

Health and Social Care Level 1/2

Year 10 and 11

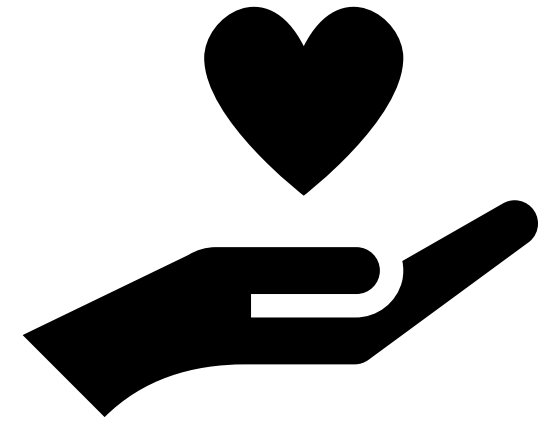
Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>This Course assesses students in two ways: 1 external assessment and 2 internal assessments. Students are issued with assignment briefs with a series of tasks to which students must complete in a certain time frame. The external assessment is an examination at the end of the course in year set by the examination board.</p> <p>Throughout the course, students will receive collective and personalised feedback. There are also opportunities for retrieval practice and assessment to allow for student retention of key knowledge to be measured. This will allow for targeted interventions.</p>	<p>The course offers reading and research opportunities across a wide and diverse area of the Health and Social Care Sector. The research element requires the reading and comprehension of how a diverse and broad range of services come together in an holistic way working as a Multi-Disciplinary Team, delivering Person Centred Care.</p> <p>Students will complete reciprocal reading activities and use Tier 2 and 3 vocabulary with their writing. Writing activities will follow the whole school writing framework.</p>	<p>This BTEC award level 1 and 2 offers an insight into the careers available in Health and Social Care. It outlines the roles, structures, and paths through Health and Social Care. There are thousands of jobs that are available within the Health and Social care sector. Many of these are within the NHS and there are some health care roles that are private</p>

Curriculum vision:

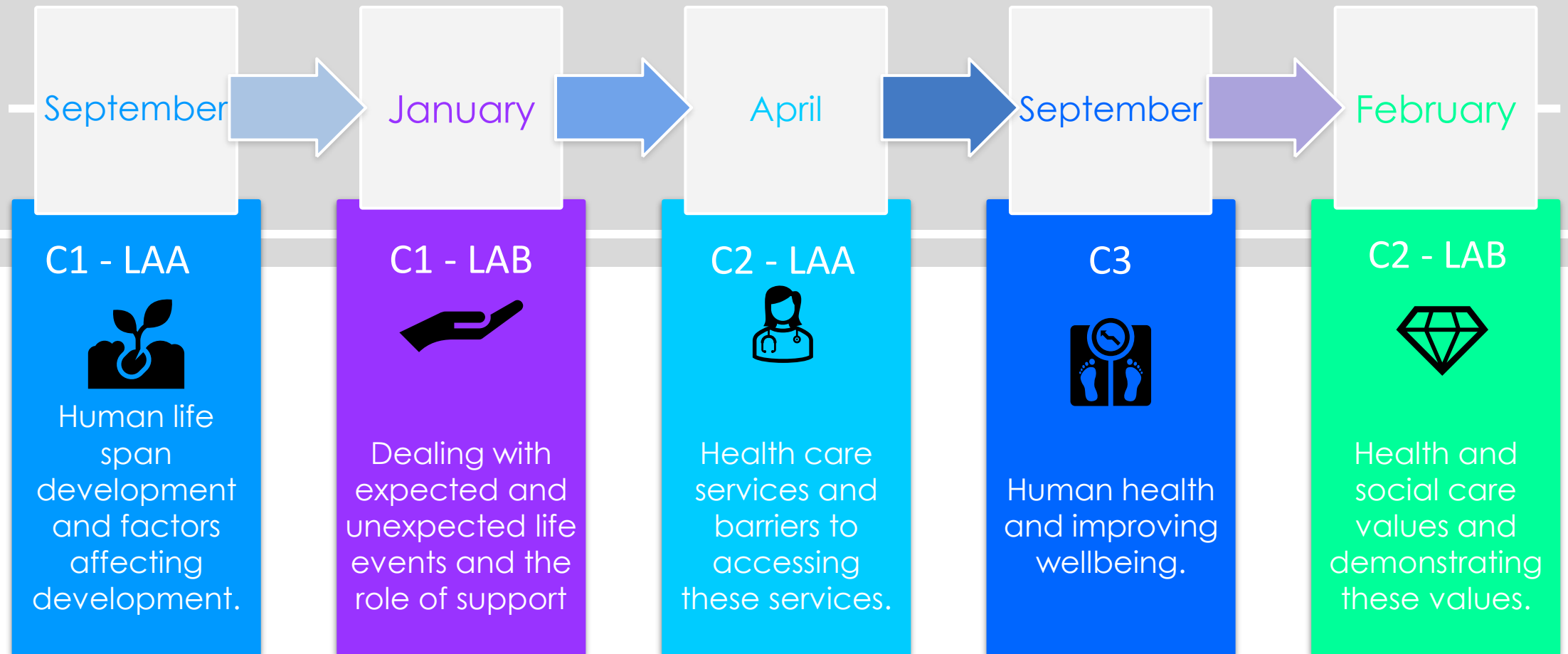
“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

BTEC Tech
Award Level 1/2
in Health and
Social care

Delivered over two years



BTEC Tech Award – Level 1/2 in Health and Social care



Course overview

Component 1

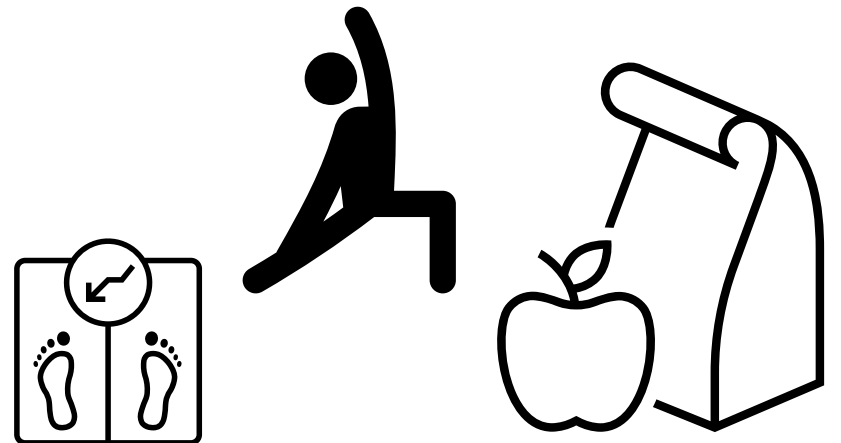
Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

Component 2

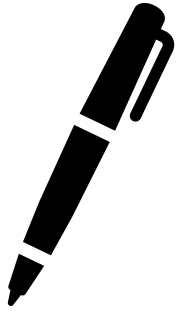
Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Component 2

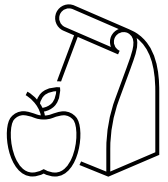
Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.



Course information & methods of assessment



- This course assesses students in two ways – internal assessment through set PSA's and external examination.
- When completing PSA's, students will be issued an assignment brief with a series of tasks to which students must work towards completing in a set time frame.
- Students will then be given a grade for each learning aim within a component. This is then sent to the exam board for moderation.
- The third component is an external exam that will be set and marked by Pearson.
- This will allow for what has been learnt in component 1 and component 2 to be further built and developed.



