

Level 3 BTEC Health and Social Care



RFSS Sixth Form

Name: _____

What will I be studying?

Single Award

This course allows you an insight in the many roles available within health and social care from nurses to social workers to childcare assistants and beyond they have many key features that we shall explore and apply. You will be studying a range of units which will help you to gain skills that will be valuable in your chosen profession or future study. You will learn about the human body and mind alongside the changes across time. You will learn what it means to work in the sector and what skills and behaviours you will need to develop. We will study the following units; although the final one is subject to change and you may not study them in this order.

During unit one, **Human Lifespan Development**, you will focus on:

- Understand the different influences on an individual's development and how this relates to their care needs.
- You will be introduced to the biological, psychological and sociological theories associated with human lifespan development.
- You will explore the physical effects of ageing and the theories that help to explain psychological changes.
- **How you will be assessed: this is a paper -based exam, that lasts for 1 hour 30 minutes, that is worth 90 marks. There is a variety of short- and long- answers. The questions are designed to test your knowledge on individual's development, the factors that affect this and the theories that explain this.**

During unit two, **Working in Health and Social Care**, you will focus on:

- You will be introduced to the roles and responsibilities of health and social care practitioners and the organisations they work for.
- You will see how a wide range of roles, including doctors, nurses, physiotherapists, occupational therapists, social workers, youth workers, care workers and other professionals, work together to ensure that the individual needs of vulnerable people are met.
- **How you will be assessed: this is a paper -based exam, that lasts for 1 hour 30 minutes and worth 80 marks. There will be four sections and include short- and long- answers. The questions are intended to assess your understanding of how health and care services who need professional support. Each section will relate to a different service user group, for example the frail elderly, people with learning disabilities, people with mental health problems or people with long-term illnesses.**

During unit five, **Meeting Individual Care and Support Needs**, you will focus on:

- You apply knowledge in order to provide the care and support that meets the needs of an individual in a health and social care environment, for this you need to understand the principles and practicalities that are the foundation of all the care disciplines.
- You will need to consider ethical issues that may arise and challenges the individual may face in order to provide personalised care.
- You will reflect on the different methods used by professionals working together in a multi-agency team to provide a package of care and support that meets individual needs.
- **How you will be assessed: by a series of assignments set at school. You will provide practice assignments to help you prepare for the final assessment. You will need to check that your work first meets all the pass criteria before moving on to merit and then finally distinction criteria.**

What will I be studying?

Double Award (diploma)

The Pearson BTEC Level 3 National Diploma in Health and Social Care accounts for two-thirds of a two-year, full-time study programme for learners who are intending to go onto further study in a related sector. It is intended as an Applied General qualification, and is equivalent in size to two A Levels. The qualification supports access to a range of higher education courses, in health and social care disciplines, if taken alongside further Level 3 qualifications.

What does this qualification cover?

The content of this qualification has been designed to ensure it supports progression towards higher study. In addition, employers and professional bodies have been involved in order to confirm that the content is also appropriate for those interested in working in the sector. Learners taking this qualification will study six mandatory units:

- Human Lifespan Development
- Working in Health and Social Care
- Meeting Individual Care and Support Needs
- Principles of Safe Practice in Health and Social Care
- Enquiries into Current Research in Health and Social Care
- Promoting Public Health.

As well as 2 more optional units at RFSS we do Unit 14 – Physiological Disorders and their care and Unit 6 – work experience

During Unit 4 – Research in Health and Social Care (completed in year 13)

In this unit, you will find out about the different research methods that can be used to gather information and the ethical issues that need to be considered. You will review research carried out into a contemporary issue in the sector, and will develop skills that will enable you to carry out your own secondary research into the issue. You will then consider how the research findings may benefit service users or improve practice, and make recommendations for further research. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

During Unit 12 - Supporting Individuals with Additional Needs

In this unit, you will learn about why someone may experience additional needs. You will examine how you can overcome the daily challenges to living people with additional needs face. You will also get to investigate current practice with respect to provision for individuals with additional needs. For this unit you will complete a piece of coursework where you need to apply your knowledge and conduct research to link to 2 case studies who have additional needs.

