

Eastbrook Sixth Form

Independent Study Guide

Health and social care



Year 12 Health and social care Extended Diploma ROADMAP

Year 12 Health & Social Care

National Extended Diploma (3 A levels)



Your Level 3 course starts now...

Students enrol onto the course in September having secured enrolment criteria



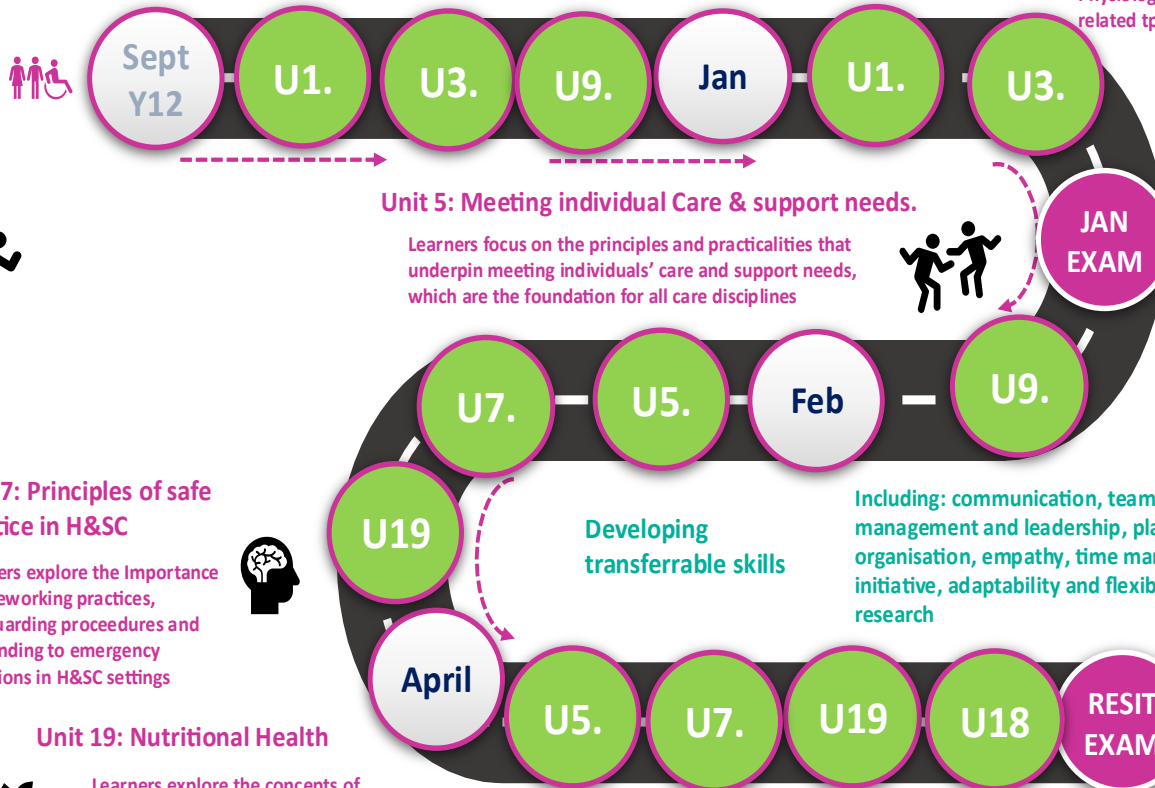
Unit 1: Human Lifespan development.

Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing






Unit 3: Anatomy & physiology for H&SC




Learners cover the structure, organization and function of the human body, and anatomical and Physiological systems and medical research related to disorders affecting these systems






