

## **BTEC Level 3 National Extended Diploma in Health and Social Care**

Welcome to Level 3 Health and Social Care. We are so happy you decided to choose this course at Yate Academy.

This course is for students who are interested in a career in the Health & Social Care sector.

This course has been developed to give you the skills and knowledge you will need to deal with the challenges you will face whilst working in or studying in this field.

You will develop professional and personal skills through interaction with people who either work in the sector or require care or support, as well as theoretical knowledge and understanding to underpin your skills. This will allow you to offer specific, person-centred care and support and build positive relationships with the people you work with, so that their needs and requirements are met whilst they maintain control of their own care and support.

You will consider the real impacts to people living with conditions or illnesses such as the social, financial and psychological impacts, not just the signs, symptoms and treatment of faceless conditions or illnesses. You will also learn about the legislation and guidance supporting health and social care, so you can ensure the people you are working with are not only able to access all the care and support they are entitled to, but you are also able to protect yourself from any harm or abuse whilst at work.

You will cover a variety topic including:

- Building positive relationships in Health and Social Care
- Equality, Diversity and Rights in Health and Social Care
- Health, Safety and Security in Health and Social Care
- Anatomy and Physiology for Health and Social Care
- Infection Control
- Safeguarding

This qualification will enable you to achieve your potential and move on to the next step of your life plan, whether it be Higher Education, an apprenticeship, or employment.

We really look forward to starting this journey with you in September.

**Mr Revett** – Head of Sport and Health

### **Understanding the course:**

<b>Specification</b>	<b>BTEC Level 3 National Extended Diploma in Health and Social Care</b>
<b>Coursework</b>	Unit 5 Meeting Individual Care and Support Needs Unit 6 Work Experience in Health and Social Care Unit 7 Principles of Safe Practice in Health and Social Care Unit 8 Promoting Public Health Unit 9 Infection Prevention and Control

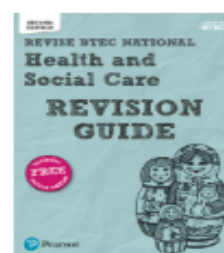
	<p>Unit 12 Supporting Individuals with Additional Needs</p> <p>Unit 14 Physiological Disorders and their Care</p> <p>Unit 18 Assessing Children’s Development Support Needs</p> <p>Unit 19 Nutritional Health</p>
<b>Exams</b>	<p>Unit 1 Human Lifespan Development – <b>Year 12 (1h30mins)</b></p> <p>Unit 2 Working in Health and Social Care – <b>Year 12 (1h30mins)</b></p> <p>Unit 3 Anatomy and Physiology for Health and Social Care– <b>Year 13 (1h30mins)</b></p> <p>Unit 4 Enquiries into Current Research in Health and Social Care– <b>Year 13 (3 hours)</b></p>
<b>Teachers</b>	<p>Mrs G Davies <a href="mailto:gdavies@yateacademy.co.uk">gdavies@yateacademy.co.uk</a></p> <p>Miss I Woods <a href="mailto:iwoods@yateacademy.co.uk">iwoods@yateacademy.co.uk</a></p> <p>Miss G Malpas <a href="mailto:gmalpas@yateacademy.co.uk">gmalpas@yateacademy.co.uk</a></p> <p>Mr S Revett <a href="mailto:srevett@yateacademy.co.uk">srevett@yateacademy.co.uk</a></p>

### Course requirements

Please come prepared to your first lesson with the following materials:

- Pencil case with black pens, purple pens, highlighter, ruler
- 1 lever arch folder and dividers
- 1 blank, lined exercise book for independent study
- A diary or planner

If you would like to buy a text book for the course you may, here are the links:



Book 1 and Book 2 will cover all units needed for this course. It is not a necessity to have one. <https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.resources.html>

Revision Guide – only purchase if you think you may need it

<https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.resources.htm>

**Summer bridging work**

To ensure you start the year as successfully as possible, please come to your first lesson having completed the following tasks.

