

Well done for choosing to study Level 3 Health & Social Care as part of your Post 16 education!

Welcome to BTEC!

Your Health & Social Care course has been designed to be a vocational course. The course covers a range of units and will allow you the opportunity to develop your skills and broaden your knowledge within this subject. Some of you will have lots of experience in your chosen subject, others may not, do not worry (!), this course will allow you the opportunity to achieve and succeed.

The course will give you the opportunity to work in a professional manner and get hands-on experience gaining knowledge in specialist areas.

The Btec is a work-related course, but when you have finished the course you can use the qualification to help get a job straight away or go into further or higher education, in the same way as your other A levels will help you. You will study four units for your Health & Social Care course.

Level 3 National Extended Certificate is equivalent to 1 A level. Level 3 National Award is equivalent to 1 A level. You will gain UCAS points in the same way as you will for A Levels. A pass is equivalent to 16 UCAS points (E Grade at A Level), a **Merit** is 32 UCAS points (C Grade at A Level), **Distinction** is 48 UCAS points (A Grade at A Level) and a **Distinction*** gains you 56 UCAS points (A* grade at A Level)

This Btec course is a modular course and allows you to study particular areas of interest in more detail through specialist units. To pass a particular course (and gain the qualification), you must have completed and passed all grading criteria within each unit you study.

How will I be assessed?

You will sit two externally assessed (examined) units and two internally assessed (assignments) units during the course.

Assignments are projects that are written by your teachers. During each assignment you will be given an assignment sheet, which explains everything for that project. You will find that the course is set up so that within each unit you will be given between four to six assignments to achieve the criteria needed to pass the unit. For some units you may have the opportunity in the second year of the course to achieve higher grades and catch missed criteria.

Assignment sheets will lay out exactly what tasks you will need to complete to reach the criteria and within each subject area, the same basic format will be used. An assignment can last from one day to over a period of weeks. It is really important to know exactly what you are looking for when reading an assignment sheet. Your teacher will always go over the assignment, and there will always be an opportunity to ask any questions.

At the beginning of each assignment you will be given the unit description and the criteria that goes with it. You should always be aware exactly what it is you need to do to get 'PASS', 'MERIT' or 'DISTINCTION' level.

Your learning on a Btec course is split into three phases;

Btecs have changed! There are new rules for all new students on Btec courses from September 2014. Your assessment will be split into three phases;

Teaching and Learning phase

During this phase, you will be taught all of the content you will need to be able to write your assignment.

You will not be given your assignment but you will be made aware of what the assessment criteria are for each of the assignments. Your teacher may give you some practice activities that will help you when writing your assignment. It is really important in this phase that when your teacher sets you an activity/homework that you complete this, as everything will be geared towards helping you with your assignment.

Your teacher will sign post different criteria in the teaching phase and you will need to make sure that you understand exactly what each assessment criteria means. If you don't understand it is **your responsibility** to let the teacher know that you need some clarification

Assessment phase

During this phase you will be given your actual assignment to complete. These will be set to be completed during a specific amount of time. You will need to make sure that you complete the work during this period as you cannot be given any extra time.

Your teacher will be allowed to give you generic guidance during this phase but not specific guidance on what you need to do to meet the criteria. You will need to use all the notes, information and feedback you gained during the teaching and learning phase to complete your assignment work. This is why it is really important to complete all of your work during teaching and learning phase. You can use textbooks and the internet but nothing should be copied from these directly.

If you fail to meet a deadline for your work, you will be given a detention.

Under these new rules, you are **not allowed** to save all of your work up and hand it in at the last minute! (despite what you may have done in year 11).

Post-assessment phase

Your teacher will provide you with clear feedback on each of the assessment criteria you have achieved and on the criteria you did not achieve. But you cannot be given advice or instructions on how to meet the higher criteria. They can give you guidance on where you could have gained the information from if you did not achieve the higher grade.

You will only be given an opportunity to resubmit your work if;

- *you met the deadline
- *your teacher thinks you will be able to achieve the higher criteria

If a new deadline is agreed the work must be resubmitted within **10 days** of you receiving your feedback. These 10 days must be in term time and in the same academic year. You cannot go into year 13 with work outstanding from year 12. You will not receive any further guidance on how to achieve this additional work, other than what is on your feedback sheet.

If you still do not achieve, you will be given **one** more opportunity to achieve a pass only. This will involve a different assignment being set. If you do not meet the new deadline or achieve the criteria, you will not be allowed any further retakes.