Year 12 Term One

Summary		Assessment Objectives			
Units covered this term: Unit 1 Human Lifespan Development Unit 3 Anatomy and Physiology Unit 9 Infection Control		Unit 1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing Unit 3 Demonstrate understanding of the structure, organisation and function of the human body and relevant medical research Unit 9 Understand the causes of infections and transmission of infection and explore how to prevent and control the transmission of infection in health and social care settings			
Required Reading List		Additional Reading List			
BTEC National Health and Social Care Student Book 1 Publisher: Pearson, Author: Marilyn Billingham, Pamela Davenport, Hilary Talman, Nicola Matthews, Beryl Stretch, Elizabeth Haworth www.stepintothenhs.nhs.uk		Moule, P. (2018). Making sense of research in nursing, health and social care. London: Sage Publications Inc Walsh, M. (2016). Anatomy & Physiology for Health and Social Care: An ABC Guide for Students. London: Createspace Independent Pub			
Self-Study Questions		What the mark scheme says?			
Describe the difference between primary and secondary sexual characteristics		(8marks) You could write about primary sexual characteristics are present at birth, e.g. the penis and testes in males/and the vagina and ovaries in females. Secondary sexual characteristics are those that emerge during puberty, e.g. breasts in females/facial hair in males.			
Explain the stages of play that 4 year old child may explore during her development		(6 marks) You could write about solo play e.g. when child plays alone, with little or no reference to what other children or adults are doing. There is also parallel play e.g. child plays <i>beside</i> , rather than <i>with</i> , other children. Aswell as co-operative play eg the beginning of teamwork, child plays with others for a common purpose			
Outline aerobic respiration and anaerobic respiration.		(4 marks) You could write about how aerobic respiration uses oxygen to produce energy and carbon dioxide and water. Whereas anaerobic respiration happens without oxygen and produces energy and lactic acid.			
Explain how the heart rate is regulated		(6 marks) You could write about how the autonomic nervous system coordinates the regulation. As well as how the sympathetic nervous system speeds it up and the parasympathetic slows it down.			
Where this term links with Career Prospects Family support worker Adult nurse Midwife Health support worker Occupational therapist Phlebotomist		Top Tip from the Department Build your revision timetable and notes early so you are prepared for your January 2026 exam for unit 1 and 3!			

Year 12 Term Two

Summary		Assessment Objectives	
Units covered this term: Unit 5 Meeting Individual care and support needs Unit 19 Nutritional health Unit 7 Principles of safe practice		Unit 5 Examine principles, values and skills which underpin meeting the care and support needs of individuals Unit 7 Examine how a duty of care contributes to safe practice in health and social care settings Unit 19 Understand concepts of nutritional health and characteristics of essential nutrients	
Required Reading List		Additional Reading List	
BTEC National Health and Social Care Student Book 1 Publisher: Pearson, Author: Marilyn Billingham, Pamela Davenport, Hilary Talman, Nicola Matthews, Beryl Stretch, Elizabeth Haworth www.stepintohenhs.nhs.uk		Walsh, M. (2016). Meeting Individual Care and Support Needs: An ABC Guide for Students. London: Createspace Independent Pub Eden S – Society, Health and Development Level 1 Foundation Diploma (Pearson, 2008) Meggitt C – Child Development: An illustrated Guide (Heinemann, 2006)	
Self-Study Questions		What the mark scheme says?	
Explain the importance of promoting equality and diversity for individuals with different needs.		PASS You could write about what equality, diversity and discrimination is and the importance of preventing discrimination and the Initiatives aimed at preventing discrimination in care, e.g. the use of advocacy services.	
Explain the skills and personal attributes necessary for professionals who care for individuals with different needs.		PASS You could write about the 6Cs – care, compassion, competence, communication, courage and commitment and people skills such empathy, patience, engendering trust, flexibility, sense of humour, negotiating skills, honesty and problem-solving skills and how they are used in HSC settings.	
Explain how the concepts of nutritional health contribute to health and wellbeing.		PASS You could write about having a healthy eating and a balanced diet, e.g. Eatwell plate, main food groups. Aswell as how Malnutrition, including under-nutrition, obesity impacts nutritional health.	
Explain the sources of essential nutrients and their functions in the body		PASS You could write about how carbohydrates – simple (sugars), complex (starch and non-starch polysaccharides) proteins – polypeptides, essential and non-essential amino acids, fats and oils – mono- and polyunsaturated fats, saturates, cis and trans fats, cholesterol, vitamins – A, B (complex), C, D, E and K o minerals – calcium, iron, sodium all are essential nutrients in growth and development.	
Explain the implications of a duty of care in a selected health or social care setting.		MERIT You could write about the legal obligation to protect wellbeing and prevent harm and how upholding the rights and promoting the interests of individuals experiencing abuse or neglect. You can explain how protecting health, safety and wellbeing ensures safe practice.	
Assess the importance of recognising and responding to evidence or concerns about different types of abuse and neglect in health and social care.		MERIT You could write about following safeguarding policies and procedures and how different agencies involved, including social services, health services, police, voluntary organisations, Care Quality Commission. You could write about the professional roles and legal responsibilities, including the adult protection co-ordinator and child safeguarding boards. You could also refer to responding to disclosure and reporting and recording procedures.	
Where this term links with Career Prospects Dietician Safeguarding officer Social worker Paediatric nurse Porter		Top Tip from the Department <i>Manage your time between all three units so you can meet each coursework deadline!</i> <i>Plan your independent study time ahead so you can use the time effectively!</i>	  

