



# Teacher Pack Sample

## Introduction

These sample pages - from the Health and Social Care Teacher Pack, 2nd edition - give you an overview of the approach and depth of treatment you can expect and the various learning features the resources contain. The map of resources describes the full content of the complete pack, and should be an invaluable aid to lesson planning for the whole course.

On the following pages you will find:

### **Component 1 (page 3)**

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

Activity sheet 1.2: Areas of growth and development

PowerPoint 16: Relationship changes

### **Component 2 (page 6)**

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

Activity sheet 2.1 Health conditions

PowerPoint 3: Allied health professionals

### **Component 3 (page 10)**

*B: Interpreting health indicators*

Activity sheet 3.20: Blood pressure

PowerPoint 3: Physical abilities and sensory impairments

### **Map of resources (page 14)**

The map includes all resources in the BTEC Tech Award in Health and Social Care Teacher Pack, organised by component.

Please note that these sample resources are taken from early proofs of the Teacher Pack, so may not reflect the exact contents that will be contained in the published Pack. The published Pack may include amendments or adjustments made during final proofreading and checking.

The content of this 2<sup>nd</sup> edition has been thoroughly revised and updated to ensure alignment with the new specification and assessment arrangements for the 2022 BTEC Tech Award qualification.



## The aims and scope of the Teacher Pack

This Teacher Pack - which is being hosted on Pearson's ActiveLearn platform - consists of a range of teaching and learning materials to help you deliver the course content and engage your students through practical activities - all conveniently placed as on-the-page hotspots within a digital version of the Student Book.

The materials can be adapted to suit your needs. They are designed to be as flexible as possible, offering you a range of different delivery options.

You could:

- work through the pages in the digital Student Book, clicking on the resource icons for front-of-class use
- use zoom functionality to show enlarged sections of the digital Student Book
- create playlists for specific lessons using selected resources, adding your own resources where you wish
- download all resources individually, or with a single click, and save them to your computer or network.

Playlists can be customized to include your own resources or weblinks - you can upload documents to the playlists and add weblinks, such as YouTube clips or websites.

Many of the resources can be used independently by learners if desired. A number of tasks are suitable for either classroom or homework. Learners will need a printed worksheet for the relevant task or activity if completing it at home.



## Component 1

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

Activity sheet 1.2: Areas of growth and development

PowerPoint 16: Relationship changes



## Activity sheet 1.2: Areas of growth and development

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

*A1: Human growth and development across life stages*

Discuss what is happening in the four photographs below. Complete the sentences to show you understand life stages, the PIES classifications and characteristics of each.



Anna has been bullied at secondary school.

Photo 1 shows that Anna is feeling \_\_\_\_\_.

The area of development affected is \_\_\_\_\_.

The individual is in the \_\_\_\_\_ life stage.



Bao is 3 and has just started nursery. She loves to play outside.

Photo 2 shows that Bao is using \_\_\_\_\_ skills.

The area of development being shown is \_\_\_\_\_.

The individual is in the \_\_\_\_\_ life stage.



Tina enjoys meeting up with friends after work.

Photo 3 shows Tina \_\_\_\_\_.

The area of development being shown is \_\_\_\_\_.

The individual is in the \_\_\_\_\_ life stage.



Sam enjoys completing puzzles in his newspaper.

Photo 4 shows Sam using \_\_\_\_\_ skills.

The area of development being shown is \_\_\_\_\_.

The individual is in the \_\_\_\_\_ life stage.



Pearson BTEC  
Tech Award Level 1/2  
**Health and Social Care**  
Component 1: Human Lifespan Development

### Relationship changes

- New relationships
- Marriage, civil partnerships  
long term relationships
- Divorce/breakdown of a  
relationship
- Parenthood
- Bereavement

How might parenthood affect a person's growth and development?

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For many people, having a variety of relationships is seen as very important. The breakdown or change of a relationship (e.g. those listed on the slide) can have an impact on an individual's emotional and social development.

Ask students to work independently to respond to the case studies below of individuals experiencing a relationship change, identifying the possible positive and negative impact of each:

Case study 1: Meena, aged 27, has dated Tariq for three years and Tariq has proposed marriage.

Case study 2: Niall, aged 45, and Graham, aged 48, have been in a partnership for four years. Graham has decided to leave as they are not getting on.

Case study 3: Sarah is aged 69. She and her husband Alan were married for 37 years but Alan died recently.

Lead a discussion as students share responses, prompting them to think about positive and negative effects and ways each life event might impact on the person in each case study.



### Component 2

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

Activity sheet 2.1 Health conditions

PowerPoint 3: Allied health professionals



## Activity sheet 2.1: Health conditions

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

### A1: Healthcare services

Below are some common health care conditions that are managed by individuals and healthcare services.

Draw a line to match each disease or condition to its description.

Arthritis	The level of sugar (glucose) in the blood becomes too high
Cerebral vascular accident (stroke)	Inflammation (swelling) of the breathing tubes that carry air in and out of the lungs
Coronary heart disease	Inflammation in a joint causing pain
Dementia	Someone who is very overweight
Obesity	Damage to the brain causing memory loss and thinking and reasoning difficulties
Chronic obstructive pulmonary disease	When the blood supply to part of the brain is cut off
Type 2 diabetes	Fatty substances in the coronary arteries block or interrupt the blood supply to the heart
Asthma	Lung conditions that cause breathing difficulties

### HINT

The NHS website [www.nhs.uk](http://www.nhs.uk) will help you with this task.





