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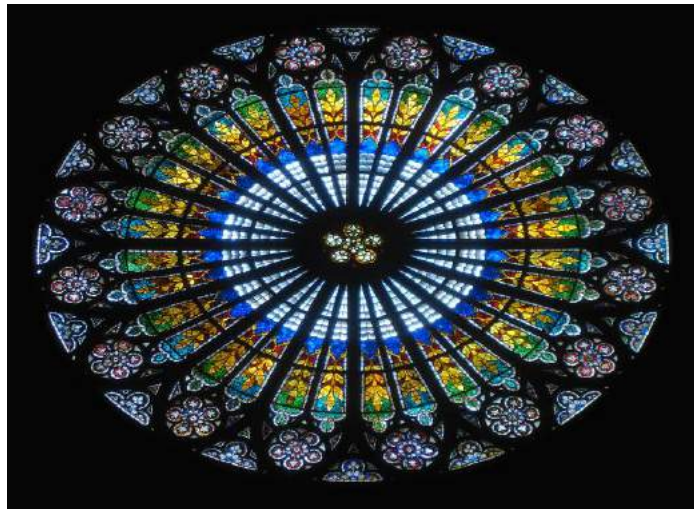
**Coloma Sixth Form**

**BTEC LEVEL 3**

**HEALTH & SOCIAL CARE**

**Extended Certificate (Single Award)**

**2020**



Chartres Cathedral Rose Window

**“To cure sometimes, to treat often, to comfort  
always”**

**Hippocrates**



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## **Specification**

**Pearson BTEC Level 3 National Diploma in Health and Social Care (720 GLH) 601/7194/7.**

**This is equivalent to one A Level**

## **Who are these qualifications for?**

The Pearson BTEC National qualifications in Health and Social Care are for post-16 learners who want to continue their education through applied learning. They provide progression to a range of higher education courses and job roles related to the health and social care sector.

The qualifications develop a deep common core of knowledge, understanding and skills in the sector through mandatory content, and allow learners to focus on a particular aspect of the sector through a selection of optional units.

## **Recommended Prior Learning**

No prior study of the sector is needed, but learners should normally have a range of GCSEs at grade 9 – 5 (including English and Science) or equivalent Level 2 qualifications. Voluntary work in a health, social care or early years setting would also be beneficial.

## **Qualifications, sizes and purposes at a glance**

<b>Title</b>	<b>Size and structure</b>	<b>Summary purpose</b>
<b>Level 3 National Extended Certificate in Health and Social Care</b>	360 GLH Equivalent in size to one A Level. 4 units of which 2 are mandatory and 2 are external. Mandatory content (83%) External assessment (58%)	A broad basis of study for the health and social care sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

## **What could these qualifications lead to?**

The qualifications carry UCAS points and are recognised by higher education providers as contributing to meeting admission requirements to many relevant courses, for example:

- BSc (Hons) in Nursing
- BSc (Hons) in Health Sciences
- BSc (Hons) in Psychology with Counselling
- BSc (Hons) in Midwifery
- BA (Hons) in Social Work



- BSc (Hons) in Physiotherapy
- BSc (Hons) in Occupational Therapy
- BSc (Hons) in Speech Therapy
- BA (Hons) in Health and Social Care.
- BA (Hons) in Childhood and Youth Studies
- BA (Hons) in Education Studies.

**Note:** Learners should always check the entry requirements for degree programmes at specific higher education providers.

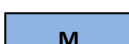
## Structure of qualifications at a glance

BTEC Level 3 Nationals in Health and Social Care - this table shows the units to be taught and the qualifications to which they contribute.

Key:



Unit assessed externally



Mandatory units



Potential Optional unit

	Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Lessons Per week
Year 1	1 Human Lifespan Development	90	M	6
Year 2	2 Working in Health and Social Care	120	M	6
Year 1	5 Meeting Individual Care and Support Needs	90	M	6
Year 2	10 Sociological Perspectives	60	O	6

## Expectations and Workload

### **National Extended Certificate in Health and Social Care (360 GLH).**

To achieve this there will be six 50 minute lessons per week over 2 years.

### How are the courses assessed?

Achievement in the qualifications requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills necessary for employment or progression to Higher Education, and successful development of transferable skills.

