

Swanshurst School

Health and Social and Care

Welcome Pack and Preparation Work for Edexcel
BTEC Level 3 **EXTENDED DIPLOMA** in Health and
Social Care



You are joining a course that has a 30 year track record of learner success, with the BTEC National widely recognised within the industry and in higher education. Over 62% of large companies recruit employees with BTEC qualifications and 100,000 BTEC learners apply to university every year.

Skills you will develop: Problem solving, team building, self-management, analytical, creative thinking, communicative, evaluative, investigative, graphical design, practical through work experience and many more personal attributes will be gained!

How is your BTEC structured? The BTEC National Extended Diploma is divided into **8 mandatory** units (the ones that you must do) and **5 optional** units (the ones that you can choose to do). In the first year you will complete units 1,2,5,6,7& 14 in the second year you will complete the remainder units 3,4,8,11,12,17& 18.

BTEC Level 3 qualifications will provide you with highly specialist work-related qualifications in a range of vocational sectors. You will receive knowledge, understanding and skills that you need so that you can prepare for further study and work. At the beginning of the course, you will be given specifications with details of the units that you will be studying. You will need to keep this in a safe place as you will need to keep referring to it throughout the course.

For further information about this course, visit:

<https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2010.html#tab-Learning>

What can you expect from us?

What do we expect from you?

You can expect that your teachers and assessors will...	Your teachers and assessors will expect you to....
Plan stimulating and relevant lessons	Be organised and come prepared to learn at each lesson
Set you regular assessments and homework to monitor your learning and understanding	Spend time outside of lessons preparing for assessment
Mark your work regularly and give you feedback about how you can improve	Attend all lessons.
Be available to you outside your lessons to give you further support and guidance	To hand all work in on time
Talk with your other teachers to ensure your needs are met	To arrive to your lessons on time
Allow you to improve coursework to achieve your forecast grade	To not disrupt the learning of others during lessons
Report any concerns to the Head of Health, Social and Childcare and Sixth Form and to your form tutor	Participate fully in class discussions

Meanings of 'Command' Words – to help you with these tasks

Command word	Meaning
Compare and contrast	Identify the main factors that apply in two or more situations and explain the similarities and the differences or the advantages and disadvantages.
Explain	Set out in detail the meaning of something. It can help to give an example to show what you mean. You must give the ' how ' and the ' why '.
Evaluate	Examine strengths and weaknesses, arguments for and against, similarities and differences. Review the information and then bring it together to form a conclusion with reasoned judgements. Reference to current research may support your conclusion.
Assess	To look at the evidence and make an estimate or judgement about it- with reasons.
Describe	Give a clear description that includes all the detailed information.

Task 1

A LITTLE INFORMATION ABOUT YOU - THIS WORK HAS TO BE **HAND WRITTEN. This work will form part of the introduction to the work placement unit 6.**

You need to write a minimum one page written document about your skills, experience and knowledge. You need to have the following headings:

- Write a paragraph about yourself and **describe** your hobbies and interests
- **Explain** why you chose to study this course?
- Which parts of the course are you looking forward to and why?
- **Describe** what skills/attributes you bring to the course? reading, organisation, ability to perform practical activities etc.
- What is your preferred method of learning – how do you learn the best? **Compare and contrast** the methods.
- Are there any points about the course that you are unclear about?
- Knowledge: what factual information you are aware of, current affairs, subject knowledge
- What are you good at?
- Experiences: work experience, responsibilities, certificates and targets:

- What skills or knowledge would you like to develop over the next 2 years?
- Career Aspirations: Where do you want to be in 3, 5 or 10 years' time? What type of career do you want?

Task 2: Keywords and Definitions

Please research the meanings of these words. Please do not copy and paste, put them into your **own words** to show your understanding.

Keyword	Definition
Growth	
Development	
Centile Lines (percentiles)	
Development norms	
Milestone	
Gross motor skills	
Fine motor skills	
Adolescence	
Menopause	
Life expectancy	
Cognitive impairment	
Abstract logical thinking	
Egocentric thinking	
Concrete logical thinking	

Equilibrium	
Disequilibrium	
Self-concept (sense of identity)	
Stranger anxiety	

Task 3: what are the age ranges and key physical features of the life stages?