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**Health and Social Care**  
Component 2: Health and Social Care Services and Values

### Allied health professionals

- Art therapist
- Dietician
- Paramedic
- Physiotherapist
- Radiographer
- Occupational therapist
- Speech and language therapist
- Chiropodist
- What is an allied health professional?
- What do you think these professionals do?
- Can you think of any more?

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Allied health professionals work in a range of specialities. They support individuals who are experiencing both mental and physical health problems and include all those on the list above.

Students often think only of doctors and nurses working in hospital and other health settings. So before you display this PowerPoint, try a brainstorm to find out if they know of any other professionals. Make a note of any allied health professionals they mention.

Now display the PowerPoint, revealing one allied health professional at a time. Ask students to work in pairs to suggest what an allied health professional might do. Select a pair to feed back.

Give a brief overview of each role to build on their feedback. Ask them if they can think of any other allied health professionals. (They may suggest a drama therapist, an operating department practitioner and a podiatrist.)

Explain to students that they will be working in small groups to explore all the roles discussed in more detail during this lesson. Their findings will contribute to an overall class display.





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Tech Award Level 1/2  
**Health and Social Care**

Component 2: Health and Social Care Services and Values

### Multidisciplinary teams

Sometimes health or care professionals work together to support individuals who have complex needs.

- Why might individuals need support from more than one professional?
- How can multidisciplinary working benefit an individual?

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Explain that some individuals may have more than one type of health or care need (complex needs). One professional may not have the specialist knowledge or experience to support all the needs of an individual.

Give examples such as:

- an individual with type 2 diabetes who is obese
- an individual in later adulthood who has arthritis and is experiencing the onset of dementia.

Ask students to work in pairs or small groups to discuss one given example. Groups should identify:

- the teams who may work together to support the individual
- the role of those teams
- the benefits for the individual.

Students could make notes to share with the class.



### Component 3

*B: Interpreting health indicators*

Activity sheet 3.20: Blood pressure

PowerPoint 3: Physical abilities and sensory impairments



## Activity sheet 3.20: Blood pressure

*B: Interpreting health indicators*

*A1: Physiological indicators*

You are about to produce a health promotion information leaflet called 'Blood Pressure Made Simple'.

1. Do some research to answer the questions on the table. You will use this information on your leaflet.
2. Produce your leaflet on a computer. Try to make it as eye-catching as possible. It should be well designed, informative and easy to understand. You should use images to help your design.

Questions	Answers and notes for leaflet
What is blood pressure?	
What does a blood pressure measurement look like? What do the numbers represent?	
How is blood pressure measured?	
What is the range for normal, healthy blood pressure?	
What reading shows that someone's blood pressure is high? What is high blood pressure called?	
What are the risks of high blood pressure?	
What reading shows that someone's blood pressure is low? What is low blood pressure called?	
What are the risks of low blood pressure?	



Questions	Answers and notes for leaflet
How can blood pressure be controlled and monitored?	
List any other facts that you found interesting about blood pressure.	

Challenge

Research some statistics about blood pressure in the UK. List what this shows about people's health.

DRAFT



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Tech Award Level 1/2  
**Health and Social Care**  
Component 3: Health and Wellbeing

### Physical abilities and sensory impairments

Disability can affect:	Sensory impairment can affect:
Mobility	Sight
Balance	Hearing
Control of limbs and muscles	Taste
Bodily functions	Smell
Stamina, strength and suppleness	Touch
Motor skills	
Speech	

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Explain that disabilities can be temporary or permanent. Ask for examples of each.

Discuss the possible causes of disability (inherited condition, accident, injury, attack, illness, age).

Discuss the possible causes of sensory impairment (inherited condition, accident, injury, infection, attack, illness, age, environment – too much sun on sight, machinery, music on hearing).



# Map of resources

## Component 1: Human Lifespan Development

### Learning outcome A1: Human growth and development across life stages

Resource	Resource title	Description	Student Book lesson title	Student Book page number
	Answers to activity sheets	Answers to questions in activity sheets where definitive answers are possible.		
PPT 1.1	Component 1 Human Lifespan Development	4 slides: An introduction to the learning outcomes in this component and an overview of life stages.		
AS 1.1	Life stages	Students identify main life stages and what is expected at each stage.	Main life stages	4-5
PPT 1.2	Areas of development	2 slides: Areas of development (an anagram quiz for PIES); a list of what PIES stands for.	Areas of growth and development	6-7
AS 1.2	Areas of growth and development	Students identify areas of growth at different life stages.	Areas of growth and development	6-7
AS 1.3	Areas of growth and development (PIES)	Students demonstrate understanding by drawing and labelling a PIES diagram.	Areas of growth and development	6-7
PPT 1.3	Physical development	2 slides: Physical development (gross and fine motor development); growth patterns (top to toe, inner to outer, same pattern at different rates).	Physical development - types	8-9
AS 1.4	Development of physical skills: Motor skills	Students demonstrate understanding of gross and fine motor skills at different ages of development from birth to 7 years, by completing a table and giving definitions.	Physical development in infancy and early childhood	10-11



Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 1.4	Puberty	1 slide: Development of adolescents by gender and sexual characteristics.	Physical development in adolescence and early adulthood	12-13
AS 1.5	Puberty	Students demonstrate understanding of puberty by listing primary and secondary sexual characteristics of girls and boys.	Physical development in adolescence and early adulthood	12-13
PPT 1.5	Menopause	2 slides: What happens during the process of menopause; physical effects of ageing.	Physical development in middle and later adulthood	14-15
AS 1.6	What happens during menopause	Students label a diagram to show their understanding of the process of menopause.	Physical development in middle and later adulthood	14-15
PPT 1.6	Intellectual development	1 slide: Three aspects of intellectual development.	Intellectual development	16-17
AS 1.7	Intellectual development	Students undertake tasks to analyse the different types of intellectual processes that can be used.	Emotional development in infancy and early childhood	20-21
PPT 1.7	Emotional development	1 slide: Aspects of emotional development.	Emotional development in infancy and early childhood	20-21
AS 1.8	Bonding and attachment	Students answer questions on a scenario to demonstrate understanding of bonding and attachment in infants.	Emotional development in infancy and early childhood	20-21
PPT 1.8	Self-image and self-esteem	1 slide: Questions on self-image and self-esteem to develop understanding.	Emotional development in adolescence and adulthood	22-23
AS 1.9	Emotional development: Security	Students complete activities on types of security across the six life stages.	Emotional development in adolescence and adulthood	22-23
AS 1.10	Emotional development: contentment	Students complete activities on types of contentment across the six life stages.	Emotional development in adolescence and adulthood	22-23
AS 1.11	Social development in infancy and early childhood	Students demonstrate understanding by completing a table on early relationships and the skills needed to form them.	Social development in infancy and early childhood	24-25





Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 1.9	Types of relationships	1 slide: Types of relationships (formal and informal) and questions about relationships.	Social development in adolescence and adulthood	26-27
PPT 1.11	Lifestyle	1 slide: A list of lifestyle factors that people make choices about.	Social development in adolescence and adulthood	26-27
AS 1.12	Social development in adolescence and adulthood	Students demonstrate their understanding of formal and informal relationships across three life stages.	Social development in adolescence and adulthood	26-27
AS 1.13	Social development in adolescence and adulthood: support	As AS 1.12, but with support for less confident students.	Social development in adolescence and adulthood	26-27
AS 1.14	Revision of Learning aim A1	Students complete a table outlining their levels of understanding of Learning aim A1 and actions they need to take to complete their understanding.		

## Component 1: Human Lifespan Development

### Learning outcome A2: Factors affecting growth and development

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 1.10	Learning aim A2: Factors affecting growth and development	1 slide: Overview of factors affecting growth and development.	Factors affecting growth and development	28-29
AS 1.15	Physical factors	Students complete the sentences, answer the questions that factors impact at different life stages and complete a table outlining the type of illness or disease.	Factors affecting growth and development	28-29
PPT 1.11	Lifestyle	1 slide: A list of lifestyle factors that people make choices about.	Lifestyle	32-33



Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 1.16	Lifestyle	Students select one lifestyle aspect and design a web page giving advice on healthy choices. They then explain what that lifestyle means for individuals.	Lifestyle	32-33
AS 1.17	Emotional and social factors	Students understand 'emotions' and fill the table. Answer questions based on a scenario to demonstrate understanding social factors are supportive or unsupportive.	Emotional and social factors	34-35
PT 1.12	Cultural factors	1 slide: A list of factors and questions about them.	Cultural factors	32-33
AS 1.18	Cultural factors	Students understand how culture describes who we are such as our religion, race, gender (roles and expectations), gender identity, sexual orientation.	Cultural factors	32-33
AS 1.19	Environmental factors: case study	Students understand how income and wealth affect a person's growth and development with regards the impacts of growing up in relative poverty.	Environmental factors	38-39
AS 1.20	Economic factors: Case studies	Students understand how income and wealth affect a person's growth and development with regards to the impacts of growing up in relative poverty and job loss.	Economic factors	40-41
AS 1.21	Revision of Learning aim A2	Students complete a table outlining their levels of understanding of Learning outcome A2 and actions they need to take to complete their understanding.		
AS 1.22	Revision of Learning outcome A: What's the right word?	Revision of the whole of Learning outcome A through a word quiz to ensure understanding of terms and definitions used throughout the learning aim	LO A Assessment practice	42-43
AS 1.23	Learning outcome A: assessment practice 1	Students use their knowledge of the whole of Learning outcome A to discuss a case study and write about life stages.	LO A Assessment practice	42-43
AS 1.24	Learning outcome A: assessment practice 2	Students use their knowledge of the whole of Learning outcome A to discuss a case study and write about factors (negative and positive) that affect life stages.	LO A Assessment practice	42-43



Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 1.25	Learning outcome A: assessment practice 3	Students use their knowledge of the whole of Learning outcome A to discuss a case study and write about an individual's development, taking into account life stages and factors that affect them.	LO A Assessment practice	42-43

## Component 1: Human Lifespan Development

### Learning outcome B1: Different types of life event

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 1.14	Learning outcome B	1 slide: An overview of the content of this learning outcome.		
AS 1.26	Life events: Order of impact	Students assess a number of life events and decide on an order of impact, from low to high.	Life events	42-43
AS 1.27	Life events: Expected or unexpected	Students assess a number of life events and complete a table showing whether they are expected or unexpected; they add the type of life event to the table.	Life events	42-43
PPT 1.15	Types of life event	1 slide: supports AS 1.28 by listing types of life event.	Life events	42-43
AS 1.28	Life events: Physical, relationship changes and circumstances	Students note how individuals react to and cope with different life events.	Life events	42-43
PPT 1.16	Relationship changes	1 slide: supports AS 1.29 by outlining the main types of relationship change.	Relationship changes	46-47
AS 1.29	Relationship changes	Using case studies, students discuss the impact on growth and development for each person going through a relationship change.	Relationship changes	46-47
PPT 1.17	Life circumstances	1 slide: Looks at different life circumstances and asks students to consider one of them.	Life circumstances	48-49



Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 1.30	Life circumstances: Role plays	Students role play a character while others ask questions about how their life circumstance has affected them.	Life circumstances	48-49
AS 1.31	Revision of Learning aim B1	Students complete a table outlining their levels of understanding of Learning aim B1 and actions they need to take to complete their understanding.		

