nurses, public health nurses, pharmacists, stop smoking advisors, dieticians and physiotherapists, who all have experience of discussing lifestyle choices and recommending actions to improve health and wellbeing as part of their role. This will enable learners to understand the application of theory to practice and enable them to understand the support available to individuals when following recommended actions.</p> <p>Sample assessment materials and/or previous years' exam papers can be used to formatively assess knowledge of B2, C1 and C2.</p>  |
| <p>C3 Barriers and obstacles to following recommendations</p> | <p>Learners should be familiar with barriers and obstacles, as they form the basis of topics A3 and B3 in Component 2. However, these are now applied to following recommended actions for improving health and wellbeing. Therefore, it is suggested that delivery focuses firstly on retrieval practice of knowledge of the types of barriers and obstacles, followed by application of knowledge to new scenarios.</p> <p>Retrieval practice can be done using Teachermade/ Quizlet/ Quizizz/ Kahoot or other methods of preference.</p> <p>Application of knowledge can be approached through scenarios and case studies. For example:</p> <ul style="list-style-type: none"> <li>• In small groups, task learners with creating a scenario on an individual that needs to improve their health. The scenario should include details about the individuals circumstances that could create obstacles and barriers. The scenarios are then swapped around the groups and the next task is to write exam questions based on the scenario. The scenarios are then swapped again and the next task is to answer the questions. The scenarios are swapped for a final time for peer marking and feedback.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Documentary series that focus on improvements of health and wellbeing can be useful for bringing this content to life, such as 'Obese: A year to Save My Life', 'Supersize vs Superskinny', 'Honey, We're Killing the Kids', 'Lose Weight and Get Fit with Tom Kerridge' etc.</li></ul> <p>Sample assessment materials and/or previous years' exam papers can be used to formatively assess knowledge of C3.</p> |
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## Suggested resources

*This section has been created to provide a range of links / resources that are publicly available that you might find helpful in supporting your teaching and delivery of 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.*

### Podcasts/Websites

#### Digital tools and resources for retrieval practice, low stakes formative assessment and revision

##### *Kahoot*

Create your own quizzes or use those made by others, to test knowledge. Can be used in both teaching and testing mode, for live play in timed conditions, or self-paced practice at home.

<https://kahoot.com/>

##### *Quizizz*

Create your own quizzes or use those made by others and enable learners to play against themselves or their peers. Different game modes available. Free to use.

<https://quizizz.com/>

##### *Quizlet*

Based on flashcard learning, Quizlet has a variety of fun modes and methods for learning key word definitions, with the ability to self-test, class test and Live gaming modes. Easily create your own key word sets or use those made by others. Free accounts and paid for service available.

<https://quizlet.com/en-gb>

##### *Teachermade*

Create interactive digital worksheets, with functions such as fill in the gaps, labelling and matching, with the option to be self-marking. Can also be used to convert existing worksheets into interactive ones. Free to use.

<https://teachermade.com/>

#### Factors affecting health and wellbeing

##### *Alzheimer's Society*

UK charity providing information and advice for individuals living with dementia.

<https://www.alzheimers.org.uk/>

Alzheimer's Society YouTube Channel: <https://www.youtube.com/c/alzheimerssociety>

*Arthritis Action*

UK charity providing information and advice for individuals living with arthritis.

<https://www.arthritisaction.org.uk/>

*Asthma UK*

UK charity providing information and advice for individuals living with dementia.

<https://www.asthma.org.uk/>

Asthma Society YouTube Channel: <https://www.youtube.com/c/asthmauk>

*Barbara's Story*

A short fictional film about the experience of Barbara during a hospital visit. Very powerful for showing the importance of the skills, attributes and values required when giving care.

[https://www.youtube.com/watch?v=DtA2sMAjU\\_Y&list=UUbjBh2MFKrX6Lf8bj7\\_ZGWQ](https://www.youtube.com/watch?v=DtA2sMAjU_Y&list=UUbjBh2MFKrX6Lf8bj7_ZGWQ)

*British Heart Foundation*

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

<https://www.bhf.org.uk/>

British Heart Foundation YouTube Channel:

<https://www.youtube.com/c/britishheartfoundation>

*Cystic Fibrosis Trust*

UK charity providing information and advice for individuals living with cystic fibrosis.

