

SUBJECT: BTEC Level 3 in Health and Social Care

YEAR: 12 and 13

HEAD OF DOMAIN: Mr Mitchell

EXAM BOARD: Pearson

SPECIFICATION LINK: https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446938003_BTEC_Nat_ExCert_HSC_AG_Spec_Iss3C.pdf

Curriculum Intent:

Health and Social Care offer students an opportunity to explore with curiosity, learn critically and be assessed in different ways to traditional A-level subjects. Students will be equipped to explore how human beings develop across their whole lifespan, critically analysing the impacts of factors such as drugs and environment on healthy development. Health and Social Care offers students an opportunity to develop academic and theoretical skills within the classroom and experience these within everyday life, equipping students to be more empathetic and well-rounded members of society. We offer opportunities to explore the experiences of others of different cultures, ethnicities and religions and to embrace diversity within the United Kingdom through the use of case studies to challenge preconceived ideas about Health and Social Care and develop an awareness of real-life issues surrounding them in day to day living. Health and Social Care provides a range of different career progression routes and during the course students will find out how these impact society and the economy.

COURSE CONTENT:

Year 1 (Certificate)

After completing the first year, Students will achieve a qualification, equivalent to half an A-level.

Unit 1: Human Lifespan Development (External Exam)

This is one of two externally examined units. The exam will be taken at the end of the first year. This unit must also be completed for the Certificate qualification. The purpose of this unit is to give students an overview of the physical, intellectual, emotional and social development across the human lifespan, as well as the factors that can affect development and the effects of ageing.

Unit 5: Meeting Individual Care and Support Needs (Internal Assessment)

An internally assessed unit, consisting of coursework. This unit must be completed for the Certificate qualification and so will be completed in the first year. The purpose of this unit is for students to focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

Year 2 (Extended Certificate)

After completing the first year, students will achieve a qualification, equivalent to an AS-level.

Unit 2: Working in Health and Social Care (Exam)

The second externally examined unit. This will be completed in Year 13. The purpose of this unit is for students to explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations. It will provide students with an opportunity to see the different career opportunities within the health and social care sector and develop an understanding of how these professionals work together and the responsibilities they have within society. Students will learn about governing organisations which direct the NHS spending, training and professional development of sectors. Students will develop a critical awareness of government systems and determine how effective these systems are.

Option (decided by the cohort at the end of year 12)

Unit 11: Psychological Perspectives (Internal assessment)

Currently, there are significant demands on mental health care professionals within the NHS and private industry. This unit focuses on the elements of mental health and provides students with an opportunity to explore this and be better informed about identifying mental health but also offering an awareness of the support available. Students will explore different psychological explanations behind behaviour from Behaviourism and Skinner to Psychodynamics and Freud as well as the different options available to support individuals with different forms of mental ill health and other behavioural disorders such as addiction. Students will need to put this into the context of case studies and offer suggestions as to how effective psychology is at supporting health and social care professionals to understand and support individuals. Students will be expected to produce a report that will explore these elements within the context of mental health and will be required to show many skills required within the Health and Social Care Profession.

Or

Unit 14: Physiological Disorders and their Care (Internal Assessment)

This unit will be completed in the second year and, as it is optional, topics may vary. The purpose of this unit is for students to explore the types of physiological disorders, such as cystic fibrosis, diabetes and Huntington's disease, the procedures for diagnosis, and the development of a treatment plan with provision of support for service users. This unit offers students interested in pursuing more traditional career paths within the health and social care sector. It offers students the opportunity to create care plans and produce reports similar to that of the reports created by other health care professionals to support the holistic care of individuals.

ASSESSMENT:

Year 1:

Coursework: Written report completed by April

Exam: (1 hour 30 minutes)

Year 2

Coursework: Written report completed by April

Exam: (1 hour 30 minutes)

LINKS TO CURRICULUM:

This subject works well in combination with other subjects such as:

- Psychology
- Sociology
- Criminology
- Applied Science
- Biology
- Child Play Learning and Development.