



Year 12 Course Induction Booklet 2025-2026



**Pearson BTEC Level 3 Extended
Diploma in Health and Social Care**



BTEC Health and Social Care

The BTEC Level 3 Extended Diploma is designed to help people to become occupationally ready to take up employment in the health and social care sector at the appropriate level.

This can follow either directly after achieving the qualification, or via the stepping stone of a higher level apprentice or Higher Education (HE) in university or college.

By studying this course you will develop knowledge, understanding and skills required by the sector, including essential employability skills, and apply them in real work contexts.

There are many different career options and pathways in health and social care:

- Nursing/medicine,
 - Health care,
 - Midwifery,
 - Social work,
 - Early years,
 - Teaching,
- Learning support,
- Classroom assistant,
 - Youth work,
 - Psychiatric care,
 - Elderly care,
- Caring for people with disabilities/learning difficulties
 - and many more....

STRUCTURE AND ASSESSMENT

This is a two year course consisting of assignments, exams, a set task and a work placement in Year 2. You will sit 4 external assessments (exam) over the 2 years. The outline for this is below:

Unit 1 Human Lifespan Development is an **EXAM** unit and will be sat in January of your first year.

Unit 2 Working in Health and Social Care is an **EXAM** unit and that will be sat in May of your first year.

Unit 3 Anatomy and Physiology is an **EXAM** unit that will be sat in January of your second year.

Unit 4 Enquiries into Current Research in Health and Social Care is an externally marked assessment (**SET TASK**) that will be sat in January of the second year.



STUDENT LEARNING AGREEMENT

Requirements

All students will be expected to get to all lessons on time. In addition to this, you will be expected to complete other work in your own time. You will be required to hand in assignments no later than the end of day on the deadline date. You will also be expected to take full participation in practical group work and theory debate.

Class work

Lesson time will focus on covering the key aspects of each topic along with a couple of worked examples. There may be some class time dedicated to working through exercises, but it's likely that you will have completed the exercises at home or in your own time. The theory unit of work will be focused on theory and research should be undertaken to fully participate in these sessions.

Homework

You will be given assignments to complete in individual learning time, and revision tasks. These will be expected to be completed on time and assessed formally to enable effective revision and learning to take place.

Monitoring

You will be regularly assessed in the form of learning conversations, past papers, research assignments, critical debates, group and peer work, case studies, presentations, textual analysis etc. Students will be assessed in accordance with Pearson's marking criteria and assessment objectives.

Your target

We want you to achieve the highest possible grade and we will target you a grade that you can achieve, providing you follow the course requirements. This target grade will be based on your GCSE grade and our experience. We will discuss this grade with you and alter it overtime if necessary. It is understood that many students will not have experience of Health and Social Care therefore regular assessment in the form of learning conversations will take place to enable individual targets to be set and reviewed.

Aims of the Health and Social Care Department

1. Every student who is taught by the Health and Social Care Department is given the same learning opportunities as all other students.
2. Students are to be supported as best as can be with their learning development as Health and Social Care Students.
3. Students are to be given a wide range of learning resources through booklets, ICT provision, group, paired and individual tasks that enable them to achieve to the highest level of their ability and enjoy their learning.
4. That every Health and Social Care is given the opportunity to develop their Spiritual, Moral, Social and Cultural knowledge of the world and themselves.
5. To provide extra provision outside of lesson time for every student to help develop their work to the best level that is possible.
6. To guide every Health and Social Care student to progress into careers related to the Health and Social Care sector.



Questions

If you have any questions or problems please contact;
Mrs Garvan – ms.egarvan@holyfamilycatholicschool.co.uk

Absences

If you will not be attending college you must contact:
Sixth Form Admin on 0208 509 4268 by 8.40am on the day of absence.