Careers in Health and Social Care

Jobs that are directly linked to studying Health and Social care

There are thousands of jobs that are available within the Health and Social care sector.

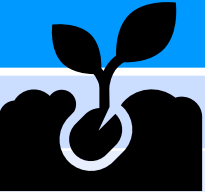
Many of these are within the NHS and there are some health care roles that are private.

Throughout the duration of studying health and social care, we consider multiple careers opportunities and job roles.

These include:

- Doctors
- Nurses
- Midwives
- Secondary care providers – Cardiologists, Rheumatoidologists, dermatologists and more
- Phlebotomists
- Social care workers
- Care assistants
- HCA's
- Neonatal midwives
- Dieticians
- Art therapists
- Dentists

Due to the vocational nature of Health and Social care, careers are talked about frequently with career insights discussed with students on a regular basis!

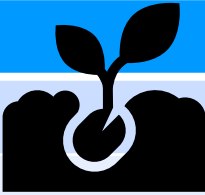
Half term	September – October	
Year group	10	
Expected completion	October half term	

Component 1 – Learning aim A	Content to be covered	Assessment
Week 1-2	Course overview The main human life stages Areas of growth and development Types of physical development Physical development in infancy and early childhood	Practice application to case study – collaborative feedback
Week 3-4	Physical development in adolescence and early adulthood Physical development in middle and later adulthood Intellectual development in all main life events Language development Emotional development in infancy and early childhood	
Week 5-6	Emotional development adolescence and early adulthood Emotional development in middle and late adulthood Social development in infancy and early childhood Social development adolescence and early adulthood Social development in middle and late adulthood	Knowledge quiz – individual feedback
Week 7-8	Physical factors that impact PIES development Lifestyle choices including diet, exercise and other lifestyle choices Social and cultural factors Relationships and isolation Economic factors	Practice application to case study – collaborative feedback
Week 9-10	Recap and review Learning aim A – Practice assessment Learning aim A – Practice assessment Learning aim A – Practice assessment	Collective/Individual feedback for practice assessment


Half term	October – December
Year group	10
Expected completion	To be completed before February half term



Component 1 – Learning aim B	Content to be covered	Assessment
Week 1-2	Life events Physical life events Relationship changes – Bereavement, new relationships and marriage Relationship changes – Divorce and parenthood Life circumstances – including imprisonment, moving house, exclusion and retirement	Practice application to case study – collaborative feedback
Week 3-4	Dealing with life events Adapting to change Types of support Informal support Formal support	Knowledge quiz – individual feedback
Week 5-6	Professional sources of support (1) Professional sources of support (2) Voluntary sources of support Community support Researching types of support in our community	Practice application to case study – collaborative feedback
Week 7-8	Character traits – Resilience, self-esteem, emotional intelligence and disposition Learning aim B – Practice assessment Learning aim B – Practice assessment Learning aim B – Practice assessment Learning aim B – Practice assessment	Collective/Individual feedback for practice assessment


Half term	January – February	
Year group	10	
Expected completion	To be completed before Christmas	

Component 1 – Learning aim A	Content to be covered	Assessment
Week 1-2	Internal assessment lesson 1 – Preparation Internal assessment lesson 2 - Preparation Internal assessment lesson 3 - Preparation Internal assessment lesson 4 - Preparation Internal assessment lesson 5 - Preparation	
Week 3-4	Internal assessment lesson 1 Internal assessment lesson 2 Internal assessment lesson 3 Internal assessment lesson 4 Internal assessment lesson 5	
Week 5-6	Internal assessment lesson 6 Internal assessment lesson 7	


Half term	February – April	
Year group	10	
Expected completion	To be completed before May half term	

Component 2 – Learning aim A	Content to be covered	Assessment
Week 1-2	Primary care services Secondary care services Tertiary care services Allied health professionals Services for children and young people Services for adults and children with specific needs.	Practice application to case study – collaborative feedback
Week 3-4	Coronary heart disease Cerebral vascular accident Asthma & Chronic obstructive pulmonary disease Arthritis	
Week 5-6	Dementia Obesity Diabetes – type 1 and 2 Sensory and physical impairments Learning disabilities	
Week 7-8	Services for older adults Informal care providers Review and reflect Physical barriers Sensory barriers	Knowledge quiz – individual feedback

Half term	April – May
Year group	10
Expected completion	To be completed before Easter



Component 1 – Learning aim B	Content to be covered	Assessment
Week 9-10	Barriers recap lesson Text barriers Intellectual barriers Harvey price BBC documentary – accessing services	
Week 11-12	Social, cultural and psychological barriers Language barriers Geographical barriers Intellectual barriers Resource barriers for service providers	Practice application to case study – collaborative feedback
Week 12-14	Financial barriers Learning aim A.1 – Practice assessment Learning aim A.1 – Practice assessment Learning aim A.2 – Practice assessment Learning aim A.2 – Practice assessment	Collective/Individual feedback for practice assessment

Half term	June - July	
Year group	10	
Expected completion	To be completed before end of summer term	

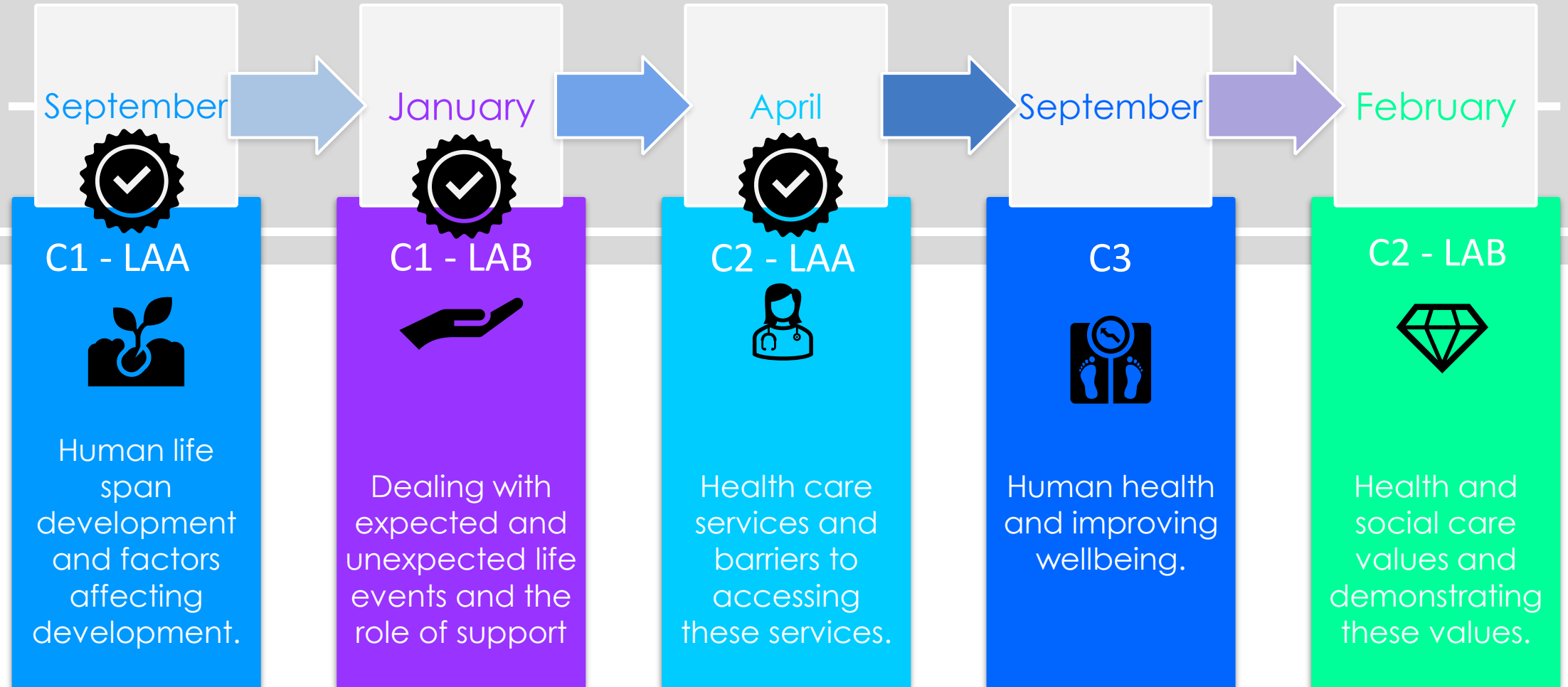
Component 2 – Learning aim A	Content to be covered	Assessment
Week 9-10	Review and reflect – on practice assessment Green pen improvements	
Week 11-12	Skills required to give care Attributes required to give care The 6 C's - Care - Compassion	
Week 12-14	The 6 C's - Competence - Communication - Courage - Commitment	
	If teaching time has been lost, replace weeks 11-14 with the following to prepare for component 3 external exam: <ul style="list-style-type: none"> • Diet • Physical activity • Alcohol and smoking • The use of drugs 	

