

<p>Curriculum Aim: In BTEC L3 Health and Social care extended certificate AAQ (1 A Level equivalent) is widely recognized by higher education and industry as the vocational qualification of choice at Level 3. It provides students with meaningful and practical learning experience across a range of career sectors to prepare them to progress to higher education as a route to graduate level employment.</p>
<p>Link to prior learning: The subject builds on analytical skills from previous units GCSE units to enable them to become more of a critical/evaluative thinker.</p>
<p>Rationale of sequencing: Students completing their BTEC Nationals in Health and Social Care will be aiming to go on to employment, often via the stepping stone of higher education. We begin this unit with an introduction into Health and Social care, this sets the foundation. This level 3 AAQ, allows students to engage in a broad investigation of various aspects of the Health and Social care sector. There are two mandatory examined units and one mandatory internally assessed unit, these units give students the opportunity to engage in applied knowledge and understanding tasks to develop their health and social care knowledge. This qualification can also be used to progress to Higher Apprenticeships. Historically students perform nationally, better on internal units on BTEC courses. These are arguably the most challenging units, hence they are delivered early, thus allowing students resit opportunities later in the course to ensure timely certification.</p>
<p>Overview In BTEC Health and Social care L3 extended certificate (AAQ) you will learn about: Unit 1 (Human Lifespan development: Exam), Unit 2 (Human Biology and Health: Exam), Unit 3 (Principles of Health and Social Care Practice: CW), Unit 6 (Safe Environments in Health and Social care: CW)</p>

	Focus/Topic	Knowledge & skills (From NC/Programmes of study	Assessment
Autumn 1	<p>Unit 1 – Human Lifespan development • Human growth and development through the life stages and the Impact of PIES (Physically, Intellectually, Emotionally, Socially)</p> <p>Unit 6 – Safe environments in Health and Social care-The importance of safe working practices, record keeping, maintaining quality care and safe environments in various settings.</p>	<p>Introduction to human development, creation of life, How we got here?</p> <ul style="list-style-type: none"> • How important is development? How important are changes in infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood. <ul style="list-style-type: none"> • Do you think that development is biological (it is going to happen because we are pre-programmed to be intelligent or to be badly behaved)? Or do you think that development requires external influences? If so, why? • Introduction to the different care environments eg hospitals, care homes? • Research into how these needs are met, the impact of specific health conditions on the individual, family and society. • Debate -learners will discuss what types of challenges the HSC sector faced when trying to provide care. 	<p>Individual activity/small group activity: Keyword recall. Biology video to ascertain understanding of how the body works. Collaborative group work Assessment week (November) –Unit 1</p> <ul style="list-style-type: none"> • Written mock exam • 1.5 hours. • 90 marks <p>Assessment week (November) –Unit 6</p> <ul style="list-style-type: none"> • Collaborative learning • Independent research on a specific care environment • Mini research project to utilise their skills and help with the cw.

Autumn 2	<p>Unit 1-Factors affecting human growth and development both positive and negative</p> <p>Unit 6-Explore aspects of legislations, regulations and policies, the importance of duty of care</p>	<ul style="list-style-type: none"> Looking at genetic factors and their effects of development whether they are inherited eg sickle cell disease environmental. Researching lifestyle factors that can affect our development of smoking, alcohol, unhealthy diets. Research into the various legislations and policies and their impact. Why is duty of care important? Examples of where duty of care has failed eg abuse, neglect. 	<ul style="list-style-type: none"> Presentation skills –based on a specific topic of lifestyle and genetic factors. Critical skills into looking at the significance of duty of care and the failings of it. Key word recall Questioning
Spring 1	<p>Unit 1 –Health and Social care promotion, prevention and treatment at different lifestages-insight into the main conditions at certain ages eg infancy-chicken pox.</p> <p>Unit 6 – Standard settings of professional bodies and the responsibilities of keeping a safe environment.</p>	<ul style="list-style-type: none"> Students will design a health promotion campaign of the most common conditions and how they can be combatted. Research of specific case studies of individuals of certain illnesses/diseases they may have experienced and look at the treatment/care that is provided-drawing their own conclusions. Guest speaker from a care home or visit to care home to gain a real insight into keeping a safe environment. Students will carry out their own mini primary research on where standards have failed and the implications this has had on both the patient, individual and wider society. 	<ul style="list-style-type: none"> Practice exam questions Problem-solving skills-Is that the right treatment? What type of preventions can be put in place? Strategic thinking Independent study Do now activities Questioning Recall
Spring 2	<p>Unit 1 –Health and Social care professionals- the roles they play and how they care for individuals.</p> <p>Unit 6- Effective record keeping and poor practice in Health and Social care Environment</p>	<ul style="list-style-type: none"> Research into the roles of midwives, dieticians, social workers What type of care do they provide eg personalised, holistic Multidisciplinary working-Advantages/disadvantages of this working. Why record keeping is important? The types of records that should be kept? Impact of technology? Looking at different examples of poor practice and the impact on service users, staff and wider society. 	<ul style="list-style-type: none"> Analytical skills Strategic thinking Independent study Do now activities Questioning Recall
Summer 1	<p>Unit 1-Revision</p> <p>Unit 6-Completion of Coursework</p>	<ul style="list-style-type: none"> Practice exam question/exam skills. 	<p>Final new exam May 26 (opportunity to re-sit Jan 27) BTEC assessed</p>

Further information:

BTEC Nationals health and social care 2016