

BTEC Level 3 Extended Certificate Health and Social Care Curriculum Overview

KS5/Year 12 & Year 13	
Course title: BTEC Level 3 National Extended Certificate in Health and Social Care	
Exam board: BTEC Edexcel Pearson	
Specification code: 601/7197/2	
Year 1	
Unit 1 – Human Lifespan Development & Unit 5 Meeting Individual Needs	
<p><u>Justification for sequential planning:</u></p> <p>These are the year 1 topic areas that are taught in the BTEC National Extended Certificate in Health & Social Care. The reasons are as follows:</p> <ul style="list-style-type: none"> • They are both mandatory units; an externally assessed examination unit and an internally assessed coursework unit • Students complete the externally assessed examination in the January series, with a resit opportunity available in the June series. • Students develop a foundation understanding of growth and development and life stages throughout the examination unit, which includes content related to underlying principles across a variety of following mandatory and options units studied throughout the course. • Should students complete their studies at the end of year 1, the design of the curriculum delivery in health and social care ensures that students can access the BTEC Level 3 National Certificate qualification (should sufficient points be achieved from the two completed units) 	
Term 1 – Unit 1 Human Lifespan Development	
<i>Sequence of Curriculum Learning Aim A</i>	
<i>To introduce and begin the unit, students must learn about the different life stages that an individual moves through during their life, and how we physically, intellectually, emotionally and socially develop. Students must gain a sound understanding of growth and development before studying later content relating to factors affecting development and sources of support.</i>	
<p>Term 1 September to December Unit 1</p> <p>Learning Aim A: Human growth and development through the life stages</p>	<p>A1 Physical development across the life stages</p> <p>A2 Intellectual development across the life stages</p> <p>A3 Emotional development across the life stages</p> <p>A4 Social development across the life stages</p>
<i>Sequence of curriculum Learning Aim A to Learning Aim B</i>	
<i>Throughout Learning Aim A, students learn about the development of individuals through the life stages. As they are learning about milestones and experienced and the changes individuals experience throughout the different life stages, students can then study factors that may impact an individual's growth and development. They may learn about how some individuals develop at different rates and the potential reasons for this.</i>	
Term 1	B1 The nature/nurture debate related to factors

<p>September to December Unit 1</p> <p>Learning Aim B: Factors affecting growth and development across the life stages)</p>	<p>B2 Genetic factors that affect development</p> <p>B3 Environmental factors that affect development</p> <p>B4 Social factors that affect development</p> <p>B5 Economic factors that affect development</p> <p>B6 Major life events that affect development</p>	
<p>Sequence of Curriculum Learning Aim B to Learning Aim C</p> <p><i>Now that students have built knowledge of development throughout the life stages, and studied what factors might impact an individuals' development, we can now focus our learning around the physical and psychological changes of ageing and impacts of an ageing population. This consolidates learning developed throughout the unit of study.</i></p>		
<p>Term 1 September to December Unit 1</p> <p>Learning Aim C: The effects of ageing</p>	<p>C1 The physical changes of ageing</p> <p>C2 The psychological changes of ageing</p> <p>C3 The societal effects of an ageing population</p>	
<p>Students will be assessed through an external exam, set and marked by BTEC Edexcel Pearson in the January series of examinations.</p>		
<p>Term 2 and 3 Unit 5: Meeting Individual Needs</p>		
<p>Sequence of Curriculum Learning Aims A, B, C and D</p> <p><i>Each learning aim in Unit 5 relates back to knowledge developed relating to how individuals involved in health and social care must promote equality, diversity and prevent discrimination, which is the initial topic of study in the unit.</i></p> <p><i>As students build a sound understanding of Learning Aim A and can relate this to health and social care professionals, they can then apply and demonstrate this knowledge to individuals with specific needs. As students are taught content from learning aims B and C, they continue to reflect back on equality and diversity and study methods by which health and social care professionals who work with specific individuals, can carefully apply appropriate legislation and manage conflicts to meet the needs of individuals. The final area of study, learning aim D, allows students to combine learning from earlier in the unit to review how agencies and professionals work together while still meeting individual needs and promoting equality and diversity.</i></p>		
<p>Term 2 (Jan-April)</p> <p>Unit 5: Assignment 1 Learning Aims A, B and C</p>	<p>A1 Promoting equality, diversity and preventing discrimination</p> <p>A2 Skills and personal attributes required for developing relationships with individuals</p> <p>A3 Empathy and establishing trust with individuals</p> <p>B1 Ethical issues and approaches</p> <p>B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk</p> <p>C1 Enabling individuals to overcome challenges</p> <p>C2 Promoting personalisation</p> <p>C3 Communication techniques</p>	<p>Students will complete an internally assessed piece of coursework, using an assignment brief set by the exam board, to demonstrate their knowledge and understanding of the course content of Learning Aims A, B and C</p>

