



BTEC NQF L3 Nationals in Health and Social Care

Exam Board: Edexcel

The Health and Social Care curriculum at Key Stage 5 is designed to cover a range of qualifications such as:

BTEC NQF L3 National Extended Diploma in Health and Social Care/Health Studies 1080 GLH

BTEC NQF L3 National Diploma in Health and Social Care 720 GLH

Size and Structure of the programme

The Extended National Diploma is equivalent to 3 A levels and learners study 13 units over two-years. The National Diploma is equivalent to 2 A levels and learners study 6 units over two-years

Course Description:

The new suite of health and social care pathways (**Health Care and Health and Social Care**) have been changed to produce an in-depth introduction to the many disciplines underpinning medicine and health and social care. The two-year programme is designed to introduce you to different health and social care sectors and provide the necessary theoretical and practical skills to embark upon a career, or enter Higher Education. The qualification is recognised by HE and carries UCAS points.

Learning takes place in college and at work placements where you will learn to:

- ❖ Produce a wide range of different types of written assessments
- ❖ Fit theory to practice
- ❖ Analyse and evaluate the link between theories and real life work situations
- ❖ Observe professional practice and produce written observations of key areas of practice
- ❖ Reflect on your own personal and professional development
- ❖ The main codes of practice and legislation guiding health and social care
- ❖ Medical ethics
- ❖ Contemporary issues affecting health practices
- ❖ Transferable skills

Entry requirements

5 GCSE grades A*-C (including English and Science) **Health and social care is often studied alongside A level Sociology, Psychology, Biology**

Course Content and Assessment

Assessment includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment including external exams (only one resit per exam is allowed), internal assignments set by your teachers and synoptic assessment tasks which will be set over the duration of the two-year course asking you to integrate learning across the course. Learners will be

graded Pass, Merit or Distinction for each unit. At the end of the course your grades will be collated and you will be given an overall final grade of either PPP to D*D*D*

Learners will be provided with a Course Handbook during induction which will contain further information on all aspects of the programme of study

Pearson BTEC Level 3 National Extended Diploma in Health and Social Care				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Human Lifespan Development	90	Mandatory	External
2	Working in Health and Social Care	120	Mandatory	External
3	Anatomy and Physiology for Health and Social Care	120	Mandatory	External
4	Enquiries into Current Research in Health and Social Care	120	Mandatory Synoptic	External
5	Meeting Individual Care and Support Needs	90	Mandatory	Internal
6	Work Experience in Health and Social Care	60	Mandatory	Internal
7	Principles of Safe Practice in Health and Social Care	90	Mandatory	Internal
8	Promoting Public Health	90	Mandatory	Internal

Units 1 and 2 are externally assessed in year 12

Units 3 and 4 are externally/internally assessed in year 13

Internally set coursework assignments will be set by

your teachers to assess the

other 8 units you will study

Progression: Higher Education and/or pursue careers in the following fields: Social worker, Midwifery, Adult Nursing, Paediatric Nursing, Physiotherapy, Podiatry, Educational Psychology. **The NHS is one of the largest employers in the country**

Key Stage 5 Health and Social Care Curriculum Content

Pupils will study the following topics based on a two-year course.

Term	Year 12
HT1	<p><u>Introduction to the course and making links</u></p> <ul style="list-style-type: none"> ❖ Assessment of the programme ❖ Literacy Skills input <p>Key theories underpinning Health and social Care:</p> <ul style="list-style-type: none"> ❖ Maslow ❖ Bowlby ❖ Nurture/nature ❖ Equality, Diversity and Rights ❖ Disengagement and Activity theories ❖ Structure and delivery of NHS <p><u>Unit 1: Human Lifespan Development (Exam unit)</u></p> <p>Learning Aim A: Human Growth and Development through the Life stages</p> <ul style="list-style-type: none"> ❖ Physical, Intellectual, Social and Emotional Development of Infancy, early Childhood, Adolescence, Early Adulthood, Middle Adulthood, Later Adulthood <p>Learning Aim B: Factors Affecting human growth and development: Nurture nature</p> <ul style="list-style-type: none"> ❖ Genetic Factors affecting Development ❖ Biological Factors affecting Development ❖ Access to Health and Social care services that affect development ❖ Social Factors that affect development ❖ Economic factors that affect development ❖ Major Life events affecting development <p>Learning Aim C: Effects of Ageing</p> <ul style="list-style-type: none"> ❖ Physical factors affecting ageing ❖ Psychological changes of ageing ❖ Societal effects of an ageing population ❖ Economic effects of an ageing population <p><u>Unit 2: Health and Social Care Work (Exam Unit)</u></p> <p>Learning Aim A: The roles and responsibilities of people who work in health and social care</p> <ul style="list-style-type: none"> ❖ Roles of Professionals ❖ Responsibilities of professionals ❖ Multi-disciplinary team working in health and social care ❖ Specific responsibilities of people who work in health and social care settings ❖ Health and Safety ❖ Safeguarding ❖ Monitoring the work of people who work in health and social care <p>Learning Aim B: Roles of organisations in the health and social care sector</p> <ul style="list-style-type: none"> ❖ Issues that affect access to services ❖ Roles of organisations that regulate and inspect health and social care services ❖ Responsibilities of organisations to wards people who work in health and social care <p>Learning Aim C: Working with people with specific needs</p> <ul style="list-style-type: none"> ❖ Physical and mental health