Learners achieving a qualification will have achieved across mandatory units, including externally assessed. Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Detailed grade descriptors can be found at the end of each unit in the specification.

All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.



## External Assessments:

Unit	Type	Availability
Unit 1: Human Lifespan Development	<ul style="list-style-type: none"><li>• Written exam set and marked by Pearson.</li><li>• 1.5 hours.</li><li>• 90 marks.</li></ul>	Jan and May/June First assessment May/June 2021
Unit 2: Working in Health and Social Care	<ul style="list-style-type: none"><li>• Written exam set and marked by Pearson.</li><li>• 1.5 hours.</li><li>• 80 marks.</li></ul>	Jan and May/June First assessment 2021

For those students following the National Diploma in Health and Social Care (a BTEC double award), the qualifications will be graded using a scale of PP to D\*D\*.

**P** - means that the learner has achieved the minimum level required to **Pass** the course and achieve the qualification; (A Level grade D/E)

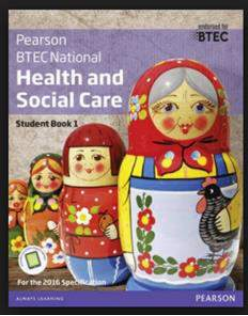
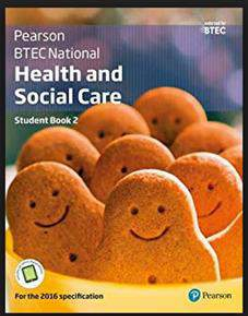
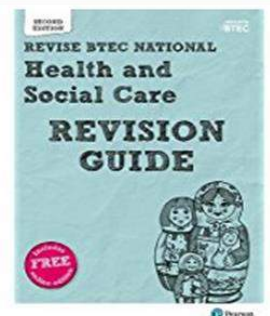
**M** - means that the learner has comfortably achieved the qualification and will be awarded a **Merit**; (A Level grade C/B)

**D** - means the learner has achieved highly achieved the qualification; (A Level grade A/B)

**D\*** - means that the learner has performed at a very high level and will be awarded a **Distinction\*** (A/A\*)



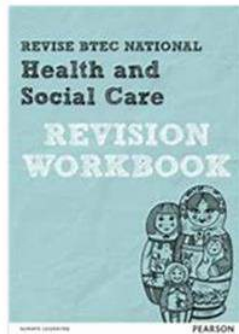
## Reading List

Text Books	ISBN
<p>BTEC Nationals Health and Social Care Student Book 1. (2016)            Publisher: Pearson</p> <p>Author: Marilyn Billingham, Pamela Davenport, Hilary Talman,            Nicola Matthews, Beryl Stretch, Elizabeth Haworth</p> 	9781292126012
<p>BTEC Nationals Health and Social Care Student Book 2 (2016)            Publisher: Pearson</p> <p>Author: Marilyn Billingham, Pamela Davenport, Hilary            Talman, Nicola Matthews, Beryl Stretch, Elizabeth Haworth</p> 	9781292126029
<p>BTEC H&amp;SC Revision Guide</p> 	9781292150321



BTEC H&SC Revision Workbook

9781292150314



## The News

The area of H & SC is constantly changing so watching the news every day is essential. Read a quality newspaper every week e.g. The Guardian, The Telegraph, The Times, The Independent.

## Useful Websites

The BBC: [www.bbc.co.uk](http://www.bbc.co.uk)

The NHS: [www.nhs.uk](http://www.nhs.uk)

[www.telegraph.co.uk](http://www.telegraph.co.uk) The Telegraph

[www.theguardian.com/uk](http://www.theguardian.com/uk) The Guardian

[www.communitycare.co.uk](http://www.communitycare.co.uk)

[www.bcodp.org.uk](http://www.bcodp.org.uk) British Council of Disabled People

[www.dh.gov.uk](http://www.dh.gov.uk) Department of Health

[www.equalityhumanrights.com](http://www.equalityhumanrights.com) The Equality and Human Rights Commission

[www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk) Sector Skills Council for Care and Development

[www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk) Sector Skills Council for the UK Health Sector

## Relevant Links to Websites

For more information ask your teacher or careers advisor or see the Edexcel website – [www.edexcel.org.uk](http://www.edexcel.org.uk)

e.g. Careers sites, University Courses





## Coloma Convent Girls' School

### APPEALS POLICY

#### Alm:

- To enable the learner to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a learner's ultimate right of appeal to the Awarding Body, where appropriate
- To protect the interests of all learners and the integrity of the qualification.

