

## BTEC TEC AWARD HEALTH AND SOCIAL CARE 2022 REVISION CHECKLIST

### COMPONENTS 1 TO 3

<b>A1 Human growth and development across life stages</b> Life stages and their expected key characteristics in each of the PIES classifications:	<b>Learned</b> ✓	<b>Applied to questions / case study</b> ✓	<b>Need to Revise</b>
<b>Infancy (birth to 2 years):</b>			
physical: rapid physical growth of weight and height, development of gross and fine motor skills, following the same pattern of growth and development but at different rates. intellectual: rapid development of language and thinking skills such as memory/recall. emotional: attachments are formed, emotional wellbeing is based on bonding/attachment, security, and contentment. social: strong dependence on adults/carers, socialisation through family, engage in solitary play.			
<b>Early childhood (3–8 years):</b>			
physical: continued growth of weight and height, mastery of gross and fine motor skills intellectual: increased curiosity, language fluency develops, strong grasp of memory/recall. emotional: increased independence, wider range of relationships are formed, emotional wellbeing is based on attachment, security and contentment. social: social circle widens, and close friendships are formed, socialisation continues through family and also friends/carers, social play develops.			
<b>Adolescence (9–18 years):</b>			
physical: onset of puberty, differences between males and females, primary and secondary sexual characteristics intellectual: complex and abstract thinking develops. emotional: independence increases further, more freedom to make own decisions, concerns over self-image and self-esteem may increase, emotional wellbeing is based on attachment, security, and contentment. social: wide range of formal/informal relationships develop and have influence; intimate relationships are formed.			
<b>Early adulthood (19–45 years):</b>			
physical: peak physical fitness, full height reached, sexual maturity reached, women at their most fertile. intellectual: mastery of abstract and creative thinking, careers become important, may return to education emotional: independent living and control over own lives, emotional wellbeing is based on attachment, security and contentment. social: intimate and long-lasting relationships are formed.			
<b>Middle adulthood (46–64 years):</b>			
physical: at the end of this life stage the ageing process begins, menopause occurs for women.			

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intellectual: can use knowledge and experience for complex decision making, may retire. emotional: may experience changes in self-image and self-esteem linked to retirement or ageing process, emotional wellbeing is based on attachment, security and contentment social: may have more time to socialise.			
<b>Later adulthood (65+ years):</b>			
physical: ageing process continues, decline in strength and fitness, loss of mobility, loss of muscle tone and skin elasticity intellectual: may experience decline in cognitive ability such as loss of memory/recall emotional: may start to become more dependent on others, emotional. wellbeing is based on attachment, security and contentment. social: may experience bereavement and reduction of social circle.			
<b>A2 Factors affecting growth and development.</b>			
Physical factors: inherited conditions – sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington’s disease experience of illness and disease mental ill health – anxiety, stress physical ill health – cardiovascular disease, obesity, type 2 diabetes disabilities sensory impairments			
<b>Lifestyle factors:</b>			
nutrition physical activity smoking alcohol substance misuse			
<b>Emotional factors:</b>			
fear anxiety/worry upset/sadness grief/bereavement happiness/contentment security attachment supportive and unsupportive relationships with others – friends, family, peers and colleagues social inclusion and exclusion bullying discrimination			

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<b>Cultural factors:</b>			
religion gender roles and expectations gender identity sexual orientation community participation race			
<b>Environmental factors:</b>			
housing needs, conditions, location home environment – living with a high level of parental conflict, experiences of abuse and neglect. exposure to pollution – air, noise and light			
<b>Economic factors:</b>			
employment situation financial resources – income, inheritance, savings			
<b>Learning outcome B: Understand how individuals deal with life events.</b>			
<b>B1 Different types of life event</b>			
<b>Health and wellbeing:</b> accident/injury physical illness mental and emotional health and wellbeing			
<b>Relationship changes:</b> entering into relationships marriage, civil partnership, long-term relationship divorce, separation for non-married couples parenthood bereavement			
<b>Life circumstances:</b> moving house, school or job exclusion from education redundancy imprisonment changes to standards of living retirement			
<b>B2 Coping with change caused by life events</b>			
<b>The character traits that influence how individuals cope:</b> resilience self-esteem emotional intelligence disposition – a person's character traits, e.g. positive, negative			
The sources of support that can help individuals adapt:			