The Assignment Brief

You will find in an assignment brief the grading criteria taken from the qualification specification. They relate to 'PASS', 'MERIT' and 'DISTINCTION'. The criteria are laid out in a list, and each criterion has a number. The first criteria on the list would be referred to as 'P1', 'M1' and 'D1', the second on the list 'P2', 'M2' and 'D2' and so on.

Each unit may have a different number of criteria in order to complete that unit.

How does an 'Assignment Sheet' actually work?

You will be given an assignment sheet each time a new project begins. You may find that you have more than one assignment running with different teachers at the same time. It is really important that you know what the different parts of the assignment sheet mean. It is not as complicated as it looks!

What happens when the assignment is over and the work has been marked?

When you have finished the assignment and handed in all the evidence (work) required the teacher will mark it and the verifier may also second mark some of the group's work.

You will then be given your work back with feedback on top of your work. This sheet is included within the 'Assignment Brief'. This sheet will have the criteria you have been awarded noted upon it.

Providing Feedback to Students

Feedback should be given to you within approximately two weeks of the submission date. The feedback needs to evidence the assignment as well as the feedback sheet. You will be provided with positive and encouraging comments that will promote a climate of interest in improving the quality of your written and/or practical work. The feedback from your teachers will not be able to tell you what you need to do to improve. You have to treat your assignment writing as if it were an exam, therefore you cannot be given any extra, individual help with your work.

Feedback on the assignment will take the form of:

- ❖ Clarification of misconceptions – in these cases comments will be designed to improve understanding. Your teacher may wish to talk directly to you. Good references or other support materials could be identified.
- ❖ Comments on spelling, punctuation and grammar. There may also be comments on composition, layout and presentation.
- ❖ You will be given concise feedback but will not be told what you have to do to complete the work again. .
- ❖ You will be praised for good work especially where there is evidence of selective and applied research or balanced arguments or interesting examples.

What happens if I have not met all of the work at least at a 'pass' level?

On our BTEC courses the teachers will make sure that an assignment explains exactly what you need to do to hit the 'pass' criteria. Each assignment and brief will go through the following procedure, before it is set and after the work is handed in. If after having re-submitted the work and the work still does not meet the criteria at pass level, your case will be discussed between your teacher and other BTEC teachers in order to make a final decision. You do have the right to appeal against assessment decisions, if you feel grades are wrong.

The following will help you to understand how to meet each grade in your assignments;

To pass your Btec assignments



- To obtain a **pass** you must show *stand t*
- To obtain a **merit** grade, you must be *able to prove the*
- To obtain a **distinction** grade you must show *that you*

To obtain a **pass** grade you will need to answer one of these command words;

Describe.... Give a clear, straightforward description which includes all the main points and links these together logically

Create (or produce).... Make, invent or construct an item

Define.... Clearly explain what a particular term means and give an example, if appropriate, to show what you mean

Identify.... Distinguish and state the main features or basic facts relating to a topic

Illustrate.... Give examples to show what you mean

Outline.... Write a clear description that includes all the main points but avoid going into too much detail

State.... Write a clear and full account

Plan (or devise).... Work out and explain how you would carry out a task or activity

Undertake.... Carry out a specific activity to show your understanding

Explain..... how/why.... Set out in detail the meaning

To obtain a **merit** grade, you will need to answer one of the following command words;

Analyse.... Identify separate factors, say how they are related and how each one relates to the topic

Compare/Contrast Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages

Demonstrate.... Provide several relevant examples or appropriate evidence which supports the arguments you are making. In vocational areas this may also mean giving practical experiences

Explain (in detail).... Provide details and give reasons and/or evidence to clearly support the argument you are making

Discuss.... Provide a thoughtful and logical argument to support the case you are making

Justify.... Give appropriate reasons to support your opinion or views and show how you arrived at these conclusions

Specify.... Provide full details and descriptions of selected items or activities

To obtain a **distinction** grade, you will need to answer one of the following command words;

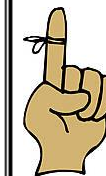
Analyse.... Identify the key factors, show how they are linked and explain the importance and relevance of each

Assess.... Give careful consideration to all the factors or events that apply and identify which are the most important and relevant with reasons for your views

Comment critically.... Give your view after you have considered all the evidence, particularly the importance of both relevant positive and negative aspects

Evaluate.... Review the information and then bring it together to form a conclusion. Give evidence to support each of your views or statements

Summarise.... Identify and review the main, relevant



Your assignments give you the opportunity to demonstrate what you know and how you can apply what you have learnt.

Assignment deadlines

You need to be clear from the outset that meeting submission deadlines is critical to Btec success.

