

BTEC Level 3 Extended Certificate in Health and Social Care:

Bridging Work

Year 12 : Introduction

You will study BTEC Level 3 Extended Certificate in Health and Social Care

This course is for post-16 learners who want to continue their education through **applied learning** and who aim to progress to higher education or to employment in the **health and social care sector. The qualification is equivalent in size to one A Level.**

The BTEC Extended Certificate covers a wide range of topics including elements of Psychology and Sociology and applies these to real life settings such as early years' education and residential care to name just a few. This subject is useful for those wishing to enter professions such as teaching, nursing, midwifery, social work