Year 1 summary

- Students will have completed:
 - Component 1 – PSA
 - Component 2 – Content for A1. and A2.
- Students will have learnt the foundation knowledge for their component 3 assessment.
- Students will have completed three practice assignments before completing 3 internal assignments.
- Students will have worked to set deadlines.



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Half term	September - October	
Year group	11	
Expected completion	To be completed before October half term	


Component 3 – Learning aim A/B	Content to be covered	Assessment
Week 1-2	Defining health and wellbeing Genetic inheritance Ill health – including CV disease, obesity, type 2 diabetes Mental ill health Physical factors and sensory impairments	
Week 3-4	Diet Physical activity Alcohol and smoking The use of drugs Social interactions – social inclusion and exclusion	Knowledge quiz – self-assessed/teacher assessed
Week 5-6	Bullying and discrimination Cultural factors: religion and community Gender roles, expectations and gender identity Environmental conditions and housing Life events and relationship changes Section A assessment	Complete C3 – SA – individual feedback
Week 7-8	Health indicators Resting pulse rate and recovery after exercise Blood pressure Body mass index Using health indicators to determine health status	

Half term	October - December	
Year group	11	
Expected completion	To be completed before Christmas	


Component 3 – Learning aim B/C	Content to be covered	Assessment
Week 9-10	Risks to health of abnormal readings Interpreting lifestyle data – nutrition Interpreting data on smoking Interpreting data on inactivity/physical activity Interpreting data on alcohol and substance misuse	
Week 11-12	Section B assessment Person-centred approach Recommending actions to improve health Short term targets and long term targets Sources of support	Complete C3 – SB – individual feedback
Week 13-14	Obstacles to implementing plans Emotional and psychological obstacles Barriers to accessing services including time, availability, unrealistic targets, lack of support.	
Week 15	Impacts of ability/disability and addiction Review and reflect	

Half term	January – February	
Year group	11	
Expected completion	To be completed before February half term	


Component 3 – Learning aim C	Content to be covered	Assessment
Week 1-2	Complete full paper mock Exam preparation – Section A Exam preparation – Section A Exam preparation – Section B Exam preparation – Section B	Individual feedback for full mock
Week 3-4	Exam preparation – Section C Exam preparation – Section C Assessment practice Walk through mock (1) Walk through mock (2)	Collective feedback on assessment practice
Attempt 1 of external examination – February series – Date TBC		

Half term	February – April	
Year group	11	
Expected completion	To be completed before Easter	

Component 2 – Learning aim B	Content to be covered	Assessment
Week 1-2	Skills and attributes required to give care - Skills - Attributes - The 6 C's - The 6 C's	
Week 3-4	Obstacles - Lack of time - Lack of resource - Unachievable targets - Lack of support - Lack of motivation - Low self-esteem - Acceptance of current state - Stress and Anxiety	Knowledge quiz – individual feedback
Week 5-6	- Other factors that may act as obstacles - - abilities or disabilities - Health conditions - Addiction Practice assessment for B3.	Practice application to case study – Individual feedback

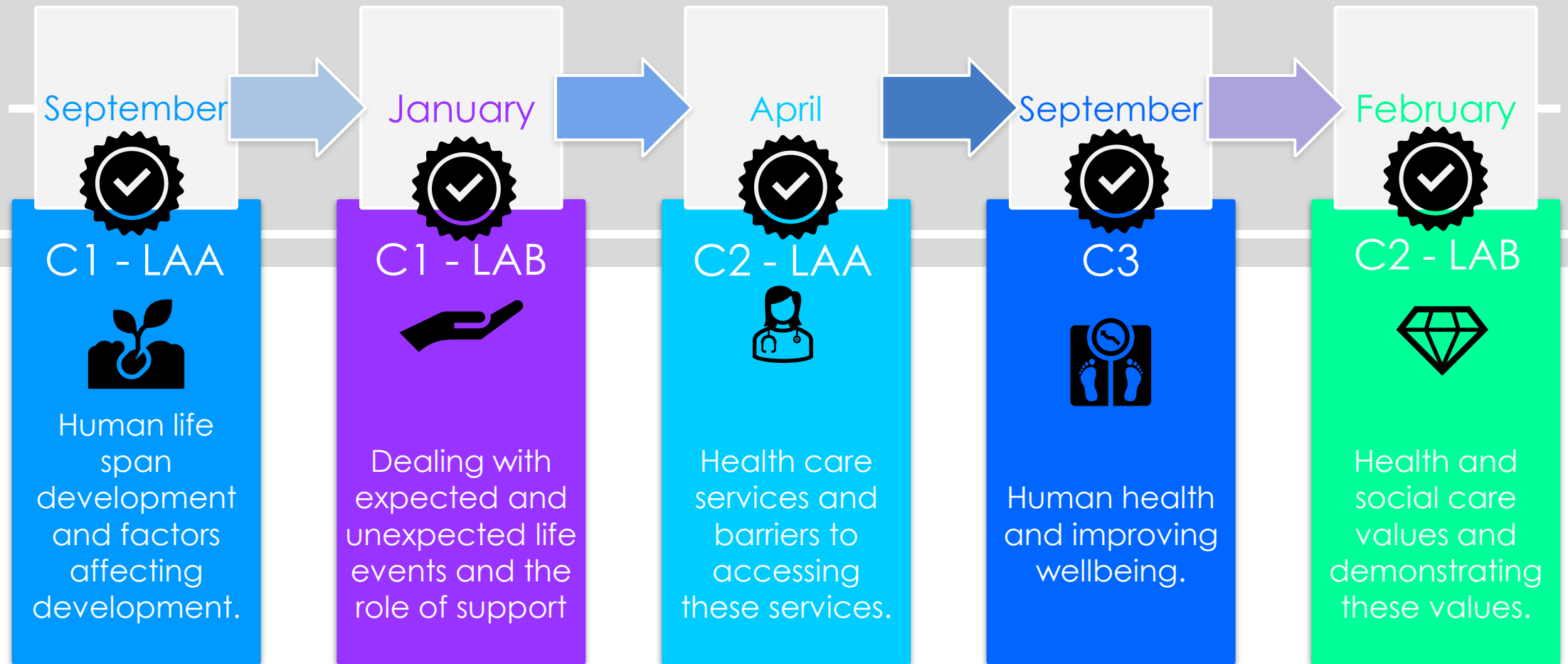
Half term	April – May	
Year group	11	
Expected completion	To be completed before May half term	