What will I be studying?

Double Award (diploma)

During Unit 7 – Principles of Safe Practice in HSC (Year 12)

When working in health and social care settings, you must have a clear understanding of the duty of care and safe working practices and procedures, and how to promote the safety and wellbeing of service users. Safe working practice is a priority in health and social care. This unit will develop your knowledge and understanding of the key principles relating to safeguarding vulnerable individuals, promoting health and safety, and responding to different situations and emergency incidents in health and social care settings.

During Unit 8 Promoting Public Health – Year 13

In this unit, you will find out about the different research methods that can be used to gather information and the ethical issues that need to be considered. You will review research carried out into a contemporary issue in the sector, and will develop skills that will enable you to carry out your own secondary research into the issue. You will then consider how the research findings may benefit service users or improve practice, and make recommendations for further research. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This qualification is generally taken alongside other qualifications as part of a 2-year programme of learning. This will enable learners to progress to a degree programme chosen from a range of programmes in the health and social care sector.

The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses. It can be taken alongside, for example:

- an A Level in Biology, which could lead to a BSc (Hons) in Nursing or Midwifery
- an A Level in Sociology, which could lead to a BA (Hons) in Social Work
- a BTEC Certificate in Sport, which could lead to a BSc (Hons) in Physiotherapy
- an A Level in Psychology, which could lead to a BSc (Hons) in Psychology.

It could lead you straight into apprenticeships such as:

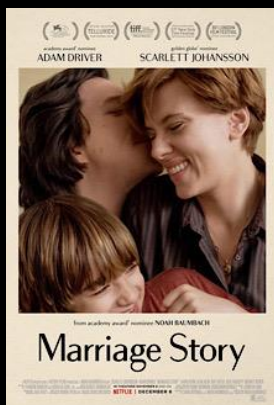
- Health Care Assistant
- Care worker

NETFLIX

Babies



Marriage Story



Louis Theroux: Extreme love, Dementia



Five Feet Apart



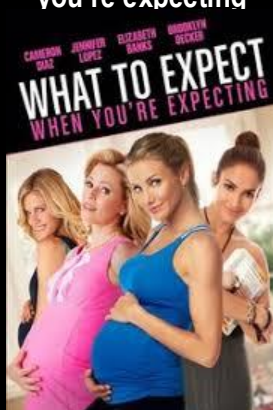
Brain on Fire



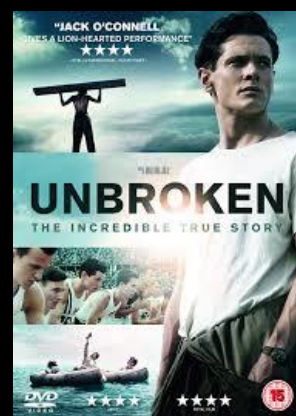
Theory of Everything



What to expect when you're expecting



Unbroken



Girl, interrupted



Call the Midwife



13 Reasons Why



Pandemic: How to prevent an outbreak



Recommended Watching for Health and Social Care

Beyond NETFLIX

Elizabeth is Missing

Rio & Kate: Becoming
a Step family

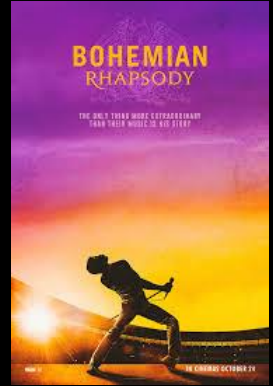
Jesy Nelson: Odd
one out

Bohemian Rhapsody

BBC iPlayer



DVD



Confessions of a
Junior Doctor

Born to be
different

Secret life of... Year
Olds

Still Alice

4 On Demand



DVD



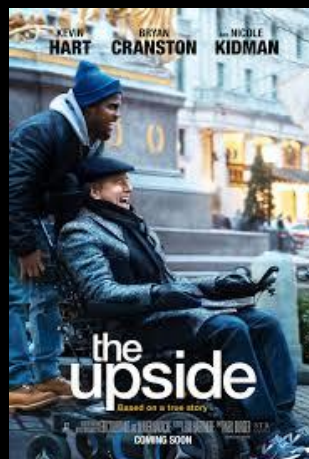
The Children Act

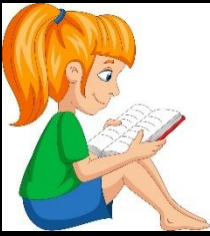
The Upside

Beautiful Boy

Miss you Already

Amazon Prime

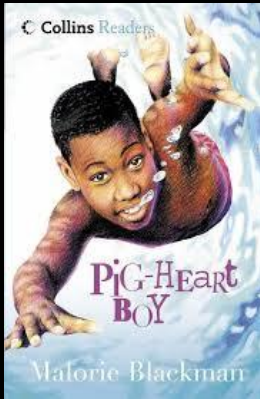




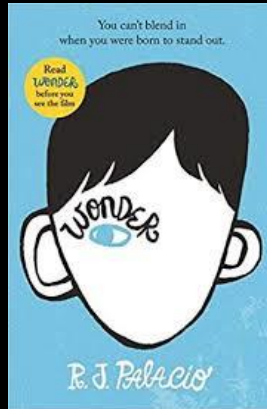
Beyond NETFLIX

Further Reading

Pig Heart Boy by Malorie Blackman



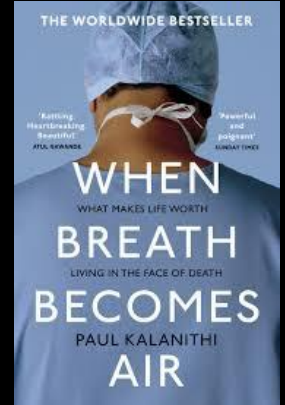
Wonder by R.J. Palacio



This is Going to Hurt by Adam Kay



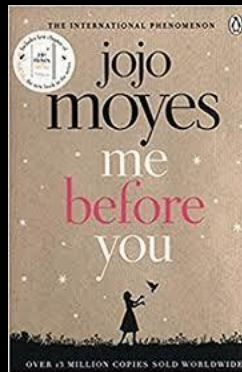
When Breathe becomes Air by Paul Kalanithi



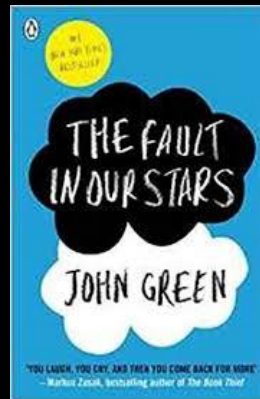
The Hate U Give by Angie Thomas



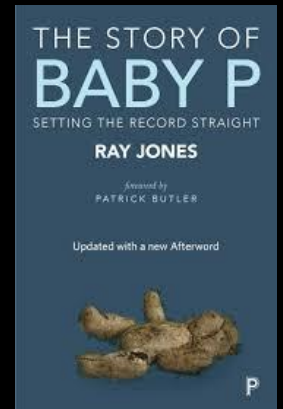
Me Before you by Jojo Moyes



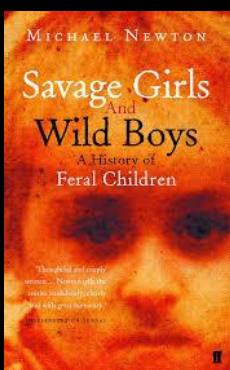
The Fault in Our Stars by John Green



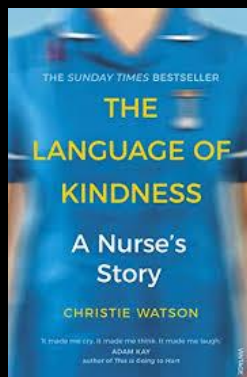
The Story of Baby P by Ray James



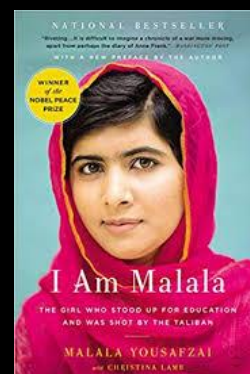
Savage Girls and Wild Boys by Michael Newton