Holy Family Catholic School Curriculum Overview Year 12 – Health & Social Care (BTEC)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Unit 1 - Human Lifespan Development (Exam - Jan)</p> <ul style="list-style-type: none"> The development of an individual from birth to death Physical, intellectual, emotional and social development in each life stage <p>Unit 7 - Principles of Safe Practice in Health and Social Care</p> <ul style="list-style-type: none"> Methods of safeguarding in health and social care Key pieces of legislation that aim to keep individual safe e.g. The Data Protection Act Real life case studies where HSC settings have failed to keep individuals safe 	<p>Read:</p> <p>https://www.theguardian.com/society/2009/aug/16/baby-p-family</p> <p>http://news.bbc.co.uk/1/hi/uk/2062590.stm</p> <p>https://www.staffordbc.gov.uk/sites/default/files/cm/DocMan1/Corporate%20Business%20and%20Partnerships/Safeguarding/Serious--Case-Review---Daniel-Pelka.pdf</p> <p>https://www.simplypsychology.org/bandura.html</p>
Half Term 2 (Nov-Dec)	<p>Unit 10 - Sociological Perspectives for Health and Social Care</p> <ul style="list-style-type: none"> Key sociological perspectives e.g. functionalism, marxism Examining the structure of society and it's components - education, family, religion 	<p>Watch:</p> <p>https://www.bbc.co.uk/programmes/m0017g7d</p> <p>The hospital that didn't care: https://www.youtube.com/watch?v=iHXOFS9ec2Q</p>
Half Term 3 (Jan-Feb)	<p>Unit 2 - Working in Health and Social Care (Exam - May)</p> <ul style="list-style-type: none"> The roles and responsibilities of 9 different HSC professionals The structure of health and social care in the UK <p>Unit 7 - Principles of Safe Practice in Health and Social Care</p> <p>Unit 10 - Sociological Perspectives for Health and Social Care</p> <ul style="list-style-type: none"> Key sociological perspectives e.g. functionalism, marxism Examining the structure of society and it's components - education, family, religion 	<p>Research:</p> <p>What are the effects of an ageing population? Research the positive and negative effects on society.</p>



<p>Half Term 4 (Feb-Mar)</p>	<p align="center">Unit 2 - Working in Health and Social Care (Exam - May)</p> <p>Unit 5 - Meeting Individual Care and Support Needs</p> <ul style="list-style-type: none"> • Multi-disciplinary working to care for individuals with different needs • The importance of confidentiality • Examining case studies of people with different needs 	<p align="right">Read:</p> <p>'About CQC' https://www.cqc.org.uk/about-us/our-purpose-role/who-we-are</p> <p>https://www.politics.co.uk/reference/ofsted/</p>
<p>Half Term 5 (Apr-May)</p>	<p>Unit 10 - Sociological Perspectives for Health and Social Care</p> <ul style="list-style-type: none"> • Key sociological perspectives e.g. functionalism, marxism • Examining the structure of society and it's components - education, family, religion 	<p>https://www.nice.org.uk/about/what-we-do/nice-international</p> <p>https://www.britannica.com/topic/Marxism</p>
<p>Half Term 6 (Jun-Jul)</p>	<p>Unit 5 - Meeting Individual Care and Support Needs</p> <ul style="list-style-type: none"> • Multi-disciplinary working to care for individuals with different needs • The importance of confidentiality • Examining case studies of people with different needs <p>Unit 10 - Sociological Perspectives for Health and Social Care</p> <ul style="list-style-type: none"> • Key sociological perspectives e.g. functionalism, marxism • Examining the structure of society and it's components - education, family, religion <p>Unit 19 - Nutritional Health</p> <ul style="list-style-type: none"> • What makes a healthy diet? • Create two diet plans for two individuals with different dietary requirements 	<p>Watch:</p> <p>Maternity scandal: fighting for the truth https://www.bbc.co.uk/programmes/m0014sxq</p> <p>Undercover: Britain's biggest GP chain https://www.bbc.co.uk/programmes/m0017x2b</p> <p>Research:</p> <p>What campaigns have Public Health England created? Find 4 campaigns and note their aim, purpose and resources.</p>

