



The John Roan School
Sixth Form
The best in everyone™
Part of United Learning

BTEC Level 3

Health and

Social Care

Exam board: Edexcel (Pearson)

Student Handbook

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Inspired

Confident

Ambitious

Health and Social Care Our Vision

To equip every student with the vocational skills and experience to enter a Health and Social Care career/profession.

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My Progress:

Target Grade:

Working at grade:

Year 1:

Term	Grade
Autumn	
Spring	
Summer	

Year 2:

Term	Grade
Autumn	
Spring	
Summer	

Date	Measurables	✓	Comments and targets
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	2. Well organised inc. assessments		
	3. Evidence of independent learning		
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Welcome to Health and Social Care

Curriculum Aims (KS5)

The Health and Social Care curriculum at Key Stage 5 (KS5) aims to provide students with the knowledge, skills, and experience to understand the health and social care sectors, how professionals provide support, and the vocational skills needed for related careers. It covers human lifespan development, care values, the roles of professionals, and the development of health plans to improve wellbeing, preparing students for further education and employment in the sector.

Key Purposes of the Curriculum:

Professional Understanding:

Students gain a deep understanding of the different professions within health and social care, their responsibilities, the skills required, and the care values essential for supporting service users.

Vocational Skills and Knowledge:

The curriculum equips students with practical and vocational skills, including interpreting data on health and designing health plans to improve individual wellbeing.

Human Lifespan and Development:

Students learn about the various stages of human life, from infancy to old age, and the social, emotional, physical, intellectual, economic, and environmental factors that influence development.

Career Pathways and Further Study:

The course prepares students for a wide range of careers in healthcare, social work, and early years, and provides a strong foundation for further study at A-level, BTEC, or apprenticeships.

Critical Thinking and Application:

Students develop critical thinking, numeracy, and literacy skills by applying knowledge to real-world scenarios, analysing data, and considering different approaches to care.

Understanding Societal Impact:

The curriculum fosters an awareness of the breadth and importance of health and social care services to society, including key legislation and the intricacies of how different services function together.

Promoting Care Values:

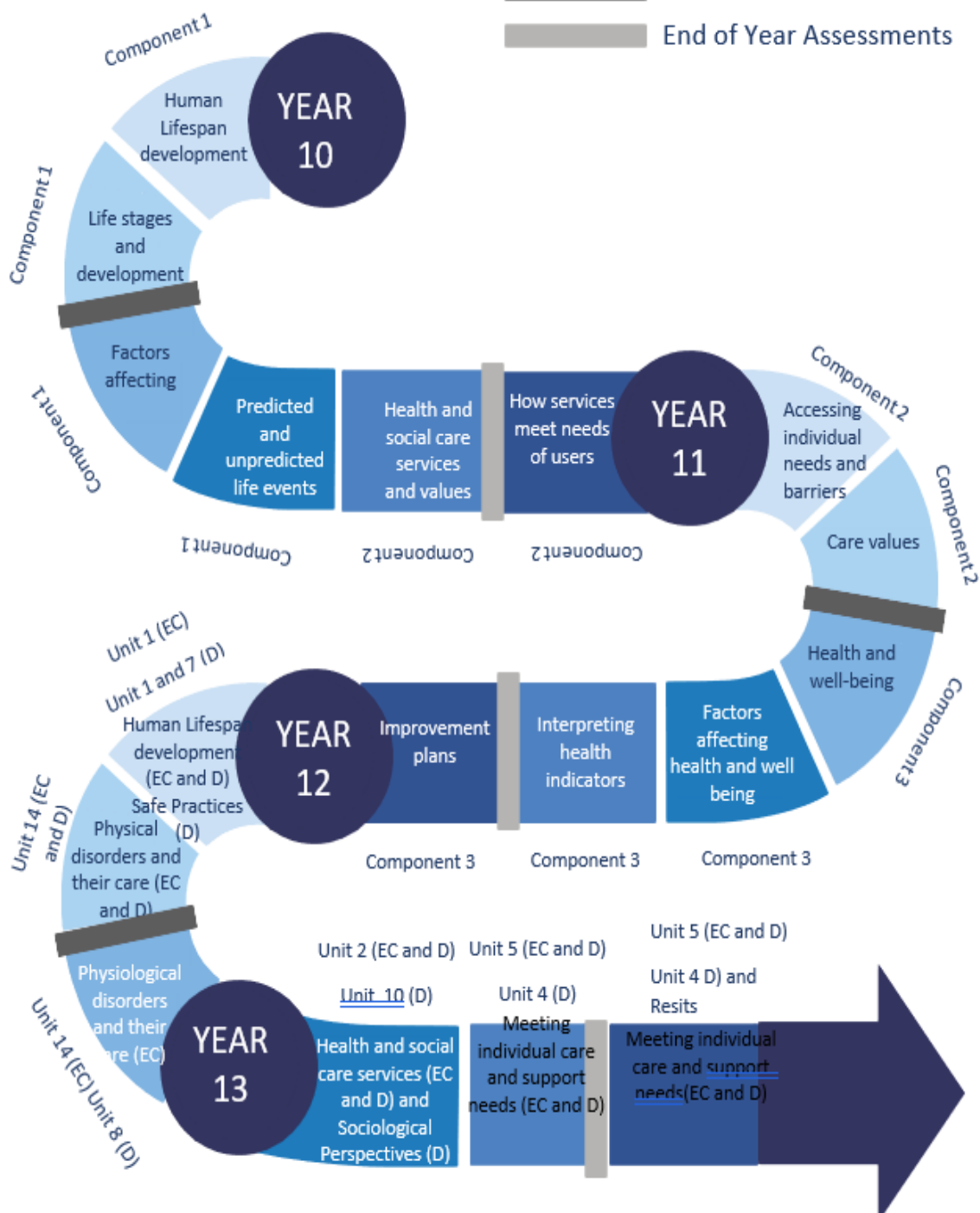
Students learn and demonstrate key care values, such as respect, empathy, and responsibility, which are crucial for effective and compassionate care provision.