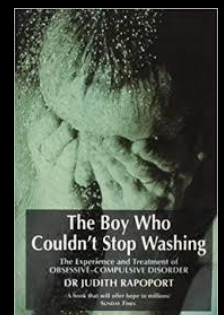
The Language of Kindness by Christie Watson



I am Malala by Malala Yousafzai



The Boy Who Couldn't Stop Washing by Dr Judith Rapoport



Recommended Reading for Health and Social Care

Yes some of these are also films, if you prefer!

Health and Social Care in the Media



It is important to make the public realise about the issues which are prevailing in society relating to health and social care. One way in which public awareness is raised about health and social care in general and issues that exist within the health and social care sector is through the media.

Your task is to pick...

- x2 Films
- x1 Book
- x2 Documentaries

You will then be asked to write an essay with the following title:

'Discuss the portrayal of Health and Social Care within the media'

You must watch/read some of the examples on the previous slides you have picked and create notes to help with your essay. Consider the following:

- What issues, if any, are being raised in the stimulus?
- How does the stimulus present H&SC?

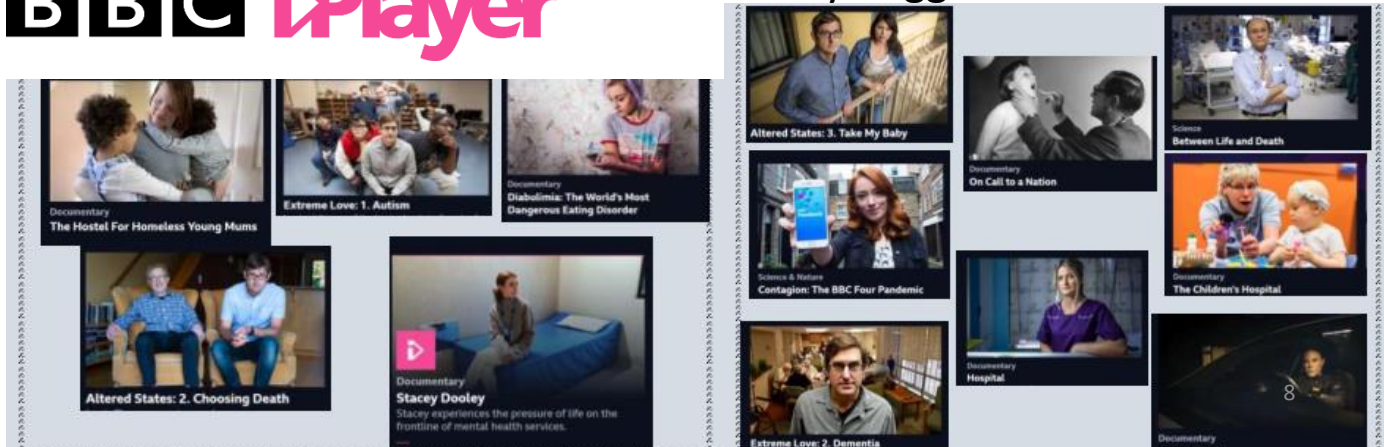
Is the stimulus informative/helpful and why?

- Are there any quotes/scenes etc that stand out to you and why?
- How effective is the stimulus in raising public awareness about H&SC/Issues?

This list is NOT exhaustive there may be other questions/ideas you wish to consider as you watch or read.