Component 2 – Learning aim B	Content to be covered	Assessment
Week 1-2	<ul style="list-style-type: none"> - Benefits of skills, attributes and values - Benefits to the individual 	
Week 3-4	Practice assessment B3 Practice assessment B3 Reflect and improve Reflect and improve	
Week 5-6	PSA – C2 PSA – C2 PSA – C2 PSA – C2 PSA – C2	Individual feedback will be given for each student in line with the exam boards requirements once whole assignment has been submitted. Deadline TBC – Please see assessment plan
Week 7	Revisit exam content – Section A Revisit exam content – Section B Revisit exam content – Section C*	

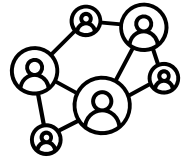
Half term	June - July	
Year group	11	
Expected completion	To be completed before end of summer term	

Component 3 – Revisit and Revision	Content to be covered	Assessment
Week 1-6	Revisit exam content for resitting students.	<p>Attempt 1 of external examination – June series – Date TBC</p> <p style="text-align: center;">↓</p> <p>Course completion</p>

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TIER 2 Vocabulary terms



ADD TO:

- Combine** If you **combine** things, you put them together.
- Deepen** If you **deepen** your knowledge of something, you learn more about it or strengthen What you already know.
- Improve** If you **improve** something, you make it better.
- Incorporate** If you **incorporate** something, you add it or include it.
- Integrate** If you **integrate** something, you combine it with other things to form a complete whole.
- Introduce** If you **introduce** something, you present it for the first time.

ARRANGE:

- Arrange** If you **arrange** items, you place each one in a particular place or location.
- List** If you **list** things, you write them down or say them one after the other.
- Organize** If you **organize** things, you arrange them in a certain order or plan them in a certain Way.
- Sort** If you **sort** items, you put them into different groups based on what they are like.

COLLABORATE:

- Collaborate** If you **collaborate**, you work together with other people.
- Contribute** If you **contribute**, you give or add something to a situation.
- Engage** If you **engage** in something, you participate in it. If you **engage** someone in something, You keep him or her interested in it.
- Interact** If you **interact** with someone, your actions affect each other.
- Participate** If you **participate** in something, you take part in it.
- Share** If you **share** information, you let someone else know about it.

COMPARE/CONTRAST:

Associate	If something is associated with something else, the two are connected or related in some way.
Categorize	If you categorize items, you put them in groups.
Classify	If you classify things, you organize them into groups based on their attributes.
Compare	If you compare things, you identify ways that they are the same.
Connect	If you connect things, you make a link between them.
Contrast	If you contrast things, you find the differences between them.
Differentiate	If you differentiate between two things, you show how they are different.
Discriminate	If you discriminate between things, you see or perceive a difference between them and Treat them differently based on the difference.
Distinguish	If you distinguish something, you recognize it for a specific reason.
Link	If you link things together, you connect them.
Match	If you match things, you pair up two things that are alike in some way.
Relate	If you relate things, you find connections between them.

CREATE:

Accomplish	If you accomplish something, you do it successfully.
Achieve	If you achieve something, you succeed at it.
Build	If you build something, you join separate items or concepts together to create Something new.
Compose	If you compose something, you put it together using several separate parts.
Construct	If you construct something, you build it by putting separate parts together.
Create	If you create something, you make it for the first time.
Develop	If you develop something, you work on it over a period of time, during which it grows or Changes.

Draft	If you draft something, you write it down for the first time, with the intention of revising it.
Form	If you form something, you create it.
Generate	If you generate something, you bring it into being or existence.
Initiate	If you initiate something, you make it begin.
Produce	If you produce something, you make it.
Publish	If you publish something, you prepare and distribute it.
Record	If you record something, you create a written, audio or video version of it that can be looked at or listened to in the future.
Stimulate	If you stimulate something, you encourage it to be more active.

DECIDE:

Choose	If you choose something, you pick that thing instead of something else.
Decide	If you decide something, you think about several choices and then choose one of them.
Select	If you select something, you choose it.

DEFINE:

Define	If you define something, you explain what it means very clearly and specifically.
Delineate	If you delineate something, you show where it is or what it is.
Determine	If you determine something, you discover it or decide on it.
Discern	If you discern something, you see or perceive how it is different.
Establish	If you establish something, you create it or show that it is true.
Exemplify	If you exemplify something, you give examples of it.
Identify	If you identify something, you say what it is.
Interpret	If you interpret something, you figure out what you think it means.
Label	If you label something, you assign a name, number, or symbol to it.

- Locate** If you **locate** something, you find it or figure out where it is.
- Name** If you **name** something, you say what it is.
- Recall** If you **recall** something, you remember it.
- Recognize** If you **recognize** something, you know what it is because you have seen it before.

ELABORATE:

- Broaden** If you **broaden** something, you make it bigger.
- Derive** If you **derive** something, you take information from a specific source and use it logically To create something new.
- Elaborate** If you **elaborate** on something, you tell more about it.
- Enhance** If you **enhance** something, you make it better.
- Expand** If you **expand** something, you make it larger.

EVALUATE:

- Assess** If you **assess** something, you estimate its value or quantity.
- Check** If you **check** something, you make sure that it is accurate.
- Critique** If you **critique** something, you look at it carefully to find things that could be improved.
- Evaluate** If you **evaluate** something, you decide if it is good or bad or right or wrong.
- Judge** If you **judge** something, you form an opinion about it.

EXECUTE:

- Advance** If you **advance** something, you move it forward
- Calculate** If you **calculate** something, you think very carefully about all of its details and create a plan to Make it happen. If you calculate something in math, you figure out a solution using numbers And mathematical operations.
- Compute** When you **compute** something, you figure out an answer or solution using math.
- Conduct** If you **conduct** something, you plan and do it.

Employ If you **employ** something, you use it to accomplish a task.

Execute If you **execute** something, you do it.

Navigate If you **navigate** something, you find your way through it.

EXPLAIN:

Answer If you **answer** someone or something, you respond with information you think is correct or True.

Articulate If you **articulate** something, you express it clearly.

Clarify If you **clarify** something, you explain it in a way that makes it easier to understand.

Communicate If you **communicate**, you share information with others, usually by speaking or writing.

Convey If you **convey** something, you communicate it.

Describe If you **describe** something, you explain what it is like.

Explain If you **explain** something, you give information about it or reasons for it that make it easier to Understand.

Express When you **express** something, you show or tell about it.

Inform If you **inform** someone of something, you tell him or her facts or information about it.

Narrate	Narrate something, you describe a sequence of events.
Present	If you present something, you show or give it to someone.
Recount	If you recount a story or event, you describe what happened.
Report	If you report something, you tell about it.
Respond	If you respond to something, you react to it.
Retell	If you retell something, you tell it again.
State	If you state something, you say it clearly and definitely.
Summarize	If you summarize something, you tell the most important information from it.
Synthesize	If you synthesize information, you combine it in a logical way.