## Component 1: Human Lifespan Development

### Learning outcome B2: Coping with change caused by life events

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 1.18	Learning aim B2: Coping with change	4 slides: An overview of the focus for lessons covered by Learning aim B2 and two case studies exploring how two people cope differently with the same life event. This PPT supports the case study activity in AS 1.32.	Coping with change	52-53
AS 1.32	Dealing with life events	Students use a case study to examine why two people cope differently with the same life event.	Coping with change	52-53
AS 1.33	Character traits	Students use a case study to consider how someone who has suffered an unexpected life event adapts to their new circumstances.	Coping with change	52-53
PPT 1.19	Types of support	2 slides: An outline of the categories of support available to those experiencing a change in life circumstances; a case study to examine the most appropriate support. This PPT supports AS 1.33.	Types of support	62-63
AS 1.34	Informal support	Students use a case study to consider how family friends or partners can support someone going through a life event.	Informal support	56-58



Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 1.35	Professional sources of support	Students research information about one type of professional support and consider who might benefit from that support.	Professional support	60-61
AS 1.36	Voluntary sources of support	Students research voluntary organisations that could help individuals through different types of life event.	Voluntary sources of support	58-59
AS 1.37	Voluntary sources of support: Case study	Using a case study of first-time parents, students research voluntary organisations who can help to support them.	Voluntary sources of support	58-59
AS 1.38	Partnership working	Students research information about professionals and draw the examples of 3 professionals based on the case study.	Professional support	60-61
PPT 1.20	Learning outcome B: assessment practice	2 slides: An overview of knowledge required for the assessment; two case studies; assessment criteria; grade descriptors.	LO B Assessment practice	64-65
AS 1.39	Revision of Learning outcome B2	Students complete a table outlining their levels of understanding of Learning aim B2 and actions they need to take to complete their understanding.	LO B Assessment practice	64-65
AS 1.40	Revision of Learning outcome B: Life events and associated terminology	Revision of the whole of Learning outcome B through questions about life events depicted in three scenarios, and a vocabulary exercise.	LO B Assessment practice	64-65
AS 1.141	Learning outcome B: assessment practice 1	Students use their knowledge of the whole of Learning outcome B to assess and compare the impact of accident and injury on two individuals.	LO B Assessment practice	64-65
AS 1.42	Learning outcome B: assessment practice 2	Students use their knowledge of the whole of Learning outcome B to identify and compare the support available to two individuals affected by accident and injury.	LO B Assessment practice	64-65



## Component 2: Health and Social Care Services and Values

### Learning outcome A1: Healthcare services

Resource	Resource title	Description	Student Book lesson title	Student Book page number
	Answers to activity sheets	Answers to questions in activity sheets where definitive answers are possible.		
PPT 2.1	Component 2 Health and Social Care Services and Values	4 slides: The component learning outcomes and an overview of primary care ahead of the Primary care providers lesson.		
AS 2.1	Health conditions	Students match up the disease to a description of its symptoms. Using online research they prepare a presentation on one of the diseases	Health conditions	66-75
PPT 2.2	Primary care	3 slides: An outline of primary care, secondary care and tertiary care.	Primary care	76-77
AS 2.2	Primary care providers	Students study a range of scenarios and establish how specific primary care providers can help.	Primary care	76-77
AS 2.3	Secondary and tertiary care services	Students research the meanings of secondary and tertiary care, then complete activities on how these two services can be used.	Secondary and tertiary care	78-79
PPT 2.3	Allied health professionals	2 slides: A list of allied health professionals and three questions to consider in class.	Allied health professionals	80-81
AS 2.4	Allied health professionals	Students choose one allied health professional role and write 'A day in the life of' to demonstrate knowledge of the professional's job and who they support.	Allied health professionals	80-81



## Component 2: Health and Social Care Services and Values

### Learning outcome A2: Social care services

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 2.4	Social care services	3 slides: Social care services for children, young and adults and individuals. What the services include (foster care, residential home, youth work), who uses them and why.	Social services	82-89
AS 2.5	Multidisciplinary working	Students study the advantages of multidisciplinary working for individuals and then answer questions with the help of case study 1 and 2.		
AS 2.6	Services for children and young people	Students read three scenarios, then answer questions on different support services for children and young people.	Services for children and young people	82-83
PPT 2.5	Services for adults or children with specific needs	2 slides: What the services include (domiciliary, residential, respite care), who uses them and why.	Services for adults or children with specific needs	84-85
AS 2.7	Services for adults or children with specific needs	Students use an example of someone with special needs to show knowledge of how residential, domiciliary and respite care might support them.	Services for adults or children with specific needs	84-85
AS 2.8	Services for older adults	Students think about age-related problems, then use a scenario to construct an information sheet about domiciliary care and residential care.	Services for older adults	86-87
PPT 2.6	Services for older adults	1 slide: What the services include (residential care homes and domiciliary care), who uses them and why.	Services for older adults	86-87
AS 2.9	Informal care	Students suggest who might need informal care, how it is given, and why informal carers are important.	Informal social care	88-89
PPT 2.7	Informal care	2 slides: A scenario to help the understanding of informal social care and who does it, and a list of voluntary care.	Informal social care	88-89