Key Stage 4 & 5

Key

- Mid-Year Assessments
- End of Year Assessments



Key terms typically used in assessment:

Describe - Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject. For example, 'Describe gross and fine motor skills in relation to...'.

Discuss - Learners consider different aspects of a topic, how they interrelate and the extent to which they are important. For example, 'Discuss how both the environment and genetic factors may account for...'.

Evaluate - Learners draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance. For example, 'Evaluate possible explanations for the development of...'.

Explain - Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details. For example, 'Explain two possible features of the development of...'.

Identify - Learners indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities. For example, 'Identify the services that might be available to...'.

Justify - Learners give reasons or evidence to support an opinion or prove something right or reasonable. For example, 'Justify how overcoming...'.

Outline - Learners provide a summary or overview or a brief description of something. For example, 'Outline ways in which this might affect their physical health.'

To what extent Learners show clear details and give reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). For example, 'To what extent might recent...'.

Which - Learners specify one or more items from a definite set. For example, 'Which body part...'.

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How we organise our work in BTEC Health and Social Care

- **Handbook at front**
- **Dividers:**
 - **Topic by topic: Oldest -> newest**
 - **Assessments**
 - **Extra reading**
- **For each lesson:**
 - **Dated 1 side A4 Cornell notes**
 - **Dated worksheet and/or lined paper with classwork**
 - **Exam practice, might include:**
 - **Short question answer**
 - **Coursework plan**
 - **Annotated mark scheme**
 - **Annotated model answers**
- **Spare templates / lined paper / plastic wallets**

Specification

Unit 1: Human Lifespan Development Level 3:

Unit type: External Guided learning hours: 90

Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing. Unit introduction Health and social care practitioners need to develop a knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing.

Although it is generally accepted that there may be deterioration in health with age following adulthood, medical intervention means people are living longer and have better life prospects. This unit will develop your knowledge and understanding of patterns of human growth and development. You will explore the key aspects of growth and development, and the experience of health and wellbeing. You will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. You will learn about a number of theories and models to explain and interpret behaviour through the human lifespan. In this unit, you will explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals. You will study the interaction between the physical and psychological factors of the ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years. This unit is externally assessed. It covers aspects of human growth and development through the different life stages. This content will serve as an introduction to health and social care needs and so will sit at the heart of the qualification. Summary of assessment The unit will be assessed through one examination of 90 marks lasting 1 hour and 30 minutes. Learners will be assessed through a number of short- and long-answer questions. Learners will need to explore and relate to contexts and data presented. The questions will assess understanding of growth and development through the human lifespan, the factors that affect growth and development and the effects of ageing.