HYPOTHESIZE:

Anticipate	If you anticipate something, you predict that something will happen and prepare for it.
Approximate	If you approximate something, you make a guess about its size or value.
Conjecture	If you conjecture , you say something that you think is true but aren't completely sure about.
Consider	If you consider something, you think carefully about it.
Estimate	If you estimate something, you guess about its amount or size without trying to be exact.
Experiment	If you experiment , you do a scientific test to find out something specific.
Explore	If you explore something, you try to find out more about what it is like.
Hypothesize	If you hypothesize about something, you say what you think will happen or be proven true.
Pose	If you pose something, you present it.
Predict	If you predict something, you say that you think it will happen.
Test	If you test something, you try it out to see how well it works.

Infer **Infer** something, you decide that it is true after gathering and considering information About it.

Reason If you **reason**, you think about something in an orderly, logical way.

INFER:

Conclude If you **conclude** something, you decide whether it is true or correct after considering related Information. **Conclude** also means to end something.

Deduce If you **deduce** something, you figure out that it is true because you know other things are true.

Generalize If you **generalize**, you take what you know about one situation or thing and apply it to other Situations or things.

MEASURE:

Gauge If you **gauge** something, you measure it.

Measure If you **measure** something, you describe its size using units.

Quantify If you **quantify** something, you say how much of it there is using numbers.

PROBLEM SOLVE:

Figure out If you **figure out** how to do or solve something, you find a way to do it.

Overcome If you **overcome** something, you stop it from being an obstacle to your goal.

Problem solve If you **problem solve**, you figure out how to overcome obstacles and find a solution.

Resolve If you **resolve** a problem, contradiction, or issue, you find a solution for it.

Solve If you **solve** something, you find an answer or a solution for it.

Surmount If you **surmount** something, you overcome it.

PROVE/ARGUE:

Argue If you **argue** for or against something, you try to convince someone who disagrees with you That something is right or wrong using reasons and evidence.

Assert If you **assert** something, you say it confidently.

Challenge	If you challenge something, you question it or dispute it.
Claim	If you claim something, you say it is true.
Confirm	If you confirm something, you make sure that it is true.
Defend	If you defend something, you say why you think it is true.
Disagree	If you disagree , you have a different opinion than someone or something.
Justify	If you justify something, you explain why it is reasonable or appropriate.
Persuade	If you persuade someone to do something, you convince him or her to do it.
Promote	If you promote something, you help it succeed.
Prove	If you prove something, you give evidence to show that it is true.
Qualify	Qualify something, you tell about an exception to it or add some information to it to Make it less general.
Specify	If you specify something, you describe or explain it clearly and in detail.
Support	If you support something, you help it succeed.
Verify	If you verify something, you make sure that it is true.

PULL APART:

Analyse	If you analyse something, you look closely at each of its parts and see if they fit together in a way that makes sense.
Decompose	To decompose something means to take it apart.
Decontextualize	To decontextualize something, you think about it apart from its normal surroundings.
Diagnose	If you diagnose something, you figure out what is wrong with it.
Examine	If you examine something, you look at it closely.
Grapple	If you grapple with something, you struggle to figure it out.
Investigate	If you investigate something, you study or examine it closely.
Partition	If you partition something, you divide it into parts.

Probe If you **probe** something, you explore or examine it closely.

REDO:

Redo If you **redo** something, you do it over again.

Repeat If you **repeat** something, you do it again.

Reread If you **reread** something, you read it again.

Revisit If you **revisit** a topic, you think about or talk about it again.

REFERENCE:

Acknowledge If you **acknowledge** something, you show that you agree that it exists.

Cite If you **cite** something, you quote, paraphrase, or refer to it.

Consult If you **consult** something or someone, you ask for advice or information.

Plagiarize If you **plagiarize** something, you copy it without giving credit to the original author.

Refer If you **refer** to something, you direct attention to it by specifically mentioning it.

SEEK INFORMATION:

Acquire	If you acquire something, you obtain it or gain it.
Ask	If you ask a question, you are trying to find an answer or get some information.
Capture	If you capture something, you describe it vividly and accurately.
Compile	If you compile something, you collect information and put it together.
Detect	If you detect something, you notice or find it.
Elicit	If you elicit a response or feeling from someone you draw it out of him or her.
Encounter	If you encounter something, you experience it.
Evoke	If you evoke something else, it brings it to mind.
Find out	If you find out about something, you learn about it.
Gather	If you gather things, you collect them together in a group.
Listen	If you listen to someone, you hear and try to understand what he or she is saying.
Note	If you note something, you notice it or write it down.
Notice	If you notice something, you become aware of it.
Observe	If you observe something, you see it happen or you look carefully to find out what will happen.
Question	If you question something, you express doubt or scepticism about it.
Request	If you request something, you ask for it.
Research	If you research something, you look for information about it.
Search	If you search for something, you look for it.
Seek	If you seek something, you try to find it or obtain it.
Study	If you study something, you work to learn about it.

SEE THE BIG PICTURE:

- Comprehend** If you **comprehend** something, you understand it completely.
- Contextualize** If you **contextualize** something, you think about its normal surroundings.
- Orient** People to something, you show them where they are relative to what they know.
- Understand** **understand** something, you know what it means, how it occurs, why it happens, or why it is important.

SYMBOLIZE:

- Act out** When you **act out** something, you move your body to show what it looks and sounds like.
- Chart** When you **chart** something, you measure it over time and keep track of those measurements on a graph or in a table.
- Conceptualise** When you **conceptualise** something, you form an idea of it in your brain.
- Demonstrate** If you **demonstrate** something, you show how to do it.
- Depict** If you **depict** something, you create a picture of it.
- Diagram** If you **diagram** something, you draw a picture of it using mostly lines and simple pictures, Words, or numbers.
- Graph** If you **graph** something, you create a picture that represents it using a grid or horizontal and Vertical lines.
- Illustrate** If you **illustrate** something, you use images to explain it.
- Imagine** If you imagine something, you form a mental image or idea of it.
- Map** If you **map** something, you create a diagram or picture that shows what it looks like.
- Model** If you **model** something, you create a structure or system that illustrate it.
- Represent** If you **represent** something, you create a sign or symbol that reminds people of the original Idea or object.
- Symbolize** If you **symbolize** something, you create an image, gesture, or word to represent it.
- Visualize** If you **visualize** something, you create a picture of it in your head.