<p>Term 3 (May-July)</p> <p>Unit 5: Assignment 2 Learning Aim D</p>	<p>D1 How agencies work together to meet individual care and support needs D2 Roles and responsibilities of key professionals on multidisciplinary teams D3 Maintaining confidentiality D4 Managing information</p>	<p>Students will complete an internally assessed piece of coursework, using an assignment brief set by the exam board, to demonstrate their knowledge and understanding of the course content of Learning Aims A, B and C</p>
<p>Year 2</p> <p>Unit 2 Working in Health and Social Care & Unit 14 Physiological Disorders</p>		
<p><u>Justification for sequential planning:</u></p> <p>These are the year 2 topic areas that are taught in the BTEC National Extended Certificate in Health & Social Care. The reasons are as follows:</p> <ul style="list-style-type: none"> • Unit 2 is the final mandatory unit; an externally assessed examination unit • Students complete the externally assessed examination in the January series, with a resit opportunity available in the June series. 		
<p>Term 1 – Unit 2 Working in Health and Social Care</p>		
<p><i>Sequence of Curriculum Learning Aim A</i></p> <p><i>In order to develop a solid foundation relating to working in health and social care, we begin our studies in the unit looking at a variety of different roles and responsibilities of individual who work within health and social care. This allows the students to move to investigate how individuals work across disciplines within health and social care settings.</i></p>		
<p>Term 1 September to December</p> <p>Learning Aim A: The roles and responsibilities of people who work in the health and social care sector</p>	<p>A1 The roles of people who work in health and social care settings A2 The responsibilities of people who work in health and social care settings A3 Specific responsibilities of people who work in health and social care settings A4 Multidisciplinary working in the health and social care sector A5 Monitoring the work of people in health and social care settings</p>	
<p><i>Sequence of curriculum Learning Aim A to Learning Aim B</i></p> <p><i>Building on from individuals who work in health and social care, Learning Aim B allows students to learn about organisation that are involved in the provision of service and barriers and issues that can affect these services. Students will be aware of which roles are involved in various organisations and analyse how these organisations are appropriately monitored, looking at policies, procedures, standards, compliance and complaints.</i></p>		
<p>Term 1 September to December</p> <p>Learning Aim B: The roles of organisations in the health and social care sector</p>	<p>B1 The roles of organisations in providing health and social care services B2 Issues that affect access to services B3 Ways organisations represent interests of service users B4 The roles of organisations that regulate and inspect health and social care services B5 Responsibilities of organisations towards people who work in health and social care settings</p>	

Sequence of Curriculum Learning Aim B to Learning Aim C

Learning Aim C allows students to apply their knowledge of professionals and organisations involved in the specific care of individuals with specific needs.

<p>Term 1 September to December</p> <p>Learning Aim C: Working with people with specific needs in the health and social care sector</p>	<p>C1 People with specific needs</p> <p>C2 Working practices</p>
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Students will be assessed through an external exam, set and marked by BTEC Edexcel Pearson in the January series of examinations.

Term 2 and 3
Unit 14 Physiological Disorders

Sequence of Curriculum Learning Aims A, B, C and D

The final assignment of this unit assesses the students' ability to design an appropriate treatment plan for a specific service user. In order to complete this task, students must first learn about the different types of physiological disorders associated with various body systems, what causes these and the signs and symptoms of the disorder. With this foundation knowledge from Learning Aim A, students can then learn about how procedures are in place to effectively diagnose the disorder for Learning Aim B, before moving to study the different treatment and support options there are available for service users with varying physiological disorders. This prior knowledge taught in term 2, can then be applied by the students as they move to Learning Aim D, to design a specific treatment plan related to a particular physiological disorder and service user.

<p>Term 2 (Jan-March)</p> <p>Unit 14: Assignment 1 Learning Aims A, B and C</p> <p>Investigate the causes and effects of physiological disorders</p>	<p>A1 Types of physiological disorders and effects on body systems and functions</p> <p>A2 Causes of physiological disorders</p> <p>A3 Signs and symptoms of physiological disorders</p> <p>B1 Investigative procedures for physiological disorders</p> <p>B2 Diagnostic procedures for physiological disorders</p> <p>C1 Provision of treatment and support</p> <p>C2 Types of carers and care settings</p>	<p>Students will complete an internally assessed piece of coursework, using an assignment brief set by the exam board, to demonstrate their knowledge and understanding of the course content of Learning Aims A, B and C</p>
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<p>Term 3 (March-May)</p> <p>Unit 5: Assignment 2 Learning Aim D</p> <p>Develop a treatment plan for service users with physiological</p>	<p>D1 Care methods and strategies</p> <p>D2 Treatment planning processes</p>	<p>Students will complete an internally assessed piece of coursework, using an assignment brief set by the exam board, to demonstrate their knowledge and understanding of the course content of Learning Aims A, B and C</p>
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