#### In order to do this, the centre will:

- Inform the learner at Induction, of the Appeals Policy and procedure
- record, track and validate any appeal
- forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage her after the internal appeals process has been exhausted
- keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- have a staged appeals procedure
- will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- monitor appeals to inform quality improvement.

This policy will be reviewed every 12 months by Miss Celia Huggett

#### Links

**BTEC qualification specifications:** These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on our website: [www.btec.co.uk](http://www.btec.co.uk)

**Policy on Appeals Concerning BTEC & Pearson NVQ Qualifications:** This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted: [www.edexcel.com/policies](http://www.edexcel.com/policies)



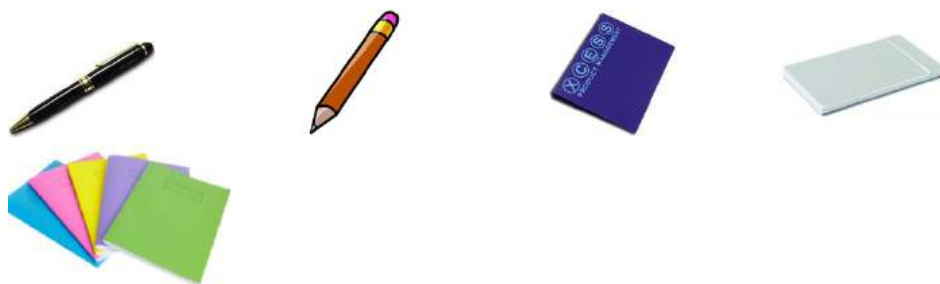


## Conduct and Ethos in the Health and Social Care Department

### What will I need to bring to class?

Students are expected to both attend and be on time to every lesson. The register will be taken within the first **5 minutes** after the bell sounds. If you come after this time without a valid reason or a signed note from a member of staff you will be marked as late with the number of minutes recorded. Please remember that persistent lateness could result in a meeting being held and a poor reference from school for either UCAS or employment.

You must bring to each lesson:



A Pen  
Book

A Pencil

A folder

Note pad

Exercise

You must bring your **course exercise book** to every lesson.

### Organising your work and Independent Study

You will be given folders for each unit of work, to keep your assignments safe. These will be kept at school. You should keep a copy of the assignment brief (also available in the student shared drive) and your interim feedback sheets in this folder with your work. You are also responsible for keeping secure copies of work on file in your user area, and on USB (including after you have handed in your work)

### Independent Study/ Homework

Coloma's Health and Social Care Department vision is to 'be exemplary'. The ethos of the department is to deliver educational excellence in teaching and learning and the curriculum to ensure that every learner develops their individual talents, abilities and interests to their full potential. A key mission is to develop independent learners and inquirers, and we believe that doing homework is one of the main ways in which learners become confident and independent in their learning, a necessary skill throughout their time at school, and in adult life.



## Aims

We set homework in the HSC department at Coloma for a number of reasons. These include:

- To develop our learners' ability to study and learn independently
- To develop our learners' ability to organise their time and priorities to complete work to deadlines
- To reinforce learning from the lesson
- To help prepare for future lessons
- To extend the work and ideas of the lesson
- To work independently on coursework
- To allow teachers to assess the learning of learners and to plan further lessons accordingly
- To invite parents and cares to be actively involved with their child's learning

## Homework Activities

The homework tasks that are set vary according to the year group, subject and scheme of work and may include:

- an extended piece of writing
- a project over several weeks
- learning keywords or concepts
- revising for a test
- answering questions on a worksheet
- mind mapping some ideas to prepare for the next lesson
- researching a topic
- discussing an issue with family and friends
- redrafting and improving a piece of work carried out previously
- reading
- producing a diagram, drawing or model
- practising a skill

Homework is set on a regular basis and will include independent study. Homework can be completed in the study area during sixth form study periods or at home. If a student is in the Sixth Form Study Space, it is expected that they will be working on homework or wider reading. It is an essential part of the independent study necessary for your daughter's success. Students will need to manage their time more than they have done lower down the school, in order to ensure they complete both formal homework tasks and extended reading around Health and Social Care.