<https://www.cysticfibrosis.org.uk/>

Cystic Fibrosis Trust YouTube Channel: <https://www.youtube.com/user/CFTrust>

*Diabetes UK*

UK charity providing information and advice for individuals living with diabetes.

<https://www.diabetes.org.uk/>

Diabetes UK YouTube Channel: <https://www.youtube.com/c/diabetesuk>

*Growing Up Poor: Breadline Kids: Dispatches (Channel 4)*

'In Britain, 4.1 million children are growing up in poverty. Dispatches follows three families to show what life is like if there's not enough money for life's essentials.'

<https://www.channel4.com/programmes/growing-up-poor-breadline-kids-dispatches>

*Huntington's Disease Association*

UK charity providing information and advice for individuals living with Huntington's Disease.

<https://www.hda.org.uk/>

Huntington's Disease Association YouTube Channel:

<https://www.youtube.com/channel/UCQnycbY9WwfYpclbQ-QB1FQ>

*Jeans for Genes: Educational Resources*

Resources including videos, factsheets and slides on children and young people living with a range of inherited disorders.

<https://www.jeansforgenes.org/educational-resources>

Jeans for Genes YouTube Channel: <https://www.youtube.com/user/JeansforGenesUK>

*Kids on the Edge (Channel 4)*

Docuseries covering mental health disorders in children and young people (discretion advised).

<https://www.channel4.com/programmes/kids-on-the-edge>

*Marfan trust*

UK charity providing information and advice for individuals living with Marfan Syndrome.

<https://www.marfantrust.org/>

Marfan Trust YouTube Channel:

[https://www.youtube.com/channel/UC8lxjN\\_6xxfTo9E19NDHZQ](https://www.youtube.com/channel/UC8lxjN_6xxfTo9E19NDHZQ)

*Mencap*

UK charity providing information and advice for individuals living with learning disabilities.

<https://www.mencap.org.uk/>

Mencap YouTube Channel: <https://www.youtube.com/channel/UCaghd-QcHk0BKP6wN34xaaw>

*Mind*

UK charity providing information and advice for individuals living with mental health problems.

<https://www.mind.org.uk/>

Mind YouTube Channel: <https://www.youtube.com/c/MindWebteam>

*Muscular Dystrophy UK*

UK charity providing information and advice for individuals living with muscular dystrophy.

<https://www.muscular dystrophyuk.org/>

Muscular Dystrophy UK YouTube Channel:

<https://www.youtube.com/c/MuscularDystrophyUK>

*NHS Live Well*

Information and advice on healthy living, including smoking, alcohol, diet, exercise and mental health.

<https://www.nhs.uk/live-well/>

NHS YouTube Channel: <https://www.youtube.com/user/NHSChoices>

*Operation Ouch: Meet the Ouch Patients*

Real medical stories featuring children and young people living with a variety of conditions and disorders.

[https://www.youtube.com/playlist?list=PL86hLI-Po3nUGVVgkN\\_Utn54hQHAcwZJj](https://www.youtube.com/playlist?list=PL86hLI-Po3nUGVVgkN_Utn54hQHAcwZJj)

*Ouch!*

Ouch! is a website from the BBC that reflects the lives and experiences of disabled people. It has articles, blogs, a very busy message board and an award-winning downloadable radio show - The Ouch Podcast.

<https://www.bbc.co.uk/programmes/p02r6yqw>

*Royal Association for Deaf People (RADP)*

UK charity providing information and advice for deaf individuals.

<https://www.royaldeaf.org.uk/>

*Royal National Institute of Blind People (RNIB)*

UK charity providing information and advice for individuals living with visual impairments.

<https://www.rnib.org.uk/>

RNIB YouTube Channel: <https://www.youtube.com/user/rnibuk>

*Sickle Cell Society*

National UK charity providing information and advice for individuals living with sickle cell disorder.