## Component 2: Health and Social Care Services and Values

### Learning outcome A3: Barriers to accessing services

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 2.8	A3 Barriers to accessing services	2 slides: Types of barriers that make it difficult for individuals. An image of a rollator for students to consider the physical barriers to using this mobility vehicle.	Barriers to accessing services	90-91
AS 2.10	Physical barriers: an access audit	Students think about access difficulties for a wheelchair user visiting a friend in a tower block.	Barriers to accessing services	90-91
PPT 2.9	Sensory barriers	1 slide: Suggestions for supporting people with sight and hearing difficulties.	Sensory barriers	92-93
AS 2.11	Sensory barriers	Students look at sight and hearing impairments and suggest effective methods of communicating with people who have these impairments.	Sensory barriers	92-93
PPT 2.10	Social, cultural and psychological barriers	1 slide: A consideration of the range of barriers some people may experience.	Social, cultural and psychological barriers	94-95
AS 2.12	Social and cultural barriers	Students define what these barriers mean, then look at a scenario and answer questions on one person's specific barriers.	Social, cultural and psychological barriers	94-95
PPT 2.11	Language barriers	2 slides: Suggestions for how to help people who experience language as a barrier, and resources that may support them.	Language barriers	96-97
AS 2.13	Language barriers	Students understand how language can be a barrier for a number of reasons before focusing on a scenario, answering questions and carrying out a role play.	Language barriers	96-97
PPT 2.12	Geographical barriers	1 slide: A list of geographical barriers to prompt further thinking.	Geographical barriers	98-99



Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 2.14	Geographical barriers	Students read a scenario about a geographical barrier to accessing health and social care services. They answer questions based on the barriers, then research transport services in their area.	Geographical barriers	98-99
PPT 2.13	Overcoming barriers	1 slide: How information could be made easier for people with a learning disability.	Barriers to people with learning difficulties	100-101
AS 2.15	Text barriers	Students understand the ways that health and social care information is provided through text. Based on a scenario, answering questions given in the table.	Barriers to people with learning difficulties	100-101
PPT 2.14	Financial barriers	1 slide: A brief look at who pays for health and social care services; free services and paid-for services.	Financial barriers	102-103
AS 2.16	Financial barriers	Students research who is eligible for free care services and who is not. They consider why some people cannot access services based on cost.	Financial barriers	102-103
AS 2.17	Learning outcome A: assessment practice 1	Learning outcome A: assessment practice 1	LO A assessment practice	104-105
AS 2.18	Learning outcome A: assessment practice 2	Students continue the case study they began in AS 2.17, looking at the barriers to care the person may have and how they could affect them.	LO A assessment practice	104-105
AS 2.19	Learning outcome A: assessment practice 3	Students use the information they have added in AS 2.17 and 2.18 to complete this practice assessment by outlining the services available to the person, and understanding the positive and negative aspects of each.	LO A assessment practice	104-105



## Component 2: Health and Social Care Services and Values

### Learning outcome B1: Skills and attributes in health and social care

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 2.15	Learning outcome B	2 slides: An outline of what to expect throughout Learning outcome B; explain the skills, attributes and values.		
AS 2.20	Skills for giving care	Students research how professionals can develop the skills they need to give care and give a reason why the skill is important by reading the advertisement.	Skills in social care	106-109
AS 2.21	Attributes for giving care	Students complete the crossword with the use of clues and complete the activity based on a scenario.	Attributes in health and social care	110-113
AS 2.22	Understanding attributes	Students understand the meaning of attribute and complete the sentence with the words and based on a scenario, answer questions that demonstrate attributes.	Attributes in health and social care	110-113
PPT 2.16	Attributes	1 slide: What is meant by attributes.	Attributes in health and social care	110-113

## Component 2: Health and Social Care Services and Values

### Learning outcome B2: Values in health and social care

Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 2.23	Working together: using care values	Students check their understanding of the six care values through an exercise that matches each value with its definition. Finally, they isolate how care values have been applied in four scenarios.	Values in health and social care	114-117
PPT 2.18	Effective communication	1 slide: A list of ways to help people who have difficulties communicating.	Values in health and social care	114-117



Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 2.24	Effective communication	Students consider individuals with a range of communication issues and discuss the most effective way of passing on the same message to each of the individuals.	Values in health and social care	114-117
AS 2.25	The application of care values	Without referring back through their course work, students complete a chart with the care values and how they are demonstrated. Then they assess how they have demonstrated these values in practical scenario and role play work, identifying areas that need development.	Values in health and social care	114-117
PPT 2.17	Applying care values in a compassionate way	1 slide: An outline of the 'six Cs': competence, compassion, care, communication, courage and commitment	Values in health and social care	114-117
PPT 2.19	Compassion	1 slide: Why is it important to treat people with compassion?	Values in health and social care	114-117
PPT 2.20	How skills attributes and values benefit individuals	1 slide: Students to work in pairs to discuss each word in term on the slide.	Values in health and social care	114-117
VC 2.1	Video clip: Care values: Sarah and Siân Part 1	Delivery suggestion: show these films before starting Learning aim B and again at the end of the learning aim: at the beginning, they will give students an insight into the meaning and importance of care values; by the end of the learning aim students will have a greater understanding of how the care values are demonstrated in practice and will derive further benefit from a second viewing. The associated Video Observation sheets are designed to focus students' attention on aspects of care values and provide discussion.  An interview with Siân, a young care worker, talking about how she carries out the care values in her daily work. Duration: 6:07 minutes.	Values in health and social care	114-117
VOS 2.1	Video observation sheet 1	Questions about care values discussed in the video clip and discussion points about what makes a good care worker.	Values in health and social care	114-117