At key points in the year, students will have access to the subject tracking sheet in order for them to take autonomy over staying on top of their progress. During independent study, students can refer to the tracker for guidance on topic areas they should focus on. It is crucial that students are aware of their weaknesses within a subject; tracking sheets help identify these weaknesses so students can spend time learning/refining those particular topics.

### **Note to students**

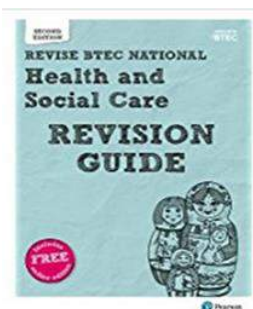
1) Set up a folder on computer for each unit and save your work with clear labels E.g. Task 1 P1

2) You need to conduct a lot of independent study at level 3 outside of the classroom. 5 hours worth of independent study a week should be dedicated to your subject: this can be in the style of coursework preparation, revision, responding to feedback, wider reading and research tasks. You can use; the two course text books, your revision guides, other books from the library, journals, online sources and newspapers. Every student is expected to have a copy of the revision guide within the first term of the course.

Book 1 and Book 2 - Level 3 BTEC National Health and Social Care



Revision Guide



## **Departmental Intervention**

Many students will find the 'jump' from GCSE to A-Level/BTEC a significant change. A much higher level of independent work and positive work ethic is required in order to succeed. As a sixth form subject team, we ensure that a student is fully supported in keeping in line with their target grades. In view of this we may decide to add extra sessions to the students' timetable or organise parent meetings to discuss progress. Student and parent engagement in this process is critical in maximising student success.

Should the HSC department be concerned regarding students' progress and/or attitude towards learning we will follow the departmental 'progress' procedures to fully support them. The department may also make decisions to support students in, for example, non-completion of homework by requesting the student completes work during lunchtime or at the end of the day. These strategies will ensure that students are fully supported and in compliance with the high demands of Level 3 BTEC study.

## **Health and Social Care Department 'Progress' Stage Procedure**

- 1 An informal one to one meeting will be held between the subject teacher and the student. The Team Leader may also be present at the meeting if required.
- 2 Failure to complete deadlines or achieve targets through a lack of work will lead to your subject tutor setting targets, and producing an action plan that will be reviewed by both your tutor/ a member of the sixth form team and subject teacher. Parents will be informed by the subject teacher via email or a phone call home and the information will be shared with your form tutor/ member of the sixth form team.
- 3 Continuing failure to complete deadlines or achieve targets will lead to a parent/carer meeting with your subject tutor and the team leader with agreed targets that will be reviewed weekly.
- 4 Repeated underperformance or where a student underperforms in more than one area, concerns will be passed onto the sixth form team and the senior leader in charge of BTEC courses. A formal letter will be sent home.
- 5 Following support, if a student is still unable to reach minimum targets, careers and guidance support for more suitable pathways will be explored.



## **THE LEARNING PARTNERSHIP AGREEMENT: signed by students/parents**

At Coloma, students and staff are a team. There is a partnership between staff and students with clear expectations. Health and Social Care Staff will always fulfil expectations and you are fully expected to uphold all our values. Some of these are set out in this agreement.

When accepting your place at the course, you are agreeing to meet the terms of the partnership:

### **The Health and Social Care Department staff will:**

- Provide the very best education and experience possible for our students through personalised learning
- Create a safe and caring environment for our students that ensures progress and success
- Create an aspirational 'climate for learning'
- Ensure a clear student voice
- Create a dynamic and enriching experience that enhances life chances

### **The Health and Social Care Department expects each student to:**

- Strive for their very best. Complete all work on time and to the best of their ability in order to achieve.
- Aim to fulfil their true potential.
- Attend all my timetabled classes, arrive on time every day and be attentive and co-operative in class.
- Switch off electronic devices whilst studying in lessons.
- Be responsible for my own learning.
- Book holidays outside term time.
- Take advantage of the range of opportunities offered in extra-curricular provision.
- Consult my tutor and other appropriate staff on any problem arising from or affecting my work or course, so that appropriate support can be offered.