Assessment outcomes

AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing
Command words: describe, discuss, evaluate, identify, justify, to what extent
Marks: ranges from 3 to 6 marks

AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing
Command words: describe, discuss, evaluate, explain, justify, outline, to what extent, which
Marks: ranges from 1 to 6 marks

AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development
Command words: evaluate
Marks: 10 marks

AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing
Command words: discuss, evaluate, justify, to what extent
Marks: ranges from 10 to 12 marks



Essential content The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Human growth and development through the life stages

A1 Physical development across the life stages • Growth and development are different concepts: o principles of growth – growth is variable across different parts of the body and is measured using height, weight and dimensions o principles of development – development follows an orderly sequence and is the acquisition of skills and abilities.

- In infancy (0–2 years), the individual develops gross and fine motor skills: o the development of gross motor skills o the development of fine motor skills o milestones set for the development of the infant – sitting up, standing, cruising, walking.
- In early childhood (3–8 years), the individual further develops gross and fine motor skills: o riding a tricycle, running forwards and backwards, walking on a line, hopping on one foot, hops, skips and jumps confidently o turns pages of a book, buttons and unbuttons clothing, writes own name, joins up writing.
- In adolescence (9–18 years), the changes surrounding puberty: o development of primary and secondary sexual characteristics o the role of hormones in sexual maturity.
- In early adulthood (19–45 years), the individual reaches physical maturity: physical strength peaks, pregnancy and lactation occur o perimenopause – oestrogen levels decrease, causing the ovaries to stop producing an egg each month. The reduction in oestrogen causes physical and emotional symptoms, to include hot flushes, night sweats, mood swings, loss of libido and vaginal dryness.
- In middle adulthood (46–65 years), the female enters menopause: o causes and effects of female menopause and the role of hormones in this o effects of the ageing process in middle adulthood.
- In later adulthood (65+ years), there are many effects of ageing: o health and intellectual abilities can deteriorate.



A2 Intellectual development across the life stages • In infancy and early childhood there is rapid growth in intellectual and language skills: o Piaget's model of how children's logic and reasoning develops – stages of cognitive development, the development of schemas, his tests of conservation, egocentrism and how his model may explain children's thoughts and actions o Chomsky's model in relation to how children acquire language – Language Acquisition Device (LAD), the concept of a critical period during which children may learn language, which may explain how children seem to instinctively gain language. • In early adulthood, thinking becomes realistic and pragmatic, with expert knowledge about the practical aspects of life that permits judgement about important matters. • The effects of age on the functions of memory: o memory loss in later adulthood.

A3 Emotional development across the life stages • Attachment to care-giver in infancy and early childhood: o theories of attachment, to include types of attachment and disruptions to attachment. • The development and importance of self-concept: o definitions and factors involved in the development of a positive or negative self-esteem o definitions and factors involved in the development of a positive or negative self-image.

A4 Social development across the life stages • The stages of play in infancy and early childhood: o solo play, parallel play and co-operative play. • The importance of friendships and friendship groups: o the social benefits of friendships o the effects of peer pressure on social development. • The development of relationships with others. • The development of independence through the life stages: o peer influence in adolescence, starting employment, leaving home, starting a family.



B Factors affecting human growth and development

B1 The nature/nurture debate related to factors • Development across the lifespan is a result of genetic or inherited factors – Gesell's maturation theory. • Development across the lifespan is a result of environmental factors – Bandura's social learning theory. • Both factors may play a part – stress-diathesis model.

B2 Genetic factors that affect development • Genetic predispositions/disorders to particular conditions – cystic fibrosis, brittle bone disease, phenylketonuria (PKU), Huntington's disease, Klinefelter's syndrome, Down's syndrome, colour blindness, Duchenne muscular dystrophy, susceptibility to diseases such as cancer, high blood cholesterol and diabetes. • Biological factors that affect development – foetal alcohol syndrome, effects of maternal infections and lifestyle/diet during pregnancy, congenital defects.

B3 Environmental factors that affect development • Exposure to pollution – respiratory disorders, cardiovascular problems, allergies. • Poor housing conditions – respiratory disorders, cardiovascular problems, hypothermia, and anxiety and depression. • Access to health and social care services – availability of transport, opening hours of services, ability to understand the needs and requirements of particular services.

B4 Social factors that affect development • Family dysfunction – parental divorce or separation, sibling rivalry, parenting style. • Bullying – effects of bullying on self-esteem, self-harm, suicide. • Effects of culture, religion and belief – beliefs that may prevent medical intervention, dietary restrictions.