<p>Examples of Home Learning Tasks</p>	<ul style="list-style-type: none"> • Independently working on assignments • Completing revision resources given in class for exam units • Pre-reading tasks
<p>Assessment Tasks, Methods & Frequency</p>	<ul style="list-style-type: none"> • January 2023 - Unit 1 Exam (External assessment) • May 2023 - Unit 2 Exam (External assessment) • Half-termly assignments on google classroom • Half-termly mock assessments for exam units
<p>Equipment that Students Need</p>	<p>Pens, highlighters, a folder to organise work</p>



Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Supporting students to work on assignments at home • Meeting assignment deadlines • Encouraging independent revision • Checking work on google classroom
Useful Websites	<p>https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446938034_BTEC_Nat_ExtDip_HSC_Spec_Iss3_C.pdf</p> <p>https://www.nhsprofessionals.nhs.uk/</p>
Extra-Curricular Activities & Career Opportunities	<p>Trip to Hertfordshire University Open Day</p> <p>Professional workshops - Nursing and Social Work</p> <p>Bethlem Museum of the Mind</p> <p>Nightingale Museum</p>

Who Can I Contact?	Head of Health & Social Care	Mrs Garvan
	Teachers of Year 12 Health & Social Care	Mrs Garvan Miss Osei Mrs Akinsanya

Holy Family Catholic School Curriculum Overview Year 13 – Health & Social Care (BTEC)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Unit 3 - Anatomy and Physiology for Health and Social Care (Exam - Jan)</p> <ul style="list-style-type: none"> • Learn about all of the body systems in the human body, including: cardiovascular, respiratory and reproductive. • Conditions that affect the body systems, and how professionals should care for individuals suffering from the conditions <p>Unit 4 - Enquiries into Current Research (Exam - Jan)</p>	<p>Read:</p> <p>Secure the basic knowledge of the human body https://www.bbc.co.uk/bitesize/topics/zwds7p3</p> <p>Unethical research https://www.simplypsychology.org/zimbardo.html</p>
Half Term 2 (Nov-Dec)	<ul style="list-style-type: none"> • Evaluate the different research methods • Learn how to conduct research into topics related to Health and Social Care <p>Unit 14 - Physiological Disorders for Health and Social Care</p> <ul style="list-style-type: none"> • Learn about the causes, symptoms, and treatment options available for a range of 	<p>Watch:</p> <p>https://www.youtube.com/watch?v=KND_bBDE8RQ</p>



	<p>physiological disorders</p> <p>Unit 11 - Psychological Perspectives for Health and Social Care</p> <ul style="list-style-type: none"> • Key psychological perspectives e.g. Social Learning Theory, Behaviourism • Examining the treatments available for psychological disorders 	<p>https://www.youtube.com/watch?v=BwfgBBeOSQ0</p> <p>Research: Find two articles that research treatment options for Alzeihmers. Think: Is the research reliable? (easy to repeat) Is the research valid? (backed up by evidence)</p>
<p>Half Term 3 (Jan-Feb)</p>	<p>Unit 6 - Works experience in Health and Social Care</p> <ul style="list-style-type: none"> • Complete a works placement (in February half-term) and reflect and evaluate on lessons learnt and practice used <p>Unit 14 - Physiological Disorders for Health and Social Care</p> <ul style="list-style-type: none"> • Learn about the causes, symptoms, and treatment options available for a range of physiological disorders <p>Unit 11 - Psychological Perspectives for Health and Social Care</p> <ul style="list-style-type: none"> • Key psychological perspectives e.g. Social Learning Theory, Behaviourism • Examining the treatments available for psychological disorders 	
<p>Half Term 4 (Feb-Mar)</p>	<p>Unit 6 - Works experience in Health and Social Care</p> <ul style="list-style-type: none"> • Complete a works placement (in February half-term) and reflect and evaluate on lessons learnt and practice used <p>Unit 11 - Psychological Perspectives for Health and Social Care</p> <ul style="list-style-type: none"> • Key psychological perspectives e.g. Social Learning Theory, Behaviourism • Examining the treatments available for psychological disorders 	<p>Read: What makes a healthy diet? https://www.nhs.uk/live-well/eat-well/</p> <p>The NHS Care values https://www.hee.nhs.uk/about/our-values/nhs-constitutional-values-hub-0</p> <p>The UK's response to the covid-19 pandemic https://www.kingsfund.org.uk/publications/assessing-englands-response-covid-19-framework</p>
<p>Half Term 5 (Apr-May)</p>	<ul style="list-style-type: none"> • Key psychological perspectives e.g. Social Learning Theory, Behaviourism • Examining the treatments available for psychological disorders <p>Unit 8 - Promoting Public Health</p> <ul style="list-style-type: none"> • You will be examining the response to the Covid-19 pandemic and the strategies used to reduce the impact • Examine health campaigns that exist in England to promote good public health 	
<p>Half Term 6 (Jun-Jul)</p>		<p>Watch: 'Obesity: Who cares if I'm bigger?' https://www.bbc.co.uk/programmes/m0015082</p>



