

SEE (Oldham) BTEC Health and Social Care (Academic Year: 2025/26)

KS3/KS4 BTEC Health and Social Care

The Health and Social Care sector is one of the most vital and rewarding industries, offering a wide range of career opportunities that support individuals across all stages of life. It covers the care and support of adults, children, and young people, including those with physical, emotional, or developmental needs.

This qualification introduces learners to the core principles, values, and skills that underpin effective care practice. It explores person-centred approaches, equality and inclusion, safeguarding, and communication within real health, social care, and early years settings.

The course provides opportunities to develop key transferable skills such as communication, empathy, teamwork, and problem-solving. Learners will gain a clear understanding of how care services are structured and delivered in different settings.

We are offering this course to our learners:

1. To provide a vocational qualification that builds knowledge and understanding of the Health and Social Care sector and its role in society.
2. To develop awareness of the principles, values, and professional standards that guide effective care.
3. To help learners gain practical and transferable skills through applied learning and assessment.
4. To introduce learners to the importance of safeguarding, health and safety, and person-centred support.

Learners taking this qualification will study the following mandatory units:

- Understand the Range of Service Provision and Roles Within Health and Social Care (Adults and Children and Young People), Early Years and Childcare (A/602/6187)
- Introductory Awareness of Person-Centred Support in Health, Social Care and Children's and Young People's Settings (D/502/9718)
- Understand the Principles and Values in Health and Social Care (J/602/6189)
- Introductory Awareness of Equality and Inclusion in Health, Social Care and Children's and Young People's Settings (R/502/9716)
- Awareness of Protection and Safeguarding in Health and Social Care (R/602/6194)
- Introduction to Communication in Health and Social Care (T/602/6205)
- Introductory Awareness of Health and Safety in Health, Social Care and Children's and Young People's Settings (Y/502/9717)

These units provide a foundation of knowledge and understanding for anyone considering a future career in Health, Social Care, or Early Years work.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 4	<u>Service Provisions</u> By the end of this unit, learners will be able to: Identify the range of health, social care, early years, and childcare services available locally for adults, children, and young people. Explain the purpose and functions of different types of service provision. Describe who accesses different types of services and why. Distinguish between statutory, independent, and voluntary service provision. Explain the role and importance of informal care in supporting formal services. Identify the variety of job roles found within different types of service provision. Outline the key knowledge, skills, and personal attributes required for roles in the health, social care, and early years sectors. Describe possible career progression routes and development opportunities within the sector.	<u>Principles and Values</u> By the end of this unit, learners will be able to: Identify the key principles and values that underpin work in health and social care (for adults, children, and young people), early years, and childcare settings. Recognise the key guidance, legislation, and standards that support these principles and values. Explain why it is important to value all individuals who access services. Give examples of effective ways to show respect and value towards adults who use services. Give examples of ways to show respect and value towards children and young people who use services. Outline what is meant by <i>person-centred</i> and <i>child-centred</i> practice. Define <i>confidentiality</i> in the context of health, social care, and early years work. Explain how maintaining confidentiality promotes respect for and values individuals.	<u>Equality and inclusion</u> By the end of this unit, learners will be able to: Define the key terms <i>equality</i> and <i>inclusion</i>. Explain how equality and inclusion underpin the principles of practice in health, social care, and children's and young people's settings. Identify discriminatory attitudes and describe how these can negatively impact individuals. Recognise social and physical barriers that may prevent equality and inclusion. Explain strategies and approaches to overcome barriers to equality and inclusion. Describe behaviours and practices that promote equality and inclusion within care settings.	<u>Safeguarding</u> By the end of this unit, learners will be able to: Define the term <i>child protection</i>. Explain the meaning of <i>harm, abuse, and neglect</i> in the context of protecting vulnerable adults. Identify and give examples of the indicators or signs of harm, abuse, and neglect. Describe the appropriate actions to take when there are concerns about harm, abuse, or neglect. Explain the boundaries of confidentiality and when information should be shared to protect individuals. Identify the roles and responsibilities of professionals and organisations in safeguarding and protecting vulnerable adults and children. Outline what organisations must do to ensure the protection and safeguarding of vulnerable groups. Identify relevant sources of support and information relating to protection and safeguarding issues.	<u>Working with others</u> By the end of this unit, learners will be able to: Explain why it is important to work effectively with others in health, social care, and children's and young people's settings. Describe different ways of working collaboratively with others to achieve positive outcomes. Give examples of approaches and behaviours that support effective teamwork and partnership working. Give examples of approaches or behaviours that can hinder effective teamwork. Outline what is meant by <i>partnership working</i> in health, social care, and children's and young people's settings. Identify who potential <i>partners</i> might be when working in these sectors. Explain the <i>benefits</i> of partnership working for individuals, staff, and organisations.	<u>Healthy eating</u> By the end of this unit, learners will be able to: Define what is meant by a <i>balanced diet</i> and its importance for good health. Identify the effects on health when a diet is <i>not balanced</i>. Give examples of how different foods can <i>support health and wellbeing</i>. Outline effective ways to <i>inform and encourage individuals</i> to eat a balanced diet. State the <i>recommended daily fluid intake</i> needed to maintain good health. Explain how <i>drinking enough fluids</i> contributes to staying healthy. Describe the <i>health effects</i> of not drinking enough fluids. Recognise the <i>signs and symptoms</i> of dehydration or insufficient fluid intake. Outline practical ways to <i>encourage individuals to drink enough fluids</i> to support their health.

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Assessment	Carry out an investigation to show what services are available to support individuals of all ages in your local area. Provide the following information: Task 1 - Range of services - identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area • outline the purpose of provision offered by different types of service - give examples of who would access different types of service provision - outline the difference between statutory, and independent service provision.	To develop your knowledge of these principles and values, produce an information document or poster. Task 1 – Principles and values - Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare. - Identify guidance and standards that underpin the principles and values.	Define the terms equality and inclusion. Include an outline of how equality and inclusion form the basis for the principles and values of health, social care and children's and young people's settings. Task 2 - Identify discriminatory attitudes. - Give examples of how discriminatory attitudes can affect individuals. You may choose to present this information in chart forms	- Define 'protection of vulnerable adults. Define 'child protection'. - Explain the term 'harm, abuse and neglect' in the context of: o protecting vulnerable adults - Give examples of the indicators of harm, abuse and neglect. - Identify what actions should be taken if there are concerns about harm, abuse and neglect. - Describe the boundaries of confidentiality and when to share information. - Explain who is responsible for protecting vulnerable adults and safeguarding children. - Identify what organisations should do to protect vulnerable adults and protect children. - Identify sources of support and information in relation to protection	Task - identifies a range of communication methods - outlines how to identify an individual's communication and language needs, wishes and preferences - identifies a range of barriers to communication - identifies factors that promote communication and overcome barriers.	Task 1 – Employers' and workers' responsibilities - Outline key areas of health and safety related to a work setting. - Outline employers' responsibilities for health and safety. - Outline workers responsibilities for health and safety. - Give examples of health and safety training required in the work setting. Task 2 – Assessing risk - Outline what is meant by risk. - Give examples of hazards and their associated risks. - Outline the purpose of a risk assessment. - Identify occasions when a risk assessment is necessary.
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