B5 Economic factors that affect development • Income and expenditure. • Employment status. • Education. • Lifestyle.



B6 Major life events that affect development

- **Predictable events:** o these are events that are expected to happen at a particular time. While expected, they may still have an effect on a person's health and wellbeing. This effect can be positive or negative, regardless of the event.
- **Unpredictable events:** o these are events that happen unexpectedly and can have serious physical and psychological effects on an individual. These effects can be positive or negative, regardless of the event.
- Many events can be either predictable or unpredictable depending on the life course of the individual. They can include: o starting school/nursery o moving house o marriage and divorce o starting a family o beginning employment o retirement o death of a relative/partner/friend o accidents or injury o changing employment o leaving home o promotion or redundancy o serious illness.
- The effects of life events on health.
- Holmes-Rahe social readjustment rating scale and the effects of life events on a person's stress levels and health.

C Effects of ageing

C1 The physical changes of ageing

- Cardiovascular disease – age can increase the risks of cardiovascular disease. This can be exacerbated by lifestyle choices.
- The degeneration of the nervous tissue.
- Osteoarthritis.
- Degeneration of the sense organs.
- The reduced absorption of nutrients.
- Dementia, to include Alzheimer's disease.
- Effects of illnesses that are common in ageing.

C2 The psychological changes of ageing

- Effects on confidence and self-esteem.
- Effects of social change: o role changes o loss of a partner o loss of friends o increase in leisure time.
- Financial concerns.
- Effects of culture religion and beliefs.
- Social disengagement theory.
- Activity theory.

C3 The societal effects of an ageing population

- Health and social care provision for the aged.
- Economic effects of an ageing population.



Grade descriptors:

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 3 Pass Learners are able to explore familiar applications of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing.

Learners can use research with relevance to given situations related to human development theories/models and factors affecting human growth and development. They can select and organise information using appropriate knowledge and concepts about theories/models in relation to human development, factors affecting human growth and development and effects of ageing.

Level 3 Distinction Learners are able to articulate arguments and views concisely and professionally to justify and evaluate physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. They are able to use detailed analysis and research to make recommendations related to human development theories/models and factors affecting human growth and development. They can draw on knowledge and understanding of theories/models in relation to human development, factors affecting human growth and development and effects of ageing.



Homework & Independent Work

Objectives of a Sixth Form Homework Policy

Objectives of a John Roan Sixth Form Homework policy are as follows:

- To enable our students to achieve the best grades that they are capable of at Post-16 through:
 - The consolidation and revision of learned material
 - The application of learned material
 - Preparation for lessons to enable access to challenging subject content
- To reinforce high expectations of our students as independent learners
- To equip our students with the study skills required for University and other destinations

Expectation of subject homework

At The John Roan Sixth Form we aim to teach students to become independent learners who use their private study time effectively. Students will be given guidance and support with creating revision schedules, effective note taking, essay writing and academic literacy, but will also be expected to practise and demonstrate these in their home learning.

As a benchmark, students should expect to receive an amount of homework per subject that is equivalent to twice the number of contact hours that they receive in school: six hours per subject which amounts to 18 hours per week.

Deadlines

Failure to meet deadlines for homework will result in a one hour detention after school the following day, while repeated failures to meet homework deadline will escalate to an academic support plan or school based exclusion. Students who are placed into detention will still be expected to complete missed homework. Students are encouraged to communicate with teachers about other deadlines in place so that they can be supportive of work set in other subjects.

Homework setting

All homework will be set for students using Show My Homework which is available as an app which can be accessed via a mobile phone, or as a website that can be accessed via a computer. In some instances, homework will be set on software including Microsoft Teams. However, instructions for any homework set on these platforms will be repeated on Show My Homework to ensure consistency.



University Courses & Career Paths



Transferrable skills

**Critical thinking
Analysis
Extended writing**

**Linking concepts
Mathematical skills
Creativity**

**Communication
Decision Making
Data Interpretation**



University Courses

Psychology

Nursing

Sociology

Child Psychology

Midwifery

**Developmental
Psychology**

Social worker

Social Psychology

Child Development

Teaching

Education Psychology



Career Paths

Nurse

Teacher

Health care assistant

Counselling Psychologist

Social worker

Forensic Psychologist

Midwife

Educational Psychologist

Health Psychologist

Clinical Psychologist

**Any other career in Health and Social
Care**

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