<https://www.sicklecellsociety.org/>

*Changing Faces*

A UK charity supporting individuals who have a visible difference or disfigurement.

<https://www.changingfaces.org.uk/>

*Cruse Bereavement support*

UK charity providing information, advice and support for those experiencing bereavement.

<https://www.cruse.org.uk/>

Cruse Bereavement support YouTube Channel:

<https://www.youtube.com/channel/UCXe0sZUpCZt83IQwZRIsCpg>

*Driven: The Billy Monger Story*

'Following the remarkable story of 18-year-old Billy Monger as he attempts to become the first ever double amputee to race competitively in a single-seater racing car.'

<https://www.bbc.co.uk/programmes/p06qx4gt>

*Prison Advice and Care Trust (Pact)*

'A national charity that provides support to prisoners, people with convictions, and their families. We support people to make a fresh start, and minimise the harm that can be caused by imprisonment to people who have committed offences, to families and to communities.'

<https://www.prisonadvice.org.uk/>

*Relate: The Relationship People*

UK charity providing information, advice and services for those requiring relationship support.

<https://www.relate.org.uk/>

*Rio Ferdinand: Being Mum and Dad*

'Documentary following Rio Ferdinand a year after losing his wife to cancer as he tries to come to terms with the loss and its effects on him and his three children.'

Clips of the film available:

<https://www.bbc.co.uk/programmes/b08kzclp>

Physiological Indicators/ recommended action to improve health and wellbeing

*Blood Pressure UK*

UK charity dedicated to lowering the nation's blood pressure to prevent stroke and heart disease.

<https://www.bloodpressureuk.org/>

*British Heart Foundation*

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

<https://www.bhf.org.uk/>

British Heart Foundation YouTube Channel:

<https://www.youtube.com/c/britishheartfoundation>

*Health and Care Videos*

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

<https://www.healthandcarevideos.uk/>

*NHS UK*

Provides information on all physiological measurements.

<https://www.nhs.uk/>



### *Obesity UK*

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

<https://www.obesityuk.org.uk/>

### Lifestyle Indicators/ recommended action to improve health and wellbeing

*British Nutrition Foundation: Food a Fact of Life*

Free resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating.

<https://www.foodafactoflife.org.uk/>

British Nutrition Foundation YouTube channel:

<https://www.youtube.com/user/BritishNutrition>

### *Chief Medical Officer's Physical Activity Guidelines Infographics*

<https://www.gov.uk/government/publications/physical-activity-guidelines-infographics>

### *Drink Aware*

Information and advice on alcohol consumption, includes information on the Chief medical Officer's 'Low Risk Drinking Guidelines'.

<https://www.drinkaware.co.uk/>

Drink Aware YouTube Channel: <https://www.youtube.com/c/drinkaware>

### *Health Matters – UK Government infographics*

<https://app.box.com/s/4qcohk8xw64o1ub2ca3jrlnybsf1q7fm>

### *NHS Live Well*

Information and advice on healthy living, including smoking, alcohol, diet, exercise and mental health.

<https://www.nhs.uk/live-well/>

NHS YouTube Channel: <https://www.youtube.com/user/NHSChoices>

### *Talk to Frank*

Honest information about drugs.

<https://www.talktofrank.com/>

## **Social Media**

### Twitter

Department of Health and Social Care

@DHSCgovuk

NHS UK

@NHSuk

UK Health Security Agency

@UKHSA

Chief Medical Officer  
@CMO\_England

## Opportunities for integrated delivery

*This provides you with suggestions for where content can be planned and delivered to support integrated delivery across components.*