		<p>Research: Resources used to control covid-19 in the UK https://campaignresources.phe.gov.uk/resources/campaigns</p> <p>Task: Keeping a reflective diary whilst on placement</p>
--	--	---

Examples of Home Learning Tasks	<ol style="list-style-type: none"> 1. Independently working on assignments 2. Completing revision resources given in class for exam units 3. Pre-reading tasks
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • January 2026 - Unit 3 Exam (External assessment) • January 2026 - Unit 4 Exam (External assessment) • Half-termly assignments on google classroom • Half-termly mock assessments for exam units
Equipment that Students Need	Pens, highlighters, a folder to organise work

Parent / Carers can help their child by:	<ul style="list-style-type: none"> • Supporting students to work on assignments at home • Meeting assignment deadlines • Encouraging independent revision • Checking work on google classroom • Discussing university/career options with students
Useful Websites	https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Health-and-Social-Care/2016/specification-and-sample-assessments/9781446938034_BTEC_Nat_ExtDip_HSC_Spec_Iss3C.pdf
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Work placement in February half-term • University open day trips • Discovermedicallondon.com - walking tours on Medicine in London - public health tour

Who Can I Contact?	Head of Health & Social Care	Mrs Garvan
	Teachers of Year 13 Health & Social Care	Mrs Garvan Mrs Akinsanya Mrs Osei