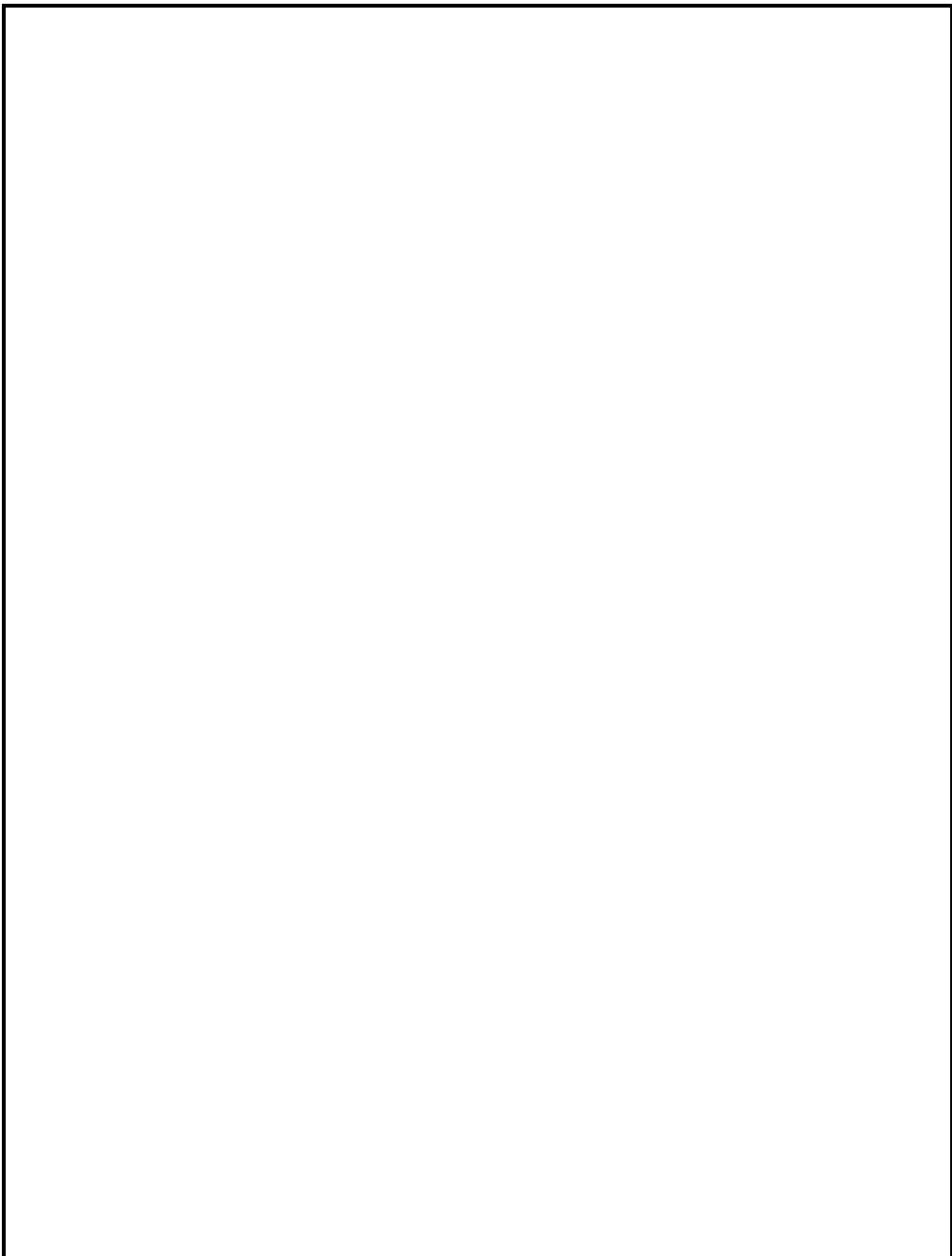
THINK METACOGNITIVELY:

Appreciate	If you appreciate something, you understand why it is important.
Attend	If you attend to something, you pay attention to it.
Design	If you design something, you create a plan for it.
Monitor	If you monitor something, you check its progress over a period of time.
Persevere	If you persevere with something, you keep doing it even though it is difficult.
Plan	If you plan to do something, you decide in advance what you are going to do.
Prepare	prepare for something, you get ready for it.
Reflect	reflect on something, you think about it.
Self-correct	If you self-correct , you fix a mistake you made.

TRANSFORM:

Accentuate	When you accentuate something, you make it stand out so it's easier to see or notice.
Adapt	If you adapt something, you change it so that you can use it differently.
Adjust	If you adjust something, you change it a little.
Alter	If you alter something, you change it.
Apply	If you apply something, you use it for a specific purpose.
Conform	If you conform , you make your actions match what something or someone says.
Convert	If you convert something, you change it from one form to another.
Edit	If you edit something, you look for and correct mistakes in it.
Emphasize	If you emphasize something, you draw attention to it because it is important.
Manipulate	If you manipulate something, you control it or move it around for a specific purpose.
Modify	If you modify something, you change it a little, usually to make it better.
Paraphrase	If you paraphrase something, you say it using different words.
Rearrange	If you rearrange items, you change where they are placed or located.

Refine	If you refine something, you make it clearer, better, or more precise.
Replace	If you replace something, you take it away and put something else in its place.
Revise	If you revise something, you change it to make it better or more accurate.
Rewrite	If you rewrite something, you write it differently.
Shape	If you shape something, you make it look a particular way.
Shift	If you shift something, you move it.
Simplify	If you simplify something, you make it smaller or easier to understand.
Strengthen	If you strengthen something, you make it stronger.
Substitute	If you substitute something, you use it in place of something else.
Tailor	If you tailor something, you make it appropriate for a specific reason.
Transform	Transform something, you change it.
Translate	If you translate something, you express it in a different way.
Update	If you update something, you add information to it or make it more current.





Social Science – Health and Social Care Tier 3 vocabulary



Abnormal behaviour: behaviour that does not conform to what is considered acceptable by people in society.

Absolute poverty: being without the basic means to pay for essential items such as food, clothing and housing.

Abuse: treatment of an individual to cause them harm.

Accountability: responsibilities of workers to act according to the directives of their professional body.

Acquired disorder: a disease or disability that appears after birth such as an infectious disease.

Active immunity: a resistance to infection that involves an individual making their own antibodies.

Active listening skills: listening skills that are used during interactions.

Addiction: dependence on a substance such as alcohol or nicotine or on an activity.

Adolescence: The third life stage from 11-18 yrs.

Adulthood: The fourth life stage from 19 – 65yrs.

Ageing process: Changes in the human body over time.

Amniocentesis: A method of genetic screening of a foetus inside the womb.

Aneurysm: A swelling of the wall of a blood vessel that occurs where the blood vessel is damaged or weakened.

Angiogram: An X-ray examination of blood vessels. Often used to detect atherosclerosis of coronary arteries.

Anorexia nervosa: an eating disorder that results in severe weight loss.

Antenatal: Period of foetal development in the womb.

Antibody: Proteins produced by the immune system in response to stimulus by antigens.

Anti-discriminatory practice: actions to discourage discrimination against people based on gender, class, disability and religion etc.

Apgar score: A point score used to assess the health of a baby directly after birth.

Assessment: A report carried out to assess the needs of clients. Assessment forms the first stages of care planning.

Autism: A disorder of the development of communication and social skills.

Attachment: The development of a strong emotional link between a child and his carers.

Autonomy: The ability to be independent and sufficiently informed to be able to make one's own choices.

Bacteria: A group of microorganisms that are classified according to their shape. Certain bacteria cause infectious diseases in man such as food poisoning, meningitis, typhoid fever and MRSA.

Balanced diet: A daily diet that contains all the groups of nutrients in the correct amounts to maintain health and fitness.

Barriers to communication: Any difficulty that can occur to prevent carers communicating properly with their clients.

Basal Metabolic Rate: BMR. The basic amount of energy required allowing the body to carry out its essential processes such as breathing and heartbeat.

Behaviour: The way in which people conduct themselves.

Benefits: Statutory payments from the government given to support certain groups of people in society.

Beveridge report 1942: The government report that resulted in the formation of the welfare state.

Bibliography: A list of secondary sources of information such as articles from journals, newspapers or books that have been used in researching material for an assignment.

Black report 1980: A report entitled 'Inequalities in Health' produced by Sir Robert Black that highlighted differences in health status linked to various socio-economic factors.

Blood pressure: A measure of the force exerted by the blood on the walls of arteries. Systolic pressure is that exerted when the heart is contracting. Diastolic pressure is that exerted by the blood when the heart is relaxing.

Body mass index: A measure calculated from a person's height and weight to assess whether they are underweight, of normal weight, overweight or obese.