Documentary Suggestions:

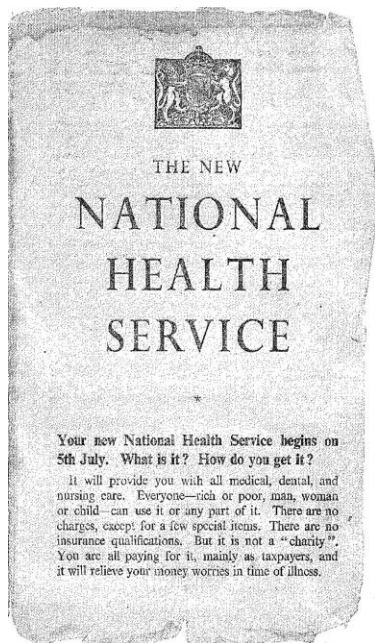


LIFE EVENTS

- Everyone at some point in their life will experience a life event. These can be situations that are predictable or unpredictable. Both can have serious implications on an individual's health and wellbeing. Some of them won't seem to impact them at all.
- Choose 2 different life events from the list below then explain what the impact could be on a person's life. Think:
 - Physically
 - Intellectually
 - Emotionally
 - Socially

| PREDICTABLE EVENTS | UNPREDICTABLE EVENTS |
|--|---|
| <ul style="list-style-type: none">- GO TO SCHOOL- MOVE HOME- GET MARRIED- GET A JOB- HAVE A FAMILY | <ul style="list-style-type: none">- BIRTH OF A SIBLING- REDUNDANCY- DIVORCE- ILLNESS/ INJURY- GOING TO JAIL |

When considering the impact – think both positive impacts and negative impacts



History of the NHS

Make a leaflet outlining the history of the NHS

Include sections on:

- Healthcare before the NHS
- When/ why the NHS was produced
 - What the NHS does
- Significance of the NHS
- How is the NHS different in other countries



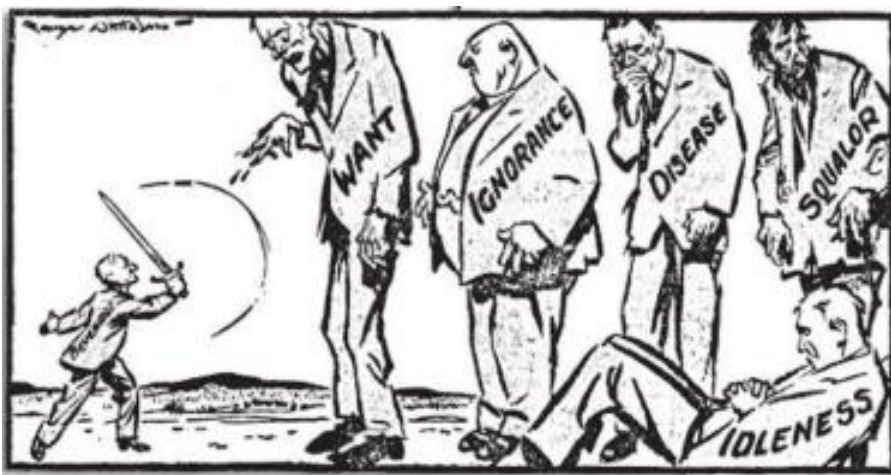
The Beveridge Report, 1942

In 1942, a plan had been presented by William Beveridge, a senior civil servant, detailing key areas for post-war reconstruction, aimed at establishing a national system of welfare for the people. It identified ‘five giants’ that were to be overcome: want, disease, ignorance, squalor and idleness.

When the Beveridge Report first appeared, it was welcomed by all the parties. There was broad agreement that protection needed to be provided for all members of society, and so when Labour came to power in 1945, they implemented the proposals in this report, thereby establishing the welfare state, a system which all governments after 1951 accepted in its essentials. This common acceptance became known as **consensus**.

| Giant | The 1945 Labour Government’s Solution |
|-----------|---|
| Want | To be ended by National Insurance. The National Insurance Act created a system whereby the government, employers and employees all paid for insurance which would pay out in the event of unemployment, sickness, maternity and retirement. |
| Disease | To be ended by a comprehensive health service. The National Health Service Act provided free medical and hospital treatment for all (the NHS). |
| Ignorance | To be ended by an effective education system. The Labour Party continued to support the Conservative’s 1944 Butler Education Act which provided free education within grammar schools, technical schools or secondary schools. |
| Squalor | To be ended by slum clearance and rehousing |
| Idleness | To be ended by full employment |

The idealism that inspired the government’s welfare programme came at a heavy financial cost, which added to the financial burdens it inherited in 1945.