This will help you to keep up with your course, plan your research and develop good practise. Time management and organisation are good skills for the world of work and higher study. Meeting deadlines also allows your teachers to monitor your progress more readily.

The teaching team at the start of each academic year will devise an assignment calendar. This should prevent both staff and students being overburdened at any one time. The teachers will use a variety of assessment methods and this too should prevent overload. Work submitted must be marked against the grading criteria.

Extension of the submission dates should be allowed for the following reasons: illness, legitimate absence (medical, funeral, etc). These can be negotiated with the teachers of the units concerned. The extension form must be completed and copies kept by student and teacher.

If you hand in work late without an extension, the teacher of that unit will notify your form tutor or the Head of Sixth Form and you will be issued with a verbal warning.

Non-Submission of Assignment Work.

If you do not submit your work by the deadline and you have not received an extension then this will be viewed as very serious. The unit teacher will notify the form tutor and discuss the issue with the Head of Science. This will trigger the first written warning where a letter will be sent home to parents/guardians. The very nature of the course requires that you keep up to date if you are to complete the course. As a result non-submission of work will be very quickly monitored and responded to.

If you are having genuine difficulties with an assignment due to illness or other special circumstances then you should apply for an extension and extra support using the extension policy.

This will be explained in full at the start of the course.

What your Btec Level 3 in Health & Social Care looks like.....

You will study 4 units of work overall during the course. These are made up of;

Externally assessed units....

- Unit 1: Human Lifespan Development (Year 12)
- Unit 2: Working in Health & Social Care (Year 13)

Internally assessed units....

- Unit 5: Meeting Individual Care and Support Needs (Year 13)
- Unit 11: Psychological Perspectives (Year 12)

Year 12 units include the following information....

Unit 1: Human Lifespan Development

Health and social care practitioners need to develop a knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing. Although it is generally accepted that there may be deterioration in health with age following adulthood, medical intervention means people are living longer and have better life prospects.

This unit will develop your knowledge and understanding of patterns of human growth and development. You will explore the key aspects of growth and development, and the experience of health and wellbeing. You will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. You will learn about a number of theories and models to explain and interpret behaviour through the human lifespan. In this unit, you will explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals. You will study the interaction between the physical and psychological factors of the ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years.

This unit is externally assessed. It covers aspects of human growth and development through the different life stages. This content will serve as an introduction to health and social care needs and so will sit at the heart of the qualification.

In this unit, you will learn about;

A Physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing

B Physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing

C Analyse and evaluate information related to human development theories/models and factors affecting human growth and development

D Theories and models of human development

Unit 1: Human Lifespan Development	Red	Amber	Green
Physical development across the life stages			
Principles of growth and development			
Physical development in infancy (0-2 years)			
Physical development in childhood (3-8 years)			
Physical development in adolescence (9-18 years)			
Physical development in early adulthood (19-45 years)			
Physical development in middle adulthood (46-65 years)			
Physical development in later adulthood (65+ years)			
Intellectual development across the life stage			
The development of intellectual and language skills in infancy and childhood			
Piaget's theory of cognitive development			
Theories of language development			
Intellectual development in early adulthood			
The effects of age on the functions of the memory			
Emotional development across the life stage			
Attachment to caregivers in infancy and childhood			
Theories of attachment			
The development and importance of self-concept			
Social development across the life stages			
The stages of play in infancy and childhood			
The importance of friendships and friendship groups			
The development of relationships with others			

Unit 1: Human Lifespan Development	Red	Amber	Green
The development of independence through the life stages			
Factors affecting human growth and development			
The nature/nurture debate related to factors affecting growth and development			
Gessell's maturation theory			
Bandura's social learning theory			
Diathesis- stress model relating to nature-nurture debate			
Genetic factors affecting growth and development – cystic fibrosis, Down's syndrome, Huntingdon's disease, Klinefelter's syndrome, brittle bone disease, colour blindness, cancer, diabetes, Duchenne muscular dystrophy			
Biological factors that affect growth and development – foetal alcohol syndrome, congenital defects, effects of lifestyle and diet during pregnancy			
Environmental factors affecting growth and development – pollution, housing, access to health and social care services			
Social factors affecting growth and development – family dysfunction, bullying, culture, religion, belief			
Economic factors affecting growth and development – income and expenditure, employment status, education, lifestyle			
Major predictable life events and the effect on growth and development			
Major unpredictable life events and the effect on growth and development			
The effects of ageing			
The physical changes of ageing – cardiovascular disease, degeneration of nervous tissue, osteoarthritis, dementia, degeneration of senses			
The psychological changes of ageing – effects on confidence and self esteem			
The societal effects of an ageing population – Health & social care provision for the aged, economic effects of an ageing population			

Unit 11: Psychological Perspectives

An important aspect of working in the health and social care sector is to have a good understanding of the ways in which psychological development occurs in order to effectively meet the individual needs of service users. Having knowledge of the key concepts and ideas enables you to understand the ways in which development and behaviours occur.