**Consolidation Task:**

Task – present on paper or a slide show	Time Expected	Complete																					
<p><b>Explain each of these key terms</b></p> <ol style="list-style-type: none"> <li>1. Growth Development</li> <li>2. Centile Lines (percentiles)</li> <li>3. Development norms</li> <li>4. Milestone</li> <li>5. Gross motor skills</li> <li>6. Fine motor skills</li> <li>7. Adolescence</li> <li>8. Menopause</li> <li>9. Life expectancy</li> <li>10. Cognitive impairment</li> <li>11. Abstract logical thinking</li> <li>12. Egocentric thinking</li> <li>13. Concrete logical thinking</li> <li>14. Equilibrium</li> <li>15. Disequilibrium</li> <li>16. Self-concept (sense of identity)</li> <li>17. Stranger anxiety</li> <li>18. Nature</li> <li>19. Nurture</li> <li>20. Predisposition</li> </ol>	30mins																						
<p><b>Task</b> - what are the age ranges and key physical features of the life stages? Write this in paper or present on a slide show.</p> <table border="1" data-bbox="217 1576 1043 1944"> <thead> <tr> <th>Life Stage</th> <th>Age</th> <th>Key Features</th> </tr> </thead> <tbody> <tr> <td>Birth and infancy</td> <td>0-2 years</td> <td>Infants grow rapidly, at around 1 years old infants can walk, by 2 they can run.</td> </tr> <tr> <td>Early childhood</td> <td></td> <td></td> </tr> <tr> <td>adolescence</td> <td></td> <td></td> </tr> <tr> <td>Early adulthood</td> <td></td> <td></td> </tr> <tr> <td>Middle adulthood</td> <td></td> <td></td> </tr> <tr> <td>Later adulthood</td> <td></td> <td></td> </tr> </tbody> </table>	Life Stage	Age	Key Features	Birth and infancy	0-2 years	Infants grow rapidly, at around 1 years old infants can walk, by 2 they can run.	Early childhood			adolescence			Early adulthood			Middle adulthood			Later adulthood			45 mins	
Life Stage	Age	Key Features																					
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Early childhood																							
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Later adulthood																							

<p><b>Task - Present on paper or a slide show</b>          Explain Piaget’s model of intellectual (cognitive development)  <a href="https://www.youtube.com/watch?v=lhcgYgx7aAA">https://www.youtube.com/watch?v=lhcgYgx7aAA</a>          Include:</p> <ul style="list-style-type: none"> <li>✓ 3 facts about Piaget</li> <li>✓ What was his theory?</li> <li>✓ A brief description of the 4 stages of cognitive development</li> <li>✓ Which life stages are this relevant to and why?</li> <li>✓ What did the critics have to say about him?</li> <li>✓ What is a schema?</li> <li>✓ Can you name the stages of a schema?</li> </ul>	<p>1 hour</p>	
<p><b>Task - Present on paper or a slide show</b>          Please research the meanings of these words. Please do not copy and paste, try to put them into your own words to show your understanding.</p> <ol style="list-style-type: none"> <li>1. General Practitioner</li> <li>2. Preventative care</li> <li>3. Consultant</li> <li>4. Nurse practitioner</li> <li>5. Health</li> <li>6. Antenatal care</li> <li>7. Postnatal care</li> <li>8. Supported housing</li> <li>9. Policies</li> <li>10. Procedures</li> <li>11. Safeguarding</li> <li>12. Self-help groups</li> <li>13. Rehabilitation</li> <li>14. Psychotherapy</li> <li>15. Complementary therapies</li> <li>16. Conventional medical treatment</li> <li>17. Assistive technology</li> <li>18. Domiciliary care</li> <li>19. Halal</li> <li>20. Kosher</li> <li>21. Gluten</li> <li>22. Informal care</li> <li>23. Code of practice</li> <li>24. Anti-discriminatory practice</li> <li>25. Prejudice</li> <li>26. Empowerment</li> <li>27. Individualised care</li> <li>28. Self esteem</li> </ol>	<p>45 mins</p>	