Research task



Chose a professional from the following:

- Midwife
- Paramedic
- Paediatric nurse
- Nutritionist
- Physiotherapist

You could choose your own idea from health and social care roles if you prefer.

Create a fact file for your chosen job role

You could include:

- A day in the life of.....
- General roles and responsibilities
- Routes into the role/ qualifications required
 - Skills & qualities
 - Average pay
 - Where they work
 - Who they work with

And anything else you think may be suitable



On 'The front line'

- What does it mean when people talk about being 'on the front line'?

Government declares a 'pandemic'

- What does it mean when people talk about the situation as a pandemic?

| Job Role | Definition | Roles and Responsibilities | How do they respond in a pandemic? |
|---------------------|------------|----------------------------|------------------------------------|
| District Nurse | | | |
| Auxiliary Nurse | | | |
| Palliative Care | | | |
| Phlebotomist | | | |
| Domiciliary Carer | | | |
| Adult Social Worker | | | |



DOUBLE AWARD SUMMER Task:

Health and Social Care in a Pandemic.

At the moment, we are living through a time when health and social care services are needed more than ever! Those who have chosen this as a profession have stepped up to look after those affected by the COVID-19 pandemic. You will be seeing on the news constant stories about the amazing work that is going on in the British NHS and Care system and this task is your opportunity to find out more about pandemic control in the area and also the work of the World Health Organisation (WHO) in organising a global response. This will require you to research and understand why the steps have been taken around us and how this fits into the global picture.

As this is an extension task you can complete as much of this as you like or are able to but this level of thinking and also detail will help build the skill required for distinction or distinction in your level 3 course.*

Task 1 – What is the role of health promoters?

You will need to read through the following information and complete some research in order to explain the roles of the following organisations in maintaining the health of the population:

World Health Organisation (WHO).

Department of Health

Public Health Agency

Clinical Commissioning Groups (CCGs)

Health professionals

Find out about the organisation of public health promotion within MK.



The role of Health Promoters

Aims

Health promoters aim to improve the health of individuals and the population and reduce health inequalities globally, nationally and locally.

Global health promotion

The World Health Organization, within the United Nations promotes and protects good health worldwide, by providing information about disease outbreaks, co-ordinating crisis intervention and the response to humanitarian emergencies; establishing International Health Regulations and an international system of classifying diseases.

National, regional and local health structures in England include the

- Department of Health
- Public Health Agency
- Clinical Commissioning Groups (CCGs)
- Health professionals

In England, the Department of Health (DH) leads, shapes and funds health and care while Public Health England protects and improves the nation's health and well-being, and reduces health inequalities. Local authorities are responsible for public health and do this through health and well-being boards which include representatives for all CCGs in the area, among others. Health and well-being boards assess the needs of their local community through Joint Strategic Needs Assessments (JSNAs) then agree priorities in Joint Health and Well-Being Strategies (JHWSs). Together JSNAs and JHWSs form the basis of commissioning plans for public health for CCGs.

Task 2: Why do you think is necessary for local authorities to have control over the needs of the people in their area? For instance, think about the people living in Milton Keynes and then compare that to the population living in Exeter; do they have the same needs? What would their focus for health be on?

Have a look at Somerset CCG, they are having a funding crisis due to the high proportion of elderly residents needing care.