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family, friends, neighbours, partners professional careers and services community groups, voluntary and faith-based organisations multi-agency working, e.g. social services working with mental health trust, children's services working with the justice system. multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist			
<b>The types of support that can help individuals adapt:</b>			
emotional support information, advice, endorsed apps. practical help – financial assistance, support with childcare, domestic chores, transport			

<b>COMPONENT 02</b> <b>Learning Outcome, A: Understand the different types of health and social care services and barriers to accessing them</b>	Key points	Applied to questions / case study	Revision
<b>A1 Healthcare services</b> Health conditions:			
Arthritis. Cardiovascular conditions – coronary heart disease, Diabetes (type 2) Cerebral vascular accident. Dementia. Obesity. Respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD) Additional needs – sensory impairments, physical Impairments, learning disability.			
<b>A2 Social care services</b> Health services available:			
Primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments			
Secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology			
Tertiary care – specialist medical care to include oncology, transplant services			
Allied Health Professions – physiotherapy, speech and language therapy, occupational therapy, dietetics			
Multidisciplinary team working – how services work together, including referrals between services			
<b>A2 Social care services.</b>			
Social care – help with day-to-day living because of illness, vulnerability or disability.			
Services for children and young people – foster care, residential care, youth work			

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Services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care			
Services for older adults – residential care, domiciliary care voluntary care – community groups and faith-based organisations, charities			
<b>Additional care:</b>			
Informal care – given by relatives, friends, neighbours, partners			
<b>A3 Barriers to accessing services:</b>			
Physical Barriers to people with sensory disability – hearing and visual difficulties: – ways to overcome sensory barrier			
Barriers to people with different social and cultural - ways to overcome social and cultural barriers:			
Barriers to people that speak English as an additional language or those who have language or speech impairments: – ways to overcome language barriers.			
Geographical barriers – distance of service provider, poor transport links: – ways to overcome geographical barriers:			
Text barriers to people with learning disabilities: – ways to overcome intellectual barriers:			
Financial barriers – charging for services, cost of transport, loss of income while accessing services: – ways to overcome financial barrier			
<b>Learning Outcome: Skills in health and social care</b>			
Dealing with difficult situations			
<b>B1 Attributes to include:</b>			
<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Patience</li> <li>• Trustworthiness</li> <li>• Honesty</li> </ul>			
<b>B2 Values in health and social care 6Cs</b>			
<ul style="list-style-type: none"> <li>• Communication to include active listening and written communication.</li> <li>• Care</li> <li>• Compassion</li> <li>• Competence</li> <li>• Courage</li> <li>• Commitment</li> </ul>			
<b>B3 Obstacles that individuals requiring care may face</b>			

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Emotional and psychological (mental) state Obstacles to include: <ul style="list-style-type: none"> <li>• Motivation</li> <li>• Self-esteem</li> <li>• Time constraints</li> <li>• Lack of support</li> <li>• Unachievable targets</li> <li>• Availability of resources</li> <li>• Disability</li> <li>• Health conditions</li> <li>• Addiction</li> </ul>			
<b>B4 Benefits to individuals of the skills, attributes and values in health and social care practice</b>			
<ul style="list-style-type: none"> <li>• Personal obstacles</li> <li>• High quality care</li> <li>• Person-centred care</li> <li>• Respect</li> <li>• Independence</li> <li>• Care decision involvement</li> <li>• Not discriminated against.</li> </ul>			
Values to include: <ul style="list-style-type: none"> <li>• protected from harm, dignity and privacy, able to raise complaints, confidentiality and rights protected.</li> </ul>			
<b>C Health and Wellbeing combines content learnt in component 01 and 02 alongside the following:</b>			
How genetic conditions are inherited: cystic fibrosis, haemophilia and predisposition to other conditions.			
Interpreting health indicators to include:			
Measurable indicators: blood pressure, peak flow, height/weight, blood glucose, cholesterol levels, liver function, resting pulse and recover pulse rates after exercise, BMI.			
Using published guidelines to interpret health indicators. Limitations to published guidelines. Potential significance of abnormal readings			
The importance and benefits of a person-centred approach			
Recommendations and actions to improve health and wellbeing			
Emotional/psychological obstacles			