In this unit, you will learn about the different psychological perspectives that have been put forward and how these approaches have influenced thinking and practices in meeting and supporting service user needs. You will explore some key ideas that will give you a good understanding of how the mind develops, and the factors that influence development and behaviours.

This knowledge is useful in developing your understanding of how these perspectives have formed the basis of different techniques to manage behaviours, and the therapeutic and other interventions used in the health and social care sector. These activities will help you gain the skills necessary for progression to higher education in many subject areas including psychology, health and social care, nursing and medical practice.

In this unit you will:

A Examine how psychological perspectives contribute to the understanding of human development and behaviour

B Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours

C Examine how psychological perspectives are applied in health and social care settings.

Unit 11: Psychological Perspectives		Red	Amber	Green
Learning Aim A Examine how psychological perspectives contribute to the understanding of human development and behaviour	P1 Explain how psychological perspectives are applied to the understanding of human development			
	P2 Explain how psychological perspectives contribute to the understanding of specific human behaviours.			
	P3 Describe the potential effects of discriminatory practice on those who use health or social care services			
	M1 Explain how national initiatives promote anti-discriminatory practice			
	P5 Describe how anti-discriminatory practice is promoted in health and social care settings			
Learning Aim B Examine the contribution of psychological perspectives to the	P3 Explain how different factors influence human development and specific behaviours.			
	P4 Explain the contribution of psychological perspectives to the management and treatment of different service users' behaviours			
	M2 Analyse the value of identifying factors influencing human development and behaviours in			

Unit 11: Psychological Perspectives		Red	Amber	Green
management and treatment of service users' specific behaviours	the application of psychological perspectives to the management and treatment of different service users' behaviours			
Learning Aim C Examine how psychological perspectives are applied in health and social care settings.	P5 Evaluate the success of a recent initiative to promote anti-discriminatory practice			
	P6 Justify ways of overcoming difficulties that may arise when implementing anti-discriminatory practices in health and social care settings			
	M3 Assess the impact of the use of psychological perspectives in local health and social care settings, in enabling professionals to enhance the social functioning of selected service users			
	D2 Evaluate the application of psychological perspectives in local health and social care settings in enabling professionals to enhance the social functioning of selected service users.			
	D3 Evaluate the importance of the psychological perspectives used in health and social care settings, in relation to understanding human development and managing and treating behaviours to enhance the social functioning of service users.			

Year 12 Summer assignment 2017

Care values are the principles that underpin how health and social care work is carried out. They describe the attitudes and behaviours that constitute good care practice. This is practice that values, respects, nurtures and positively supports individuals who use health and social care services. These principles are often encapsulated within a health and social care workers job description and are at the heart of the ethos of their employing organisation. Care values are also embedded in the code of practice for health and social care workers. They are therefore fundamental to work within the sector.

Produce a detailed, written report that explains each of the care values (below).

- PROMOTING ANTI-DISCRIMINATORY PRACTICE
- MAINTAINING CONFIDENTIALITY OF INFORMATION
- PROMOTING AND SUPPORTING INDIVIDUALS RIGHTS TO DIGNITY, INDEPENDENCE AND SAFETY
- ACKNOWLEDGING INDIVIDUALS PERSONAL BELIEFS AND IDENTITY
- PROTECTING INDIVIDUALS FROM ABUSE
- PROMOTING EFFECTIVE COMMUNICATION AND RELATIONSHIPS
- PROVIDING INDIVIDUALISED CARE

Explain why each of the above values are important, adding an example for each from early years, social care & health care settings. As a Health & Social Care practitioner, how would you ensure that you worked in a manner that put into practice care values

This website is a good place to start...

<https://www.nsocialcare.co.uk/values-based-recruitment-toolkit-faqs/what-are-social-care-values-why-do-they-matter>

To help you;

Early years settings include schools, nursery, childminders etc. Health settings include hospital, dentist, optician, doctor's surgery. Social care settings include residential care home, care home, children's home, nursing home.

Please make sure that you include details of the books and other resources you have used, include a range (bibliography). Your work will be assessed by: Spelling, Punctuation and Grammar (SPaG), Presentation, Research and Information Content.

Your work will need to be handed in by 15 September 2017