Bonding: Parental response to child attachment.

Braille: A form of writing based on using patterns of raised dots that allow visually impaired people to read and communicate.

Bulimia nervosa: A compulsive eating disorder characterised by periods of overeating followed by self-induced vomiting.

Bullying: A type of abuse that involves threatening, intimidating, harassing or being violent towards another person.

Care organisations: Agencies that provide care for a variety of client groups in a number of ways.

Care plans: A staged process that involves working out a client's needs (assessment) and implementing a method of delivering of that care to the client.

The Care system: All the care organisations professional carers, self-employed practitioners and informal carers who provide care to clients throughout the UK.

Care settings: Any setting that provides care for clients such as nurseries, residential homes, hospitals and hospices.

Care value base: A basic set of values that encompass good practice when dealing with clients. Some of these values include treating all people with dignity, fostering equality and client's rights and maintaining confidentiality of client's information.

Centile charts: Charts used to measure such parameters as a child's physical growth against the accepted norm for the age of the child.

Challenging behaviour: Patterns of problem or difficult behaviour that may put at risk the safety of the carer.

Childhood: Second life stage from 4-10 yrs.

Child protection: Sets of guidelines that safeguard and protect the welfare and rights of children. Supported by the 1989 Children Act.

Children Act 1989: An act of Parliament that sought to update and improve the law with respect to children's rights and child protection.

Client: The person on whom the health or social care package is based.

Code of practice: Documents for carers and clients that outline agreed and acceptable methods of working in the care profession.

Communication: The way in which information is passed on or exchanged between carers and between carers and clients in Health and Social care organisations.

Community Health Care: Treatment and care that is practiced in the community – outside of hospital.

Confidentiality: Maintaining the privacy of all information about any client. This is a basic principle of all good health and social care practice.

Data Protection Acts 1984 and 1998: Acts of parliament that govern confidentiality and allow people to access their personal information stored on computer or on paper.

Day care: care provision for certain clients such as young children and the elderly that supports client need during certain times such as nursery provision for under 5's and day centres for the elderly.

Death rate: The number of deaths per year per 1000 people in the population.

Dementia: Illnesses that result from the degeneration of the brain leading to a decrease in mental ability.

Demography: The study of trends in populations.

Department of Health: Part of the government that is responsible for planning and managing statutory health and social care services.

Dependant: A person who relies on another for physical, emotional, social, intellectual or economic support.

Development: The acquisition of new skills and abilities.

Development Norms: The expected pattern of growth and development for a client at a particular age.

Diabetes Mellitus: Lack of ability to control the level of glucose in the blood.

Diet: The type and quantity of food regularly consumed by a person.

Disability: Inability to carry out any activity due to a physical or mental impairment.

Discrimination: Treatment, based on a form of prejudice, that is unfair to a client.

Disease: A state of ill health.

Disempowerment: Preventing clients from having rights and choices to which they are entitled.

District nurse: Nurses who work with patients or clients in their homes and in the communities in which they live. These nurses usually work closely with GP's and are generally based in a health care centre.

Domiciliary care: Home care services within the private sector.

Dysfunction: The lack of functioning of part of, or an entire human body system.

Early Years Curriculum: The programme that all children follow in primary school. It provides a foundation for their learning.

Early Years workers: Professionals who work in child care and early years education with clients aged 8 and under.

Educational Psychologist: A professional who is responsible for assessing and supporting children with special needs education.

Egocentrism: Unawareness that others may have different viewpoints to yourself.

Empathy: The ability to sense what other people are feeling and to be able to give adequate support as necessary.

Empowerment: Allowing someone to have sufficient strength, confidence and knowledge to act on their own initiative and make decisions.

Epidemiology: The study of the nature, incidence and distribution of diseases.

Equal opportunities: Giving all clients irrespective of race, religion, gender etc the right to access services and be treated fairly.

Ethics: Moral codes of practice based on the care value base.

Ethnic groups: groups of people who belong to the same race or religion.

Family: Individuals who are related by birth, adoption or marriage.

Food hygiene: Dealing with food in a clean and hygienic manner so that it is safe to consume.

Formal services: Care services provided by care organisations and by self-employed professionals.

Funding: Money that is provided to allow health and social care services to function. This funding can come from a variety of sources such as central and local government, charitable donations and businesses.

Gender: The identity of males and females.

General Social Care Council: An organisation set up by the government in 1998 to lay down standards of practice and conduct for people working within the social care framework.

Genes: Instructions held on the cells chromosomes that dictate the body's development.

Genetics: The study of the genes held by an individual.

Genetic counselling: Information given to people that have genes that may result in a disease or disorder being passed on to their offspring.

Growth: Increase in physical size or mass that occurs as a person moves through their life stages of infancy and childhood into adulthood.

Health: This is defined as 'a state of complete physical, mental and social well-being and not just the absence of disease or infirmity' (World Health Organisation 1948)

Health care workers: Health professionals who care for clients with medical-related illnesses.

Health care: Care that is provided through the National Health Service. This can be accessed through a variety of statutory, voluntary, private and informal providers.

Health care assistants: Support trained nurses in carrying out a variety of general nursing duties.

Health of the Nation: A government report presented to the House of Commons in 1992 that set out a national plan to improve the health of people living in England.

Health promotion: Campaigns to provide people with information and advice to allow them to be informed about their own health and well being and to be able to improve it.

Health visitor: A trained and registered nurse who has undergone further training to be able to support babies and young families and the elderly in their own homes. They usually work from a GP's surgery or from a health centre. They are also concerned with health promotion.

Hereditary: Genetic characteristics passed on from one generation to the next.

Homeostasis: Maintaining the internal environment of the body within a steady state such as controlling the amount of glucose in the blood so that it is kept within the normal range for health.

Hormones: Chemicals secreted by endocrine glands into the blood where they travel to a target organ to have a controlling effect.

Hospice: A service set up to offer care for the terminally ill.

Hypothesis: A statement or theory based on a research question that can then be explored to gain relevant information about it.

Income: The amount of money that a household or individual receives.

Independence: Having the ability to carry out all essential and lifestyle tasks without support. Care professionals act to encourage as much independence as possible in their clients.

Inequalities in health: Differences in health status caused by socio-economic factors such as poverty, unemployment and education.

Individualised care: Care packages that meet the needs of individuals.

Infancy: The first life stage from birth to 3 years.

Informal care: Care provided to a client by family, partners or close friends.

Intellectual development: The development of thinking and learning skills.

Interpersonal skills: Communication skills demonstrated by an individual that allow them to interact effectively and appropriately with others.

Intervention: Action taken by a carer to facilitate care provision that will improve a client's health and well being.

Key worker: A named person who has overall responsibility for providing and co-ordinating a client's care.

Labelling: Giving an individual an identity that is based on stereotyping as a result of attitudes and prejudices.

Language development: How a baby or young child develops their communication skills through a variety of sounds and noises that develop into words.

Later adulthood: The final life stage - 65 years and over.

Life event: An incident or experience that has a major effect on an individual's life and personal development.

Life stage: A defined period of growth and development.

Lymphatic system: A body system that is concerned with transport of body fluids and the immune response.

Malnutrition: Lack of health and well being due to an inadequate or unbalanced diet.

Marginalisation: the isolation or exclusion of a group of people or an individual from society.

Maturation: The process of growth and development that occurs throughout life and is controlled genetically.

Means testing: A method of measuring whether individuals are entitled to various benefits based on their individual circumstances.