Year 12 Term Three

Summary		Assessment Objectives		
Units covered this term: Unit 18 Assessing children's development and support needs Unit 5 Meeting Individual care and support needs Unit 19 Nutritional health Unit 7 Principles of safe practice		Unit 5 Investigate the principles behind enabling individuals with care and support needs to overcome challenges Unit 7 Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings. Unit 18 Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years Unit 19 Examine factors affecting dietary intake and nutritional health		
Required Reading List		Additional Reading List		
BTEC National Health and Social Care Student Book 1 Publisher: Pearson, Author: Marilyn Billingham, Pamela Davenport, Hilary Talman, Nicola Matthews, Beryl Stretch, Elizabeth Haworth www.stepintohenhs.nhs.uk		Walsh, M. (2016). Meeting Individual Care and Support Needs: An ABC Guide for Students. London: Createspace Independent Pub Meggitt C – Child Development: An illustrated Guide (Heinemann, 2006) David Pelzer (1995) A Child Called It John Holt (1967) How Children Learn		
Self-Study Questions		What the mark scheme says?		
Evaluate the importance of safe practice procedures and responsibilities in maintaining and promoting the health, safety and welfare of service users in a selected health or social care setting.		DISTINCTION You could write about strengths and weaknesses to responding to accidents and illness, including basic first aid and the impact of not responding. You could also write about importance of Fire safety, evacuation and security procedures and Reporting and record keeping. Don't forget a conclusion!		
Justify the effectiveness of health and safety legislation, policies and procedures in maintaining health and safety in a selected health or social care setting.		DISTINCTION You could write about how effective safeguarding vulnerable adults, children and young people through legislation, policies and procedures. You could also consider how this maintains the health and safety of individuals in HSC settings.		
Explain patterns of growth and development of selected children of different ages.		PASS You could write about the developmental milestones for children between birth and eight years. You should consider all areas of development including physical, intellectual, emotional and social. Remember to explain both growth and development when referring to different ages.		
Assess how the dietary intake and nutritional health of the selected individuals are influenced by their dietary habits and lifestyle choices.		MERIT You could write about how different individuals e.g. young people, obese people and breast-feeding mothers will have different nutritional intakes. You could refer to the reasons why and which nutrients they need the most. You could also refer to habits and lifestyle choices influencing individual's diet.		
Where this term links with Career Prospects SEN specialist SENCO Health care worker Health educator Teaching assistant	Top Tip from the Department There are multiple coursework units this term, create yourself a timetable to ensure you meet all your deadlines!			

Year 13 Health and social care Extended Diploma ROADMAP

Year 13 Health & Social Care

National Extended Diploma



Your Level 3 Continues...

Students continue the second year of the course

Unit2: Working in H&SC

Learners explore what it is like to work in the health and Social care sector, including the roles and responsibilities of workers and organisations



Unit 4: Enquiries into current research

Learners explore the methodologies of contemporary research and investigate the implications for H&SC practice and services



Sept
Y13

U2

U4

U8

Jan

U2

U4

U6

U8

JAN
EXAM

Feb

U12

U6

U20

April

U12

U20

EXAM

MAY

Developing
transferrable skills

Including: communication, team working, management and leadership, planning and organisation, empathy, time management, taking initiative, adaptability and flexibility, problem solving, research

Unit 12: Supporting Individuals with additional needs

Learners explore the role of H&SC services in providing care and support to individuals with additional needs



Unit 18: Assessing children's development support needs

Learners explore the ories that explain how children develop, the factors that may affect development, and how growth and development is monitored and supported

Unit 8: Promoting Public Health

Learners explore the aims of public healthpolicy and the current approaches to promoting and protecting and encouraging behaviour change in the population

Unit 6: Work experience in HSC

Learners explore the benefits of work experience. They carry out and reflect on a period of work experience and plan for personal and professional development