	<ul style="list-style-type: none"> ❖ Physical and sensory disabilities ❖ Skills for working with specific needs <p><u>Unit 5: Meeting Individual Care and Support Needs</u></p> <p>Learning Aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <ul style="list-style-type: none"> ❖ Skills and personal attributes for developing relationships with individuals ❖ Empathy and trust ❖ Attachment and emotional resilience <p>Learning Aim B: Examine the Ethical Issues involved when providing care and support to meet individual needs</p> <ul style="list-style-type: none"> ❖ Ethical theories ❖ Confidentiality ❖ Managing conflict ❖ Legislation and guidance on conflict of interest, balancing resources and minimising risk <p>Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p> <ul style="list-style-type: none"> ❖ Strategies for overcoming challenges ❖ Promoting personalisation ❖ Effective communication <p>Learning Aim D: Investigate the roles of professionals and how they work together to provide the support and care needs necessary for individual needs</p> <ul style="list-style-type: none"> ❖ Roles and responsibilities of key professionals on multi-disciplinary teams ❖ How MDT work together to provide coordinated support ❖ Managing information: Legislation and codes of conduct <p><u>Unit 6: Work Experience in Health and Social Care</u></p> <ul style="list-style-type: none"> ❖ Learning Aim A: Examine the benefits of work experience in health and social care ❖ Learning Aim B: Develop a Work Experience Plan to support own learning and development ❖ Learning Aim C Carry out work experience tasks to meet set objectives ❖ Reflect on how work experience influences own personal and professional development <p><u>Unit 7: Safe working Practices in Health and Social Care</u></p> <ul style="list-style-type: none"> ❖ Learning Aim A: Examine how a duty of care contributes to safe practices in health and social care settings ❖ Learning Aim B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings ❖ Learning Aim C: Investigate the influence of health and safety legislations and policies in health and social care ❖ Learning Aim D: Explore procedures and responsibilities to maintain health and safety and respond to emergencies in health and social care settings <p><u>Unit 8 Promoting Public Health</u></p> <ul style="list-style-type: none"> ❖ Learning Aim A: Examine the Strategies for developing public health policy to improve the health of individuals ❖ Learning Aim B: Examine the factors affecting health and the impact of addressing these factors to improve public health ❖ Learning Aim C: Investigate how health is promoted to improve the health of the population ❖ Learning Aim D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health <p>Work Placement- Log book and reflections</p>
HT2	<p>As Above</p> <p>Comprehension and mock tests for end of Learning Aims A and B: Unit 1 and unit2</p> <p>Coursework Assignments 1 for units 5 and 7</p> <p>Work Placement –log book and reflections</p>

HT3	Coursework assignments (2) for units 5 and 7
HT4	End of Learning Aim c and D of units 1 and 2 comprehension, test and mock exam Coursework Assignment 1 for unit 8 Work Placement –log book and reflections
HT5	❖ Units 1 and 2 Exam Preparation Coursework 2 for Assignment unit 8 Work Placement –log book and reflections
HT6	<u>New Learning:</u> <u>Unit 3: Anatomy and Physiology for Health and Social Care (External Exam in year 13)</u> <u>Unit 4: Enquiries into Current Research in Health and Social Care (Controlled Assessment in year 13)</u> Work Placement –log book and reflections
Term	Year 13
HT1	CONTINUATION OF EXAM UNIT 3: anatomy and Physiology for Health and Social Care CONTINUATION OF UNIT 4: Enquiries into Current Research in Health and Social Care <u>Unit 10: Sociological Perspectives</u> <ul style="list-style-type: none"> ❖ Learning Aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care ❖ Learning Aim B: Examine how sociological approaches support understanding of models and concepts of health ❖ Learning Aim C: Examine how social inequalities, demographic changes and patterns and trends affect health and social care delivery <u>Unit 12: supporting Adults with Additional Needs</u> <ul style="list-style-type: none"> ❖ Learning Aim A: Examine reasons why individuals may experience additional needs ❖ Learning Aim B: Examine how to overcome the challenges to daily living faced by people with additional needs ❖ Learning aim C: Investigate current practice with respect to provision for individuals with additional needs <u>Unit 17: Caring for Individuals with Dementia</u> <ul style="list-style-type: none"> ❖ Learning aim A: Examine types, causes and symptoms of dementia ❖ Learning Aim B: Examine the effects of dementia on people who have the condition ❖ Learning Aim C: Investigate the concept of person-centred care for people who have dementia to maintain their quality of life and wellbeing <u>Unit 18: Assessing children’s Development support Needs</u> <ul style="list-style-type: none"> ❖ Learning Aim A: Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to 8 years ❖ Learning Aim B: Examine factors that may impact on children’s growth and development ❖ Learning Aim C: Explore how assessment is used to identify children’s stages of growth and development and their support needs <u>Unit 19: Nutritional Health</u> <ul style="list-style-type: none"> ❖ Learning Aim A: Understand concepts of nutritional health and characteristics of essential nutrients ❖ Learning Aim B: Examine factors affecting dietary intake and nutritional health ❖ Learning Aim C: Plan nutrition to improve individuals’ nutritional health

	<p>End of Learning aim comprehension for units listed above</p> <p>EXAM PREPARATION (Re-take of units 1:2)</p> <p><u>Work Placement –log book and reflections</u></p>
HT2	<p>Input for units above and written Assessment1 of above units Unit 3 Exam</p> <p><u>Work Placement –log book and reflections</u></p>
HT3	<p>Input for units above and written Assessment 2 of above units</p> <p><u>Work Placement –log book and reflections</u></p>
HT4	<p>Input for units above and written Assessment 3 of above units PREPARATION FOR UNIT 3 EXAM AND UNIT 4 CONTROLLED ASSESSMENT</p> <p><u>Work Placement –log book and reflections</u></p>
HT5	Unit 3 Exam and Controlled Assessment (dates to be confirmed)
HT6	EXAM/RESIT