



Coloma Sixth Form
BTEC LEVEL 3
Extended Certificate and Diploma
in HEALTH & SOCIAL CARE



Chartres Cathedral Rose Window

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

Hippocrates



Specification

Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (360 GLH) 601/7197/2. It is equivalent to one A Level.

Pearson BTEC Level 3 National Diploma in Health and Social Care (720 GLH) 601/7194/7. This is equivalent to two A Levels

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 8– 5 (including English) 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

Title	Size and structure	Summary purpose
Level 3 National Extended Certificate in Health and Social Care	360 GLH Equivalent in size to one A Level. 4 units of which 3 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.
Level 3 National Diploma in Health and Social Care	720 GLH Equivalent in size to two A Levels. 8 units of which 6 are mandatory and 3 are external. Mandatory content (83%) External assessment (46%)	This qualification has been designed to account for two- thirds of a two-year, full-time study programme for learners who are intending to go onto further study in a related sector. It supports access to a range of higher education courses if taken as part of a programme of study that includes another BTEC or A Level alongside it.

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
- 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.

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		Optional units
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	Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Diploma (720 GLH)	Lessons Per week
Year 1	1 Human Lifespan Development	90	M	M	3
Year 1	2 Working in Health and Social Care	120	M	M	3
Year 1	6 Work Experience in Health and Social Care	60		O	3
Year 1	7 Principles of Safe Practice Health and Social Care	90		M	3
Year 2	4 Enquiries into Current Research in Health and Social Care	120		M	3
Year 2	5 Meeting Individual Care and Support Needs	90	M	M	3
Year 2	8 Promoting Public Health	90		M	3
Year 2	14 Physiological Disorders	60	O	O	3

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.

National Diploma in Health and Social Care (720 GLH).

To achieve this there will be twelve 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 external and synoptic assessment. 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"> Written exam set and marked by Pearson. 1.5 hours. 90 marks. 	Jan and May/June First assessment May/June 2023
Unit 2: Working in Health and Social Care	<ul style="list-style-type: none"> Written exam set and marked by Pearson. 1.5 hours. 80 marks. 	Jan and May/June First assessment May/June 2023
Unit 4: Enquiries into Current Research in Health and Social Care	<ul style="list-style-type: none"> A task set and marked by Pearson and completed under supervised conditions. Learners will be given a choice of two articles (Part A) six weeks prior to a supervised assessment period in order to carry out research. The supervised assessment period (Part B) is a maximum of 3 hours. Written submission. 65 marks. 	Dec/Jan and May/June First assessment: May/June 2023

For those students following the National Extended Certificate (a BTEC single award), the overall qualification will be graded using a scale of P to D*, as opposed to the traditional A* - U.

P means that the learner has achieved the minimum level required to **Pass** the course and achieve the qualification;

M means that the learner has comfortably achieved the qualification and will be awarded a **Merit**;

D* means that the learner has performed at a very high level and will be awarded a **Distinction***

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*.

Work Experience – Double award only

Students following the BTEC Level 3 National Diploma in Health and Social Care will need to complete a placement of at least 100 hours.

Students can carry out these hours in one or more work experience placement settings.

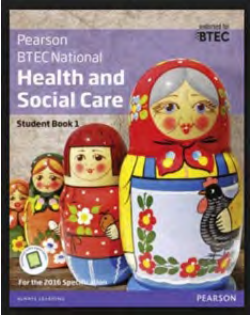
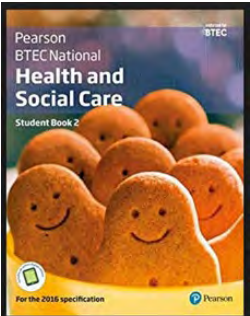
Appropriate settings include:

- Care homes
- Day-care centres
- Nursing homes
- Hospitals
- GP surgeries
- Day clinics
- Children's centres
- Special educational needs schools.

Other health and social care settings may also be appropriate.



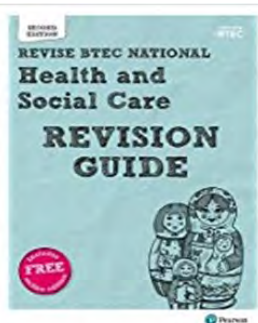
Reading List

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



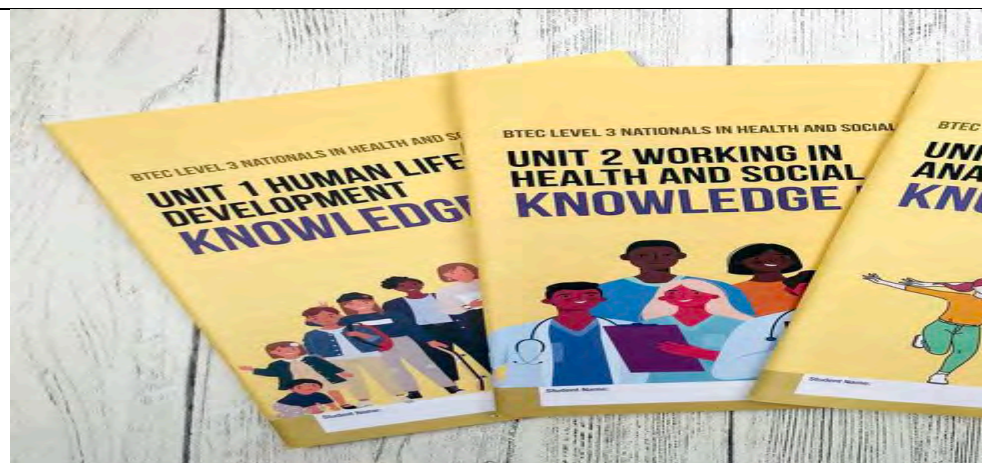
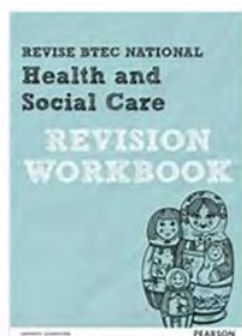
BTEC H&SC Revision Guide

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

The NHS: www.nhs.uk

www.telegraph.co.uk The Telegraph

www.theguardian.com/uk The Guardian

www.communitycare.co.uk

www.bcodp.org.uk British Council of Disabled People

www.dh.gov.uk Department of Health

www.equalityhumanrights.com The Equality and Human Rights Commission

www.skillsforcareanddevelopment.org.uk Sector Skills Council for Care and Development

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

e.g. Careers sites, University Courses



Summer Assignment

- 1. Investigate one career role in Health and Social Care.**
- 2. Produce a presentation to share with the group in September 2022. If you do not have PowerPoint don't worry; produce a leaflet to be shared with the group.**

You should describe:

- An overview of the role**
 - The values, qualifications, skills and qualities required to carry out the role effectively**
 - The income which could be obtained**
 - Opportunities for training, development and career progression**
- 3. Those students studying for Diploma will need to contact possible work placements (see page 6) with the view to gaining work experience opportunities there.**



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
Book

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.

Homework

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. Five 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.



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

Signed: Miss N Sterling-Smith

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.....