Meningitis: A disease resulting in the inflammation of the meninges lining the brain and spinal cord. This may be viral or bacterial in origin.

Menopause: The ending of menstruation that occurs during later adulthood in women.

Mental Health Act: An Act of Parliament that allows clients suffering from mental disorders in England and Wales to receive care under supervision after leaving hospital.

Methicillin-resistant Staphylococcus Aureus: MRSA: A bacterium that is resistant to most antibiotics and is the cause of a number of hospital acquired infections resulting in the death of some patients.

Midwife: A qualified health care practitioner who works with pregnant women before, during and after the birth.

MMR: A triple vaccination given to offer protection against mumps, measles and rubella.

Multidisciplinary teams: Teams made up from a variety of health and social care practitioners who work together to meet the needs of clients.

Munchausen syndrome: A personality disorder where an individual seeks to obtain medical treatment by a non-existent disease. This may involve causing harm to others in 'Munchausen by proxy'.

National Care Standards Commission: An independent body set up as a result of the Care Standards Act in 2000 to regulate private and voluntary health care and social care services in England. A number of services are required to register with the commission such as: care homes, children's homes, private hospitals and voluntary adoption agencies.

National Institute for Clinical Excellence. N.I.C.E.: An organisation of health professionals who give information regarding care and clinical treatment and its cost effectiveness. **National minimum wage:** The least amount of money paid to employees per hour set by the Low Pay Commission.

NHS and Community Care Act 1990: An Act of Parliament that resulted from the government white paper 'Caring for People' introducing reforms such as local authority care plans into the NHS and social services.

Nature: Growth and development influenced by genetics.

Nicotine: Additive drug found in cigarettes.

Non-verbal communication: communication using body language and gestures.

Notifiable diseases: infectious diseases which, when they occur, must be reported to the relevant authority. Examples of these diseases include: diphtheria, hepatitis and hepatitis.

Nursing and Midwifery Council: The regulatory body set up in 2002 to regulate nurses and midwives.

Nurture: Environmental factors that contribute to an individual's development.

Nutrition: The study of diets and the way in which food is used by the body.

Obese: Being excessively overweight.

Observation: A method of study involving a person watching the behaviour of another person or group of people. Observation can be participant or non-participant.

Occupational diseases: Diseases that are caused by exposure to substances in the environment or a repetitive physical act.

Occupational therapist: Trained professionals who work with clients to help and support them to regain essential skills or make best use of their skills.

Ofsted: Office of Standards in Education: An organisation that inspects, monitors and reports on the services provided by early years services, schools and F.E.colleges.

Osteoporosis: A disorder that results in the reduction of bone tissue causing brittle bones. It is most often seen in the elderly.

Paediatrician: A doctor who specialises in treating children.

Parkinson's disease: A degenerative disorder of the nervous system.

Passive immunity: Having immunity to a specific disease due to antibodies produced from another source being injected into the individual.

Personal care: Care that meets the personal needs of a client including washing, bathing and toileting.

Physical health: Well-being of the body.

Policies: Statements that are laid down by an organisation to tell care workers how to implement codes of practice and statutory laws in their place of work.

Pollution: The contamination of the environment with harmful substances.

Prejudice: Preconceived ideas about a person that result in hostile feelings and discriminatory attitudes towards them.

Pressure groups: Groups who put their ideas and values forward to authorities such as Parliament to raise awareness of issues and highlight the needs of individuals and groups in society and to look at ways of improving services.

Private practitioners: Care workers within the private sector who charge their clients' fees for their services in order to make a profit.

Primary health care: Health care provided in the community such as by GP's, health visitors, community nurses and dentists.

Professional referral: Referral of a client to a health or social care practitioner by another practitioner.

Puberty: Physical changes that occur in the body during adolescence resulting in the development of secondary sexual characteristics and the ability to reproduce.

Public health: The health and well-being of a given population and all the factors that may affect it.

Qualitative data: Information that cannot be recorded in charts or statistics or numerically. This information usually reflects people's ideas and attitudes and opinions about a subject.

Quantitative data: Information that can be presented numerically in charts graphs or statistics.

Race Relations Acts 1976 and 2000: Acts of Parliament that make it illegal to discriminate against an individual on the grounds of their colour, race, religion or ethnic origin.

Racism: Discrimination against and unfair treatment of an individual or group of people on the basis of their race.

Radiographer: Trained professionals who work as part of a multidisciplinary team to carry out X-rays and a variety of other scanning procedures and to administer radiation treatment to clients.

Radiotherapy: Treatment of diseases such as cancers using radiation.

Rationale: The reasons for carrying out research into a particular subject.

Referral: The process of applying for a care service.

Registered nurse: A trained professional who has completed an approved nurse-training programme.

Reminiscence: Discussion and information sharing amongst elderly clients that includes sharing memories from the past.

Research methods: Methods such as interviews, observations and questionnaires used to collect information about a topic.

Respite care: A care service that provides short-term care for clients to give their informal carers a rest.

RIDDOR: Regulations for Reporting of Injuries, Diseases and Dangerous Occurrences. Regulations that cover the reporting of accidents and ill health at work and give guidance for safe practice in the work place.

Role model: an individual whose behaviour may be copied or aspired to by others. Royal College of Nursing: A professional organisation for nurses.

Self-concept: An individual's view of 'who they are'.

Self-esteem: The worth or value that a person attributes to him or herself and their skills and abilities.

Self-image: How a person views him or herself.

Self-referral: The type of referral to a care service when an individual applies for the service themselves.

Service user: The client or patient who is using the health or social care service.

Sex Discrimination Acts 1975 and 1986: Acts of Parliament that make it unlawful to discriminate against an individual on the basis of their gender or marital status.

Sexually transmitted diseases: Diseases caught by unprotected sexual intercourse with an infected partner.

Signs and symptoms: indication and features of diseases. Signs are seen by people other than the individual who is suffering with the disease. Symptoms are felt only by the patient.

Social Care: Non-medical help and support given to people who are vulnerable or at risk.

Socio-economic factors: Factors that can affect an individual's health and well-being such as income, housing and education.

Socialisation: The process by which people learn about themselves and others and interact with one another.

Social care worker: A professional who gives social care support.

Social Exclusion: The way in which an individual can become isolated in society. This can be due to a variety of factors including lack of education and unemployment.

Statutory sector: Care services that the government is under obligation to provide.

Stereotype: Applying a particular label to an individual or group of people in society that is based on assumed attitudes or beliefs.

Stress: The feeling of an individual that the demands on them outweigh their ability to cope.

Target group: A group of people that have been identified for a particular purpose such as being the correct group to aim a health promotion activity at.

Team: A group of individuals who work together for a particular aim or purpose.

Third party referral: When a non-health professional applies for a care service on behalf of another individual.

Tertiary care: care that is offered through specialist hospital services.

Unemployment: This describes the situation when an individual of working age does not have a job.

Ultrasound: A type of diagnostic imaging that uses high frequency sound waves. It is commonly used to scan a foetus to check for normal anatomical development.

Vaccination: A method of producing immunity to a disease by injecting a changed form of the disease into an individual to promote the formation of relevant antibodies to the disease.

Value base: All care values.

Vegans: people who eat no animal products.

Vegetarians: People who do not eat meat or fish.

Verbal communication: The transmission of information using speech.

Voluntary care sector: Non-government controlled organisations that provide care services that are free of charge.

World health Organisation: A branch of the United Nations concerned with world wide issues of health.

Third party referral: An organisation set up by the government in 1998 to lay down standards of practice and conduct for people working within the social care framework.