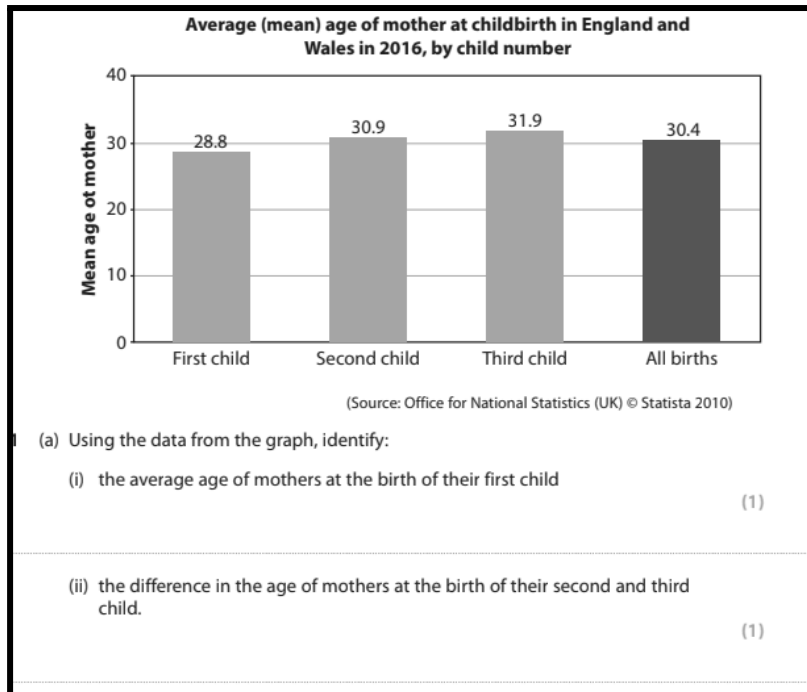


Assessment

Example of Exam Paper: Unit 1 - HUMAN LIFESPAN DEVELOPMENT

This is an exam (1.5HRS) out of 90 marks, which you will sit in exam conditions.

You will answer questions based on the content you have learnt in class.



Joshua is developing a broad range of experiences and understands basic letters and numbers.

(e) Discuss how Piaget's model may explain children's development of schemas. (6)

Joshua's parents work long hours. When Joshua is not at nursery, a childminder looks after him until his parents come home.

(f) Discuss how early attachment may impact on emotional and social development. (10)

Example of an Assignment Task (Internal Assessment)



Throughout each year you will be set a number of assignment tasks. These tasks will be based on case studies and will assess how well you can apply the content that you have learnt in class. You will be set strict deadlines for each assignment that you must meet.

An example of an assignment task is below:

Unit 7 - Principles of Safe Practice in Health and Social Care

You have completed your Health and Social Care qualification and are now preparing for entry to a University course in Social Work. As part of the interview process, you have been asked to produce some materials.

The principles of safe practice should underpin all of the care support that is delivered in health and social care settings.

All health and social care workers need to have working knowledge of these principles, in order to maintain the safety and wellbeing of the service users.

Produce a report on duty of care and safe practice, in a health or social care practice, based on **two** of the attached case studies.

- ❖ Explain the implications of a duty of care in a selected health or social care setting.
- ❖ Discuss ways in which complaints and appeals procedures address failure in a duty of care in a selected health or social care setting.
- ❖ Assess the importance of balancing individual rights with a duty of care in a selected health or social care setting.
- ❖ Evaluate the significance of a duty of care and complaints procedures in promoting safe practice in a selected health or social care setting.

How do I get marked?

Assessment is continuous in the BTEC...this means you get marked all the time!

Each assignment has an assessment set of criteria. The criteria are separated into pass, merit and distinction.

- Pass is the equivalent to a 'C' at A-Level
- Merit is the equivalent to a 'B' at A-Level
- Distinction is the equivalent to an 'A' at A-Level

For each assignment you will get a pass, merit or distinction.

You **MUST** achieve the same grade in each criteria of a unit to be awarded that grade overall, eg. If you achieve a merit in 3 criteria out of 4 but a pass in 1, you would only receive a pass overall.

Coursework and written assessments



- Please note that much of the written evidence you complete will be done on google docs and shared with your teacher.
- You will have a Google Classroom where unit booklets, assignment briefs and submission dates will all be detailed and you can upload links to your google doc booklet/blog/evidence record.
- It is imperative that you keep up with this work online as you go along, as your teacher will monitor and subsequently assess your progress this way.

Holy Family Catholic School and Sixth Form - Malpractice document

This document is taken directly from the Edexcel website and gives information on malpractice for learners.

Attention all BTEC Students

Please be aware of the following information regarding malpractice

Attempting to or actually carrying out any malpractice activity is not permitted by the examination board. Below is a list of some instances of malpractice:

- Plagiarism by copying and passing off work as learners own
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learners work
- Pretending to be someone else in order to produce the work for another or arranging to take another's place in an assessment
- Fabrication of results/evidence (for example when carrying out a survey)
- Failing to abide by the instructions or advice of an assessor
- Misuse of assessment and/or examination material
- Use of unauthorised material
- Obtaining, receiving, exchanging or passing on information which could be assessment related
- Behaving in such a way to undermine the integrity of any assessment
- The alteration of any results document, including certificates -
Cheating