Resource	Resource title	Description	Student Book lesson title	Student Book page number
VC 2.2	Video clip: Care values: Sarah and Siân Part 2	A conversation between Siân and Sarah, a service user with learning disabilities, talking about Sarah's achievements and how Siân supports her to be independent. Duration 5:41 minutes.	Values in health and social care	114-117
VOS 2.2	Video observation sheet 2	Points to observe on behaviours and care values.	Values in health and social care	114-117
VC 2.3	Video clip: Care values: Philip and Roger part 1	An interview with Roger, manager of a day centre for adults with learning disabilities, talking about the importance of safeguarding and other care values. Duration: 3:54 minutes.	Values in health and social care	114-117
VOS 2.3	Video observation sheet 3	Questions about care values discussed in the video clip.	Values in health and social care	114-117
VC 2.4	Video clip: Care values: Philip and Roger part 2	A conversation between Roger and Philip, a service user with learning disabilities, talking about Philip's achievements and the ways in which Roger supports him. Duration 6:20 minutes.	Values in health and social care	114-117
VOS 2.4	Video observation sheet 4	Questions about putting care values into practice.	Values in health and social care	114-117
VOA 2.1	Video observation answers	Answers for the four video observations sheets.	Values in health and social care	114-117



## Component 2: Health and Social Care Services and Values

### Learning outcome B3: The obstacles individuals requiring care may face

Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 2.26	Obstacles faced by individuals	Students read the scenario and answer the questions.	Obstacles that individuals requiring and receiving care may face	118-125
PPT 2.20	Obstacles that individuals may face	1 slide: what the obstacles are and how to overcome them.	Obstacles that individuals requiring and receiving care may face	118-125

## Component 2: Health and Social Care Services and Values

### Learning outcome B4: The benefits to individuals of the skills, attributes and values in health and social care practice

Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 2.27	How skills, attributes and values benefit individuals	Students complete the task on skills and attributes related to a case study	Benefits to individuals of the skills, attributes and values in health and social care practice	126-129
AS 2.28	Reflecting on Skills, attributes and their benefits	Students plan a job advert looking at skills and attributes	Benefits to individuals of the skills, attributes and values in health and social care practice	126-129
AS 2.29	Reflecting on care values and their benefits	Students read the scenario and write a report demonstrating care values	Benefits to individuals of the skills, attributes and values in health and social care practice	126-129



## Component 3: Health and Wellbeing

### Learning outcome A1: Factors affecting health and wellbeing

Resource	Resource title	Description	Student Book lesson title	Student Book page number
	Answers to activity sheets	Answers to questions in activity sheets where definitive answers are possible.		
PPT 3.1	Component 3 Health and Wellbeing	2 slides: An introduction to what students will cover throughout this component, along with how they will be externally assessed at the end of the component (and, indeed, their course of study).		
AS 3.1	Definition of health and wellbeing	Students decide on a definition for 'health and wellbeing' and explore how people regard their own health and wellbeing.	Definition of health and wellbeing	132-133
PPT 3.2	Genetic inheritance	10 slides: An understanding of genetic inheritance, genes, conditions, factors, and effects on health and wellbeing.	Inherited conditions	134-135
AS 3.2	Inherited conditions	Students research Huntington's disease and how it affects PIES.	Inherited conditions	134-135
PPT 3.3	Physical ill health	1 slide: What is meant by physical ill health and list of examples?	Physical ill health	136-137
AS 3.3	Physical ill health	Students research the causes, effects, treatment and prevention of osteoporosis; and complete a table to show the possible effects.	Physical ill health	136-137
PPT 3.4	Mental ill health	1 slide: Students explore what is meant by mental ill health and list down some examples.	Mental ill health	138-139
AS 3.4	Mental ill health: Stress and anxiety	Students consider a range of factors that could cause stress and demonstrate understanding of how this could affect them in terms of PIES.	Mental ill health	138-139





Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 3.5	Physical abilities and sensory impairments	1 slide: Students explore how disabilities can be temporary or permanent; and possible causes of sensory impairment.	Physical abilities and sensory impairments	140-141
AS 3.5	Physical abilities and sensory impairment	Students' online forum about the effects of war on those left with life changing injuries.	Physical abilities and sensory impairments	140-141
PPT 3.6	Lifestyle factors that pose a risk to health and wellbeing	1 slide: A list of lifestyle factors that pose a risk to health and wellbeing.	Smoking, alcohol and substance misuse	142-143
AS 3.6	Nutrition	Students study a list of food items to identify how healthy they are, suggesting healthier options where possible. They research guidelines on healthy eating and plan a diet for a specific individual.	Nutrition	144-145
PPT 3.7	Benefits of physical activity	1 slide: How can physical activity help our health and wellbeing?	Physical activity	146-147
AS 3.7	Benefits of physical activity	Students think and show the benefits of gardening on health and wellbeing; and recommended amounts of exercise on different age groups.	Physical activity	146-147
PPT 3.8	Substance misuse	1 slide: What does the term 'substance misuse' mean and why it is dangerous?	Smoking, alcohol and substance misuse	148-149
AS 3.8	Alcohol and drugs	Students research a substance (e.g. alcohol, drugs) to determine its positive and negative short- and long-term effects on the human body. They produce a poster with their findings.	Smoking, alcohol and substance misuse	148-149
PPT 3.9	Social isolation	1 slide: A study of the reasons for social isolation.	Supportive and unsupportive relationships and social inclusion and exclusion	150-151
AS 3.9	Relationships	Students complete a table to indicate whether the relationships listed are supportive or unsupportive in terms of PIES.	Supportive and unsupportive relationships and social inclusion and exclusion	150-151



Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 3.10	Bullying and discrimination	1 slide: What is meant by the word bullying and discrimination? List its types and characteristics.	Bullying and discrimination	152-153
AS 3.10	Bullying and discrimination	Students research and list the effects of bullying and discrimination.	Bullying and discrimination	152-153
PPT 3.11	Religion	1 slide: Facts about different religions.	Religion and gender roles and expectations	154-155
AS 3.11	Religion and gender roles	Students research how the beliefs of an individual faithful to that religion will have an effect on PIES; and include both positive and negative effects.	Religion and gender roles and expectations	154-155
PPT 3.12	Gender identity and sexual orientation	2 slides: Introduction to gender identity and social interaction through community participation	Gender identity, sexual orientation and community participation	156-157
AS 3.12	Gender identity and community participation	Students research and make notes on gender identity and write a script for an interview.	Gender identity, sexual orientation and community participation	156-157
PPT 3.13	Employment situation	1 slide: What is meant by employment situation and legal status at work	Employment situation and financial resources	158-159
AS 3.13	Financial resources	Students consider how adequate financial resources could improve their choices with regards health and wellbeing.	Employment situation and financial resources	158-159
PPT 3.14	Abuse and neglect	1 slide: What is meant by abuse and neglect.	Housing needs, conditions, locations and home environment	160-161
AS 3.14	Housing	Students consider the positive effects on PIES in an ideal home environment.	Housing needs, conditions, locations and home environment	160-161
PPT 3.15	Pollution	1 slide: What is meant by the word pollution and how it affects health and wellbeing?	Exposure to pollution	162-163



Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 3.15	Exposure to pollution	Students answer questions on a case study about the effects on a family's life caused by pollution.	Exposure to pollution	162-163
PPT 3.16	Life events	1 slide: The impact of life events.	The impact of life events	164-165
AS 3.16	Impact of a physical event	Students think of a physical event that has a long-term impact on an individual's life and consider the positive and negative effects on PIES.	The impact of life events: physical events and relationship changes	166-167
PPT 3.17	Effects of a change in life circumstances on health & wellbeing	1 slide: Unemployment or redundancy, positive and negative effects.	The impact of life events: life circumstances	168-169

## Component 3: Health and Wellbeing

### B1: Physiological indicators

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 3.18	Health indicators	1 slide: two questions for students to consider	Health indicators	170-172
AS 3.18	Health indicators	Students complete two tables to show understanding of the indicators of physiological health, along with positive and negative aspects of lifestyle.	Health indicators	170-171
PPT 3.19	Resting heart rate and heart rate recovery after exercise	1 slide: A list of resting and recovery after exercise.	Resting heart rate (pulse) and recovery after exercise	172-173
AS 3.19	Resting heart rate and recovery rate after exercise	Students do a short amount of physical exercise to monitor their pulse recovery rate after exercise. They measure their data and consider the usefulness of such data.	Resting heart rate (pulse) and recovery after exercise	172-173
PPT 3.20	Blood pressure chart	1 slide: A chart and questions on how to interpret blood pressure.	Blood pressure	174-175



Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 3.20	Blood pressure	Students produce an information leaflet to demonstrate understanding of what blood pressure is, how to measure it and what it conveys about health.	Blood pressure	174-175
PPT 3.21	BMI formula	3 slides: A chart and questions on how to interpret BMI through a formula, a graph and a chart.	BMI	176-177
AS 3.21	Body mass index	Students use a formula to calculate BMI for a range of individuals, then categorise their findings against published health indicators.	BMI	176-177
PPT 3.22	Abnormal readings	1 slide: Looking at why readings may be abnormal	Potential significance of abnormal readings	178-179
AS 3.22	The potential significance of abnormal readings for physical health	Students research and answers the questions based on case study.	Potential significance of abnormal readings	178-179
PPT 3.23	Published guidelines	1 slide: A list of lifestyle data may include facts.	Interpretation of lifestyle data according to published guidelines	180-181
AS 3.23	Interpretation of lifestyle data using published guidelines: not the whole story	Using BMI indicators and measurements, students understand that published guidelines help us to interpret health indicators, but often need other calculations to support them.	Interpretation of lifestyle data according to published guidelines	180-181

## Component 3: Health and Wellbeing



## B2: Lifestyle indicators

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 3.24	The Eatwell Guide	1 slide: The proportions of each nutrient shown by the size of the section of the plate.	Interpretation of lifestyle data according to nutrition	182-183
AS 3.24	Interpreting lifestyle data on nutrition	Students research lifestyle data and choices, then complete a table to consolidate their understanding.	Interpretation of lifestyle data according to nutrition	182-183
PPT 3.25	Physical activity guidelines	1 slide: Summary of guidelines by age group.	Interpretation of data on physical activity	184-185
AS 3.25	Interpreting lifestyle data on physical activity	Students engage with tasks to help them draw up a set of plans to improve the health of four people with different health needs.	Interpretation of data on physical activity	184-185
PPT 3.26	Smoking guidelines	1 slide: A list of facts from the UK chief medical officers' smoking guidelines.	Interpretation of data on smoking	186-187
AS 3.26	Interpreting lifestyle data on smoking	Students research recent relevant data on the risks of smoking and present information in a format of their choosing.	Interpretation of data on smoking	186-187
PPT 3.27	Alcohol consumption guidelines	2 slides: the website from the UK Chief Medical Officers' Alcohol Guidelines Review.	Interpretation of data on alcohol and substance misuse	188-189
AS 3.27	Interpreting lifestyle data on alcohol and substance misuse	Students answer questions based on the latest government guidelines around the consumption of alcohol, then they research specific groups of people and their risk around alcohol consumption.	Interpretation of data on alcohol and substance misuse	188-189