Life Stage	Age	Key Features
Birth and infancy	0-2 years	Infants grow rapidly, at around 1 years old infants can walk, by 2 they can run.
Early childhood		
adolescence		
Early adulthood		
Middle adulthood		
Later adulthood		

Task 4: Explain Piaget's model of intellectual (cognitive development)

<https://www.youtube.com/watch?v=lhcgYgx7aAA>

Include:

- 3 facts about Piaget
- A brief description of the 4 stages of cognitive development
- Which life stages is this relevant to and why?

Task 5 - Watch this documentary: Old People's Home for 4 Year Olds

<https://www.youtube.com/watch?v=k3Oj7qADh54>

Review/synopsis: Write a short summary about the documentary. Include all key information – name all of the key people and ages. How is the experience helping older people and the 4 year olds? What do you think the documentary is trying to get across?

For each of the two tasks set below, you will need to carry out some **research** before you complete the questions. **BOTH** tasks must be completed. It is important that you **explain/elaborate** your findings to reach the highest marks.

TASK 6

Choose **two** of the following LIFE STAGES:

- Infancy
- Early Childhood
- Adolescence
- Adulthood
- Later adulthood

Write a **1000 word** report (about 500 words) outlining the:

- Physical, Intellectual, Emotional and Social** development that takes place in **BOTH** life stages.
- The main **health issues** in **BOTH** life stages?
- Factors affecting development in **BOTH** life stages.

TASK 7

Your second task is to **research a local service**. Appropriate settings can include but are not limited to:

- Local hospital
- GP practices
- Residential care homes
- Young offender's institute
- Foster home
- Dental practice
- Optician
-

You should write a detailed **500-750 word** report that includes:

- What is the service?
- Who are the service users?
- How is the service funded?
- Who works there - range of jobs?
- Explain the roles and responsibilities of 2 healthcare workers?

Ensure you list **all** of your sources used in a bibliography. You must use reliable sites - NOT Wikipedia.

Task 8

Research 1 of the physical conditions associated with ageing. Choose any one of these conditions and produce a detailed poster that could be given to care workers describing the **signs**, **symptoms** and **treatment** of the condition. Include text as well as images.

- Dementia
- Osteoarthritis
- Degeneration of the sense organs – sight and hearing
- Cardiovascular disease
- The degeneration of the nervous tissue
- The reduced absorption of nutrients and malnutrition

Task 9

Research task

Choose 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 – maybe the job role you are interested in?

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



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Task 10 – complete the table.

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			



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This is how you must reference your sources in the reference section:

For a Book

For journals or magazines

The name of the author (must come first)

The name of the author of the article

The year of the publication

The title of the article

The title of the book

The name of the journal or magazine

The publisher

The date of publication

E.G. **Bloggs J. (2009) Planning for Children, 5's, Nursery World, 8th April 2014**

E.G. **Bloggs, Planning for the under**

Smith and Co, Hodder

For a Website

The date you accessed the information E.G.

Bloggs J. www.direct.gov.uk/en/parents accessed on 01/04/13. In your writing you need to write the name of the author, the page number you found the information on and the year of publication.

Grade	Success Criteria
D*	<ul style="list-style-type: none"> • Demonstrates a broad range and in-depth (meets all recommended criteria above) research of health life stages and a setting, job roles, disease and setting. • Findings are explained/elaborated in excellent detail • Compared and contrasted the 3 websites • Has included statistics • Detailed and accurate bibliography which draws from a wide range of different sources.
D	<ul style="list-style-type: none"> • Demonstrates a broad range and in-depth (meets all recommended criteria above) research of life stages and a setting, job roles, disease and setting • Findings are explained/elaborated in very good detail • Some comparison and contrasting has been produced • Has included statistics • Detailed and accurate bibliography which draws from a wide range of different sources.
M	<ul style="list-style-type: none"> • Demonstrates a range and some depth (meets most of recommended criteria above) into research of Life stages and a setting, disease, job roles and setting • Findings are explained/elaborated in good detail • Has attempted to look at statistics • Mostly detailed and accurate bibliography which draws from a range of different sources.
CP	<ul style="list-style-type: none"> • Demonstrates limited range and depth (meets some of recommended criteria above) into research of life stages and a setting, job roles, disease and setting • Findings are explained/elaborated in some detail • Bibliography shows some detail and accuracy, although the range of sources is limited.

Deadline: First Health and Social Care lesson September 2021