

Component	Learning aim	Teaching content or assignment work
1	<p>A: Understand human growth and development across life stages and the factors that affect it</p> <p>A1 Human growth and development across the life stages</p>	<p>Main life stages linked to ages</p> <p>Different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification</p> <p>Physical growth and development: gross and fine motor skills</p> <p>Physical growth and development: infants (birth to 2 years) and early childhood (3–8 years)</p> <p>Physical growth and development: adolescence (9–18 years) and early adulthood (19–45 years)</p>
1	<p>A: Understand human growth and development across life stages and the factors that affect it</p> <p>A1 Human growth and development across the life stages</p>	<p>Physical growth and development: middle (45–65 years) and later adulthood (65+ years)</p> <p>Intellectual/cognitive development across the life stages: problem solving, abstract and creative thinking, and development of memory and recall</p> <p>Intellectual/cognitive development across the life stages: language development</p> <p>Emotional development in infancy and early childhood: bonding and attachment, security and independence</p> <p>Emotional development in adolescence and adulthood: independence and self-esteem, security, contentment and self-image</p>
1	<p>A: Understand human growth and development across life stages and the factors that affect it</p> <p>A1 Human growth and development across the life stages</p> <p>A2 Factors affecting growth and development</p>	<p>Social development in infancy and early childhood: the formation of relationships with others and the socialisation process</p> <p>Social development in adolescence and adulthood: the formation of relationships and the socialisation process</p> <p>Physical factors: genetic inheritance and experience of illness and disease</p> <p>Physical factors: diet and lifestyle choices, and appearance</p> <p>Social and cultural factors: culture and educational experiences</p>

1	<p>A: Understand human growth and development across life stages and the factors that affect it                      A2 Factors affecting growth and development</p>	<p>Social and cultural factors: the influence of role models, the influence of social isolation, and personal relationships with friends and family                      Economic factors: income/wealth and material possessions                      Learning aim A preparation for assessment: recap                      Learning aim A formal assessment session 1                      Learning aim A formal assessment session 2</p>
1	<p>B: Investigate how individuals deal with life events                      B1 Different types of life event</p>	<p>Types of life event: physical, relationship changes and life circumstances, both expected and unexpected                      Physical events: accident/injury and ill health                      Relationship changes: entering into relationships, marriage, divorce, parenthood and bereavement                      Life circumstances: moving house, school or job, exclusion from education, redundancy, imprisonment and retirement                      Impact of life circumstances on PIES development</p>
1	<p>B: Investigate how individuals deal with life events                      B1 Different types of life event                      B2 Coping with change caused by life events</p>	<p>How individuals may react differently to the same life events                      How individuals can adapt to changes caused by life events                      Types of support: emotional, information and advice, practical help, for example financial assistance, childcare and transport                      Informal sources of support: family, friends and partners</p>
1	<p>B: Investigate how individuals deal with life events                      B2 Coping with change caused by life events</p>	<p>Formal sources of support: professional carers and services                      Other sources of support: community groups, voluntary and faith-based organisations                      Learning aim B preparation for assessment: recap                      Learning aim B formal assessment session 1</p>

<p>1</p> <p>2</p>	<p>B: Investigate how individuals deal with life events</p> <p>A: Understand the different types of health and social care services and barriers to accessing them</p> <p>A1 Health and social care services</p>	<p>Learning aim B formal assessment session 2</p> <p>Different health care services and how they meet service-user needs: primary care</p> <p>Different health care services and how they meet service-user needs: secondary and tertiary care</p> <p>Different health care services and how they meet service-user needs: allied health professionals</p> <p>Different social care services and how they meet service-user needs: services for children and young people</p>
<p>2</p>	<p>A: Understand the different types of health and social care services and barriers to accessing them</p> <p>A1 Health and social care services</p> <p>A2 Barriers to accessing services</p>	<p>Different social care services and how they meet service-user needs: services for adults or children with specific needs</p> <p>Different social care services and how they meet service-user needs: services for older adults</p> <p>The role of informal social care provided by relatives, friends and neighbours</p> <p>Physical barriers, for example issues getting into and around facilities</p> <p>Sensory barriers, for example hearing and visual difficulties</p>
<p>2</p>	<p>A: Understand the different types of health and social care services and barriers to accessing them</p> <p>A2 Barriers to accessing services</p>	<p>Social, cultural and psychological barriers , for example lack of awareness, differing cultural beliefs, social stigma and fear of loss of independence</p> <p>Language barriers, for example differing first language and language impairments</p> <p>Geographical barriers, for example distance from service provider and poor transport links</p> <p>Intellectual barriers, for example learning difficulties</p> <p>Resources barriers for service provider, for example staff shortages, lack of local funding and high local demand</p>
<p>2</p>	<p>A: Understand the different types of health and social care services and barriers to accessing them</p> <p>A2 Barriers to accessing services</p>	<p>Financial barriers, for example charging for services, cost of transport and loss of income while accessing services</p> <p>Learning aim A preparation for assessment: recap</p> <p>Learning aim A preparation for assessment: practice activity</p> <p>Learning aim A formal assessment session 1</p> <p>Learning aim A formal assessment session 2</p>