<p><b>Task - Present on paper or a slide show</b></p> <p>Watch this documentary: Caring and Sharing <a href="https://www.bbc.co.uk/iplayer/episode/p06zhfwv/the-nine-to-five-with-stacey-dooley-series-1-2-caring-and-sharing">https://www.bbc.co.uk/iplayer/episode/p06zhfwv/the-nine-to-five-with-stacey-dooley-series-1-2-caring-and-sharing</a></p> <p><b>Review/synopsis:</b> Write a short summary about the documentary. Who, what, where, when, why? Include all key information of the story. Explain what was thought-provoking about it and the questions it led to. How did it make you feel?</p>	<p>2 hours including watching doc</p>	
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**Apply Task:**

<p><b>Task - Present on paper or a slide show</b></p> <p>Read this article by the King's Fund and complete the task The King's Fund is an independent charitable organisation working to improve health and care in England. Our vision is that the best possible health and care is available to all.</p> <p><a href="https://www.kingsfund.org.uk/insight-and-analysis/blogs/integrating-health-social-care-covid-19-response">https://www.kingsfund.org.uk/insight-and-analysis/blogs/integrating-health-social-care-covid-19-response</a></p> <p><b>Review/synopsis:</b> Write a short summary about the article. Who, what, where, when, why?</p> <p>Include all key information of the story.</p> <p>Explain what was thought-provoking about it and the questions it led to.</p> <p>How did it make you feel?</p> <p>What impact is Covid 19 having on H&amp;SC?</p>	<p>1 hour</p>	
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**Extension Task:**

<b>RECOMMENDED Additional Prep:</b>	
<b>Online News Articles / Journals</b>	<a href="https://www.nursingtimes.net/">https://www.nursingtimes.net/</a>
<b>Podcast(s)</b>	The King's Fund podcast TedTalks Health The ultimate health podcast
<b>Online Course(s)</b>	<a href="https://www.futurelearn.com/courses/effective-nursing-in-times-of-crisis">https://www.futurelearn.com/courses/effective-nursing-in-times-of-crisis</a> <a href="https://www.futurelearn.com/courses/e-bug-health-educator-training">https://www.futurelearn.com/courses/e-bug-health-educator-training</a> <a href="https://www.futurelearn.com/courses/public-health-history">https://www.futurelearn.com/courses/public-health-history</a>  <a href="https://www.futurelearn.com/courses/the-role-of-vaccines-in-preventing-infectious-diseases-and-amr">https://www.futurelearn.com/courses/the-role-of-vaccines-in-preventing-infectious-diseases-and-amr</a>
<b>Wider Reading</b>	<ul style="list-style-type: none"> <li>✓ Lifespan Development, by Denise Boyd and Helen Bee</li> <li>✓ This is going to Hurt - Adam Kay</li> <li>✓ When breath becomes air – Paul Kalanithi</li> <li>✓ The language of kindness, a nurse's story – Christie Watson</li> <li>✓ You can read the book Wonder or watch the film. – R.J. Palacio</li> </ul>
<b>Films / Documentaries</b>	<ul style="list-style-type: none"> <li>✓ Outbreak (1995) cert 15</li> <li>✓ Contagion 2011 cert 12A</li> <li>✓ Three Identical Strangers (2018) cert 12A</li> <li>✓ Awakenings (1990) cert 12A</li> <li>✓ 50/50 (2011) cert 15</li> <li>✓ Super-Size Me (2004) cert 12A</li> <li>✓ Inside Out (2015) U</li> <li>✓ Katie Price: Harvey and Me (BBC iPlayer)</li> <li>✓ Rob Burrow: Living with MND (BBC iPlayer) Bowl babe in her own words (BBC iPlayer)</li> <li>✓ Five Feet Apart</li> <li>✓ The theory of everything</li> <li>✓ Wonder</li> <li>✓ Secret life of 5-year-olds</li> <li>✓ The Children's Act film</li> </ul>
<b>Websites to explore</b>	<a href="https://www.nhs.uk/">https://www.nhs.uk/</a> <a href="https://www.healthtalk.org/">https://www.healthtalk.org/</a>

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