

BTEC Level 3 Extended Certificate Health and Social Care Curriculum Overview

Key Stage 5 (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 2	
Unit 2 Working in Health and Social Care & Unit 14 Physiological Disorders	
<u>Justification for sequential planning:</u> 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: - 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.	
Term 1 – Unit 2 Working in Health and Social Care	
Sequence of Curriculum Learning Aim A	
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.	
Autumn 1 (September-October) to Autumn 2 (October-December) Learning Aim A: The roles and responsibilities of people who work in the health and social care sector	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
Sequence of curriculum Learning Aim A to Learning Aim B	
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.	

Autumn 1 (September- October) to Autumn 2 (October- December) Learning Aim B: The roles of organisations in the health and social care sector	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
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.	
Autumn 1 (September- October) to Autumn 2 (October- December) Learning Aim C: Working with people with specific needs	C1 People with specific needs C2 Working practices
in the health and social care sector	
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.	

Spring 1 (January-February) Spring 2 (February-March) Unit 14: Assignment 1 Learning Aims A, B and C Investigate the causes and effects of physiological disorders	A1 Types of physiological disorders and effects on body systems and functions A2 Causes of physiological disorders A3 Signs and symptoms of physiological disorders B1 Investigative procedures for physiological disorders B2 Diagnostic procedures for physiological disorders C1 Provision of treatment and support C2 Types of carers and care settings	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
Summer 1 (April-May) Unit 5: Assignment 2 Learning Aim D Develop a treatment plan for service users with physiological disorders to	D1 Care methods and strategies D2 Treatment planning processes	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
meet their needs		