2	<p>B: Demonstrate care values and review own practice B1 Care values</p>	<p>Empowering and promoting independence by involving individuals, where possible, in making choices, for example about treatments they receive or about how care is delivered Respect for the individual by respecting service users' needs, beliefs and identity Maintaining confidentiality when dealing with records, avoiding sharing information inappropriately Preserving the dignity of individuals to help them maintain privacy and self-respect Effective communication that displays empathy and warmth</p>
2	<p>B: Demonstrate care values and review own practice B1 Care values B2 Reviewing own application of care values</p>	<p>Safeguarding and duty of care, for example maintaining a healthy and safe environment, and keeping individuals safe from physical harm Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour Applying care values in a compassionate way Application of care values in different settings Identifying own strengths and areas for improvement against the care values: making mistakes</p>
2	<p>B: Demonstrate care values and review own practice B2 Reviewing own application of care values</p>	<p>Identifying own strengths and areas for improvement against care values: reviewing own application of care values Receiving feedback from teacher or service user about own performance Responding to feedback and identifying ways to improve own performance Learning aim B preparation for assessment: recap Learning aim B preparation for assessment: practice activity</p>
2  3	<p>B: Demonstrate care values and review own practice A Factors that affect health and wellbeing A1 Factors affecting health and wellbeing</p>	<p>Learning aim B formal assessment session 1 Learning aim B formal assessment session 2 Definition of health and wellbeing Physical and lifestyle factors: genetic inheritance, including inherited conditions and predisposition to other conditions Physical and lifestyle factors: ill health (acute and chronic)</p>

3	A: Factors that affect health and wellbeing A1 Factors affecting health and wellbeing	Physical and lifestyle factors: diet (balance, quality and portion <a href="#">size</a> ), amount of exercise, substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs, <a href="#">and</a> personal hygiene Social, emotional and cultural factors: social interactions, for example supportive/unsupportive relationships and social integration/isolation
3	A: Factors that affect health and wellbeing A1 Factors affecting health and wellbeing	Social, emotional and cultural factors: stress, for example work-related pressure Social, emotional and cultural factors: willingness to seek help or access services, influenced by, for example, culture, gender and education Economic factors: financial resources Environmental factors: environmental conditions, for example levels of pollution, noise, conditions and location
3	A: Factors that affect health and wellbeing A1 Factors affecting health and wellbeing B: Interpreting health indicators B1 Physiological indicators	The impact of life events: relationship changes and changes in life circumstances Learning aim A preparation for assessment: practice activity Learning aim A preparation for assessment: practice questions Health indicators
3	B: Interpreting health indicators B1 Physiological indicators	Pulse (resting and recovery after exercise) Blood pressure Peak flow Body mass index (BMI) Using published guidelines to interpreting data relating to these physiological indicators
3	B: Interpreting health indicators B1 Physiological indicators B2 Lifestyle indicators	The potential significance of abnormal readings: risks to physical health Interpretation of lifestyle data in relation to risks posed to physical health associated with lifestyle choices Interpreting lifestyle data on smoking Interpreting lifestyle data on alcohol consumption Interpreting lifestyle data on inactivity

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3	B: Interpreting health indicators C: Person-centred health and wellbeing improvement plans C1 Health and wellbeing improvement plans	Learning aim B preparation for assessment: practice activity Learning aim B preparation for assessment: practice questions The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances Recommended actions to improve health and wellbeing Short-term (less than 6 months) and long-term targets
3	C: Person-centred health and wellbeing improvement plans C1 Health and wellbeing improvement plans C2 Obstacles to implementing plans	Appropriate sources of support (formal and/or informal) Potential obstacles to implementing plans Emotional/psychological: lack of motivation, low self-esteem and acceptance of current state Time constraints: work and family commitments Availability of resources: financial and physical, for example equipment
3	C: Person-centred health and wellbeing improvement plans C2 Obstacles to implementing plans	Unachievable targets: unachievable for the individual or unrealistic timescale Lack of support, for example from family and friends Other factors specific to individual – ability/disability and addiction Barriers to accessing identified services Learning aim C preparation for assessment: practice activity
3	C: Person-centred health and wellbeing improvement plans Preparation for final supervised assessment	Learning aim C preparation for assessment: practice questions Time to catch up or additional time to prepare for final externally set assessment
3	Preparation for final supervised assessment	Time to catch up or additional time to prepare for final externally set assessment
3	Preparation for final supervised assessment	Time to catch up or additional time to prepare for final externally set assessment
3	Final supervised assessment	Final supervised assessment session 1 Final supervised assessment session 2 Final supervised assessment session 3