Approaches to promoting public health and well-being

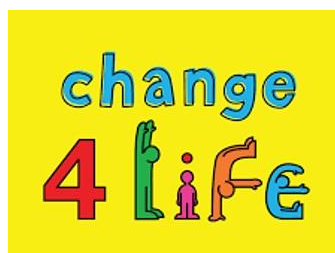
Promoting public health and well-being includes:

1. Monitoring the health status of the community and identifying those most at risk, e.g. children, unemployed, older people, minority ethnic groups.
2. Health surveillance programmes.
3. Targeted education and health awareness and health promotion programmes.
4. Socio-economic support to reduce health inequality between individuals and communities, e.g. winter fuel payments, free school meals, housing support.
5. Improving access to health and care services.
6. Co-ordinating national and local services.
7. Disease registration to inform of health trends and for strategic health planning.
8. Statutory duty to notify certain communicable diseases e.g. measles, tuberculosis (in this case COVID-19).

Task 3 – Find examples of the British Government and relevant agencies putting these measures into practice; e.g. what have they done for those receiving free school meals? How have they identified those most at risk and supported them?

Task 4: Compare Britain's response to at least one other country and its response to the pandemic. Assess the strengths and weaknesses in each approach to looking after public health.

Challenge: Look at least 3 news articles from a variety of sources and consider what they say about the British approach to the pandemic. Do you think it could have been improved? Justify your suggestions.



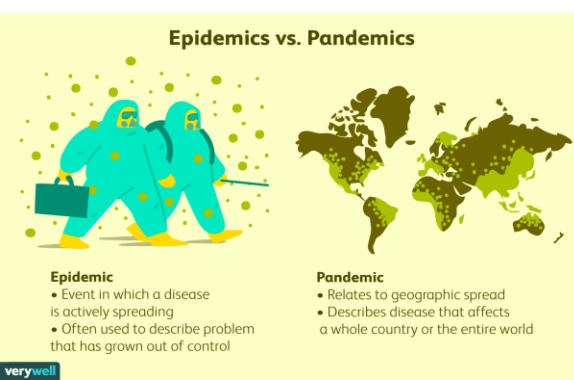
Pandemic Phases

2018 marks the 100th anniversary of one of the largest public health crises in modern history, the 1918 influenza pandemic known colloquially as “Spanish flu.” The intensity and speed with which it struck were almost unimaginable – infecting one-third of the Earth’s population, which at the time was about 500 million people. By the time it subsided in 1920, tens of millions people are thought to have died. By 1952, it was decided that an influenza surveillance system was needed for the “collection, correlation, and distribution of information regarding occurrence, epidemiology and laboratory findings”. This is known as the Global Influenza Surveillance and Response System (GISRS). It was predicted that the next pandemic would most likely be caused by influenza.

This has lead WHO to conduct and watch outbreaks of strains of flu and cold across the world and create detailed reports on the readiness of countries and also to map out the stages of a pandemic and main actions to be taken in order to minimise the impact of this type of event.

Task 5: Below is a link to the WHO pandemic phase descriptions; use these alongside research on the response to the COVID-19 Pandemic in order to complete the table on the next slide.

https://www.who.int/influenza/resources/documents/pandemic_phase_descriptions_and_actions.pdf




Learning Log

Record here any additional reading/viewing you are undertaking in order to show what you have been completing in order to prepare you for the course. Use the reading list on the previous slides you have been given for guidance on what you could you watch/read/

| Date | Title | Summary of content | My thoughts |
|------|-------|--------------------|-------------|
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GLOSSARY

Task: Research and define the following words which are central to the Modern Britain unit. Then, draw a symbol to summarise the term and help you remember it.

| Term | Definition | Symbol |
|--------------------------------------|---|---|
| Adolescence | An important status change following the onset of puberty during which a young person develops from a child into a adult. |  |
| Advocate | | |
| Attachment | | |
| Care package | | |
| Clinical Commissioning Groups (CCGs) | | |
| Development | | |
| Discrimination | | |
| Diversity | | |
| Empathy | | |
| Ethical | | |



| Term | Definition | Symbol |
|-------------------|------------|--------|
| Fine Motor Skills | | |
| Growth | | |
| Holistic Approach | | |
| Milestone | | |
| Nature | | |
| Nurture | | |
| Risk Assessment | | |
| Safeguarding | | |
| Self-Concept | | |
| Self-Esteem | | 19 |