*While integrated delivery of component content is possible, please note that separate evidence is required for the assessment of each Component*

| <b>Component / Learning Outcome</b>  | <b>Component / Learning Outcome</b>  |
|--|--|
| Component 1 Learning outcome A: A2<br>Factors affecting growth and development   | Component 3 Essential content A: A1 factors affecting health and wellbeing                         |
| Component 1 Learning outcome B: B1<br>Different types of life event  | Component 3 Essential content A: A1 factors affecting health and wellbeing                         |
| Component 1 Learning outcome A: A2<br>Factors affecting growth and development (lifestyle factors)   | Component 3 Essential content B: B1<br>Lifestyle indicators  |
| Component 1 Learning outcome A: A2<br>Factors affecting growth and development (lifestyle factors)   | Component 3 Essential content C: C2<br>Recommendations and actions to improve health and wellbeing |
| Component 2 Learning outcome A: A3<br>Barriers to accessing services   | Component 3 Essential content C: C3 barriers and obstacles to following recommendations            |
| Component 2 Learning outcome B: B3<br>The obstacles individuals requiring care may face  | Component 3 Essential content C: C3 barriers and obstacles to following recommendations            |
| Component 2 Learning outcome B: B1<br>Skills and attributes in health and social care; B2 Values in health and social care; B4 The benefits to individuals of the skills, attributes and values in health and social care practice | Component 3 Essential content C: C1 Person-centred approach  |

## 6. Example delivery models

The models below are suggestions for how you may wish to run the BTEC Tech Award (2022) qualification from September 2022.

### Example 2 Year Delivery Model

|        | September - January   |   | February - April                                      | May - July                      |
|--------|-----------------------|---|---|---------------------------------|
| Year 1 | Component 1 delivery  |   | Component 1 Summative Assessment and internal marking | Component 2 delivery            |
|        | September             | October - December                                    | January - May   | May                             |
| Year 2 | Component 2 refresher | Component 2 Summative Assessment and internal marking | Component 3 delivery                                  | Component 3 External Assessment |

**Example 2 Year Delivery Model with long External Component delivery**

|        | September - January   |   | February - April                                      | May - July                      |
|--------|-----------------------|---|---|---------------------------------|
| Year 1 | Component 1 delivery  |   | Component 1 Summative Assessment and internal marking | Component 2 delivery            |
|        | Component 3 delivery  |   |   |                                 |
|        | September             | October - December                                    | January - May   | May                             |
| Year 2 | Component 2 refresher | Component 2 Summative Assessment and internal marking | Component 3 delivery and revision                     | Component 3 External Assessment |
|        | Component 3 delivery  |   |   |                                 |

**Example 2 Year Delivery Model (with external re-sit)**

(for this model to be valid, all internal assessment must be completed before learners sit the external assessment)

|        | September - January   |   |                                   | February - April                                      |  | May - July                                |
|--------|-----------------------|---|-----------------------------------|---|--|---|
| Year 1 | Component 1 delivery  |   |                                   | Component 1 Summative Assessment and internal marking |  | Component 2 delivery                      |
|        | Component 3 delivery  |   |                                   |   |  |   |
|        | September             | October - December                                    | December - January                | January   | February - May                                   | May                                       |
| Year 2 | Component 2 refresher | Component 2 Summative Assessment and internal marking | Component 3 delivery and revision | Component 3 External Assessment                       | Revision for any necessary re-sit of Component 3 | Re-sit of Component 3 External Assessment |

**Example 3 Year Delivery Model (with external re-sit)**

|               |                                  |   |  |   |
|---------------|----------------------------------|---|--|---|
|               | <b>September - January</b>       | <b>February - April</b>                               | <b>May - July</b>                                |   |
| <b>Year 1</b> | Component 1 delivery             | Component 1 Summative Assessment and internal marking | Component 2 delivery                             |   |
|               | <b>September - January</b>       | <b>February - April</b>                               | <b>May - July</b>                                |   |
| <b>Year 2</b> | Component 2 delivery (continued) | Component 2 Summative Assessment and internal marking | Component 3 delivery                             |   |
|               | <b>September - January</b>       | <b>January</b>  | <b>February - May</b>                            | <b>May</b>                                |
| <b>Year 3</b> | Component 3 delivery (continued) | Component 3 External Assessment                       | Revision for any necessary re-sit of Component 3 | Re-sit of Component 3 External Assessment |