Assessments: U2 & U4 External Exam.
All other units are internally assessed

See Ms Khan for careers advice

Course Complete Move towards
employment or career future
patheays



Year 13 Term One

Summary		Assessment Objectives	
Units covered this term: Unit 2 Working in Health and social care Unit 4 Enquiries into current research Unit 6 Work experience in Health and social care Unit 8 Promoting public Health		Unit 2 Demonstrate knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector Unit 4 Demonstrate knowledge and understanding of methods, skills and ethical issues related to carrying out research within the health and social care sector Unit 6 Examine the benefits of work experience in health and social care for own learning and development Unit 8 Examine strategies for developing public health policy to improve the health of individuals and the population	
Required Reading List		Additional Reading List	
Billingham M et al, BTEC Level 3 National in Health and Social Care Student Book 2, Pearson, (2010)		Community Care Magazine The Health and Social Care Information Centre www.hscic.gov.uk The Nursing Times	
Self-Study Questions		What the mark scheme says?	
Explain the responsibilities the care home's management has to make sure their staff are safe.		(6 marks) You could write about Robust health and safety policies in HSC settings and how regular risk assessments are carried out to identify risks and hazards at the care home; actions taken to reduce chances of harm or injury.	
Discuss the possible advantages and disadvantages of partnership working to manage Bill's changing health conditions.		(8 marks) You could write about a range of services and specialists available and how different health and social care professionals work together. As well as the importance of joined-up working to meet needs of individual. You could also refer to the importance of a holistic approach and how this would support meeting needs of service user.	
how you would plan a health or social care research project, what would you need to consider, justifying your choices.		(12 marks) You could write about the components to complete a research project e.g. aims, objectives. You could also refer to considering the time frame, secondary research and how you have justified using these research methods.	
What different research methods are referred to in your article?		(12 marks) You could write about the methods of research which have been used to find out about initiatives that link to your topic. You need to consider how valid the conclusions are from the methods that have been chosen.	
Unit 8 Explain the strategies used to develop public health policy in order for it to meet its aims.		MERIT You could write about strategies, to include identifying the health needs and promoting the health of the population, developing programmes to reduce risk and screen for early disease. You could also refer to how planning and evaluating the national provision of health and social care target setting, to include local and national provision.	
Where this term links with Career Prospects Physiotherapist Environmental Health Practitioners Paramedic Sexual health advisor Care assistant	Top Tip from the Department Read the examiners reports – and read them again. They tell you what they want to see and what they don't want to see.		
			

Year 13 Term Two

Summary		Assessment Objectives			
Unit 6 Work experience in Health and social care Unit 12 Supporting individuals with additional needs Unit 20 Understand mental wellbeing		Unit 6 Develop a work experience plan to support own learning and development and reflect on how work experience influences own personal and professional development. Unit 12 Examine how to overcome the challenges to daily living faced by people with additional needs Unit 20 Understand different views on the nature of mental wellbeing and mental health			
Required Reading List		Additional Reading List			
Billingham M et al, BTEC Level 3 National in Health and Social Care Student Book 2, Pearson, (2010)		Meggitt C – Child Development: An illustrated Guide (Heinemann, 2006) Squires G (editor) – BTEC National Diploma Children’s Care, Learning and Development (Heinemann, 2007)			
Self-Study Questions		What the mark scheme says?			
Describe how health or social care workers can help one child and one adult with different additional needs overcome challenges to daily living.		PASS You could write about HSC workers supporting an individual’s physical need through dressing, washing, feeding, indoor/outdoor activity. You could also refer to intellectual challenges for example education, media, internet and emotional challenges e.g. isolation, depression, dependency and social challenges e.g. friendships, personal relationships.			
Explain the benefits of adaptations and support provided to one child and one adult with different additional needs.		PASS You could write about various adaptations including equipment such as mobility aids, daily living adaptations (including those for people with paraplegia) and communication aids, e.g. hearing aids, British Sign Language and Makaton. As well as therapies, to include occupational therapy, art therapy, music therapy, speech therapy and physiotherapists and how these provide benefits to an adult and child (Rebecca and Ben).			
Analyse factors that influence mental wellbeing and mental health with reference to a view on the nature of mental wellbeing and mental health.		MERIT You could write about environmental factors, socio economic, psychological and how these factors have an impact on an individual’s mental health and how these factors impact the lives of the individual holistically PIES.			
Justify strategies that can be applied to promote the mental wellbeing and mental health of a selected individual diagnosed with a mental ill-health condition, referring to relevant legislation, policies and codes of practice.		MERIT You could write about strategies such as empowerment of individuals, advocacy, self-management and recognition of individual rights. You could also include how these promote the wellbeing and mental health of individuals diagnosed with mental health condition. To support your ideas, refer to relevant legislation to support you to justify your points.			
Where this term links with Career Prospects Mental health nurse Psychologist Counsellor Disability specialist		Top Tip from the Department Read your coursework aloud – this is the best way to ensure that your expression is not only accurate and sophisticated, but it also helps you follow your own line of argument and establish whether it is logical, linked and developing.	