## Component 3: Health and Wellbeing

### Learning outcome C1: Person-centred approach

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 3.28	Learning outcome C Person-centred approach	1 slide: Questions for students to discuss.	Person centred approach to improving health and wellbeing	190-191
AS 3.28	A person-centred approach to improving health and wellbeing	Students read a case study and answer questions around whether the carer is demonstrating a person-centred approach.	Person centred approach to improving health and wellbeing	190-191
PPT 3.29	Benefits of a person-centred approach	1 slide: Benefits for individuals and for workers.	The importance and benefits of a person-centred approach	192-193
AS 3.29	The benefits of a person-centred approach	Students consider the person-centred approach and benefits for individuals and for health and social care workers and services.	The importance and benefits of a person-centred approach	192-193

## Component 3: Health and Wellbeing

### Learning outcome C2: Recommendations and actions to improve health and wellbeing

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 3.30	Recommendations and actions to improve health and wellbeing	1 slide: List of recommendations and actions to improve health and wellbeing.	Established recommendations for helping to improve health and wellbeing	194-195
AS 3.30	Recommendations to help improve health and wellbeing	Students think when answer questions that recommendation and actions needed to help an individual improve their health and wellbeing.	Established recommendations for helping to improve health and wellbeing	194-195



Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 3.31	Sources of support	1 slide: A comprehensive definition of types of support.	Support available when following recommendations to improve health and wellbeing	196-197
AS 3.31	Sources of support	Students pick a source of support (e.g. formal, voluntary), then make notes about who provides it and how it can help.	Support available when following recommendations to improve health and wellbeing	196-197

## Component 3: Health and Wellbeing

### Learning outcome C3: Barriers and obstacles to following recommendations

Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 3.32	Barriers to accessing identified services	1 slide: A list of barriers to accessing identified services.	Definition of barriers, physical barriers and barriers to people with sensory difficulties	198-199
AS 3.32	Barriers to following recommendations to improve health and wellbeing and how they may be overcome	Students complete a table by identifying some of the effects of physical and sensory barriers on an individual trying to take action to improve their health and wellbeing. They make notes on local services that could help individuals overcome barriers around facilities when implementing a health and wellbeing improvement plan.	Definition of barriers, physical barriers and barriers to people with sensory difficulties	198-199
AS 3.33	Social and cultural barriers	Students look at the case study and answer questions on specific barriers	Social and cultural barriers, language and speech barriers	200-201
PPT 3.34	More barriers	1 slide: A list of different types of barriers.	Geographical, resource and financial barriers	202-203





Resource	Resource title	Description	Student Book lesson title	Student Book page number
AS 3.34	More barriers to following recommendations to improve health and well being	Students consider an approach that will help them to write a health and wellbeing improvement plan for a specific individual. There is an opportunity for guided partner work to discuss their work.	Geographical, resource and financial barriers	202-203
PPT 3.35	Emotional/psychological obstacles	2 slides: What the obstacles are and how to overcome them.	Emotional and psychological obstacles	204-205
AS 3.35	Emotional/psychological obstacles	Students pick a risk to health (e.g. smoking, inactivity) and complete a table to explain how lack of motivation, low self-esteem and acceptance of current state can be overcome, in order to implement a successful plan for health.	Emotional and psychological obstacles	204-205
PPT 3.36	Another obstacle: Time constraints	2 slides: What the obstacles are and how to overcome them.	Time constraints	206-207
AS 3.36	Time constraints	Students create a case study of a busy person, then suggest ways in which they can overcome their time constraints.	Time constraints	206-207
PPT 3.37	Potential obstacle: availability of resources	2 slides: what the obstacles are and how to overcome them	Availability of resources	208-209
AS 3.37	Availability of resources	Students complete a table to show examples of how a lack of (i) financial resources and (ii) physical resources (e.g. equipment) creates obstacles to implementing a health and wellbeing improvement plan. Then they produce a presentation on examples in their area that can help people to overcome these obstacles.	Availability of resources	208-209
PPT 3.38	Short- and long-term targets	4 slides: Short- and long-term targets; how to monitor and review targets; unachievable targets; SMART targets.	Unachievable targets	210-211
AS 3.38	Unachievable targets	Students understand, through case study material, that unachievable targets are not helpful, rewriting targets to make them achievable.	Unachievable targets	210-211



Resource	Resource title	Description	Student Book lesson title	Student Book page number
PPT 3.39	Potential obstacle: lack of support	2 slides: What the obstacles are and how to overcome them.	Lack of support	212-213
AS 3.39	Lack of support	Students understand that lack of support is a big obstacle for anyone trying to implement a health and wellbeing improvement plan, and offer suggestions for how support can be given (and by whom).	Lack of support	212-213
PPT 3.40	Component 3 assessment	1 slide: describes the external assessment for Component 3.	Component 3 Assessment practice	214-215
AS 3.40	Component 3 assessment practice	Practice assessment for Component 3.	Component 3 Assessment practice	214-215