Signed (Student): ..... Print Name:..... Date:.....

**The Health and Social Care Department will expect to receive from parent and carers:**



Support for the department's endeavours regarding:

- Young person's attendance and punctuality.
- Attendance at consultation parent/carer's meetings.
- Regular contact with Coloma where appropriate and feedback on any issues relating to the young person may affect progress within the subject.
- Encourage independent learning and firm commitment to their learning.

Signed (Parent/Carer): ..... Print Name:.....

Date:.....




## Summer Work

Those students studying for Diploma will need to contact possible work placements (see page 7) with the view to gaining work experience opportunities there, you will be able to conduct your placement during school holidays, weekends as well as a Wednesday afternoon and another afternoon (will be confirmed when you receive your timetable). You will be expected to schedule your work experience within these times



**Task:** Research and define the following words which are central to the Modern Britain unit. Then, draw a symbol to summarise the term and help you remember it.

Term	Definition	Symbol
Adolescence	An important status change following the onset of puberty during which a young person develops from a child into a adult.	
Advocate		
Attachment		
Care package		
Clinical Commissioning Groups (CCGs)		



Development		
Discrimination		
Diversity		
Empathy		
Ethical		
Fine Motor Skills		
Growth		
Holistic Approach		
Milestone		





Nature		
Nurture		
Risk Assessment		
Safeguarding		
Self-Concept		
Self-Esteem		



## Research task



## Chose a professional from the following:

- Midwife
- Paramedic
- Paediatric nurse
- Nutritionist
- Physiotherapist

You could choose your own idea from health and social care roles if you prefer.

## Create a fact file for your chosen job role

You could include:

- A day in the life of.....
- General roles and responsibilities
- Routes into the role/ qualifications required
  - Skills & qualities
  - Average pay
  - Where they work
  - Who they work with

And anything else you think may be suitable



# Pandemic Phases

2018 marks the 100th anniversary of one of the largest public health crises in modern history, the 1918 influenza pandemic known colloquially as “Spanish flu.” The intensity and speed with which it struck were almost unimaginable – infecting one-third of the Earth’s population, which at the time was about 500 million people. By the time it subsided in 1920, tens of millions people are thought to have died. By 1952, it was decided that an influenza surveillance system was needed for the “collection, correlation, and distribution of information regarding occurrence, epidemiology and laboratory findings”. This is known as the Global Influenza Surveillance and Response System (GISRS). It was predicted that the next pandemic would most likely be caused by influenza.

This has lead WHO (World health organisation) to conduct and watch outbreaks of strains of flu and cold across the world and create detailed reports on the readiness of countries and also to map out the stages of a pandemic and main actions to be taken in order to minimise the impact of this type of event.

**Task 5: Below is a link to the WHO pandemic phase descriptions; use these alongside research on the response to the COVID-19 Pandemic in order to complete the table below.**

[https://www.who.int/influenza/resources/documents/pandemic\\_phase\\_descriptions\\_and\\_actions.pdf](https://www.who.int/influenza/resources/documents/pandemic_phase_descriptions_and_actions.pdf)



Phase	W.H.O. Suggested Actions	UK Actions	Effectiveness of response	Recommendations for future pandemic planning
1				
2				
3				
4				
5				
6				
Post Peak				



## True or False?

Colour-code the statements in order to show if they are true or false.

True

False

A district nurse will only work with the elderly.

A palliative care nurse will get involved with everyone who gets coronavirus.

Only phlebotomists are allowed to take blood.

Adult social workers support people with poor

Auxiliary nurses help support other nurses to do their roles.

Domiciliary carers provide care in the home.



# Passport to Sixth Form

## Check list

Use this list to make sure you have everything you need to hand in in September in order to start your Level 3 BTEC in Health and Social Care.

- Completed glossary of key terms.
  
- Research task - one in depth fact files on a role within the Health and Social Care sector.
  
- Current event – in a pandemic.
  
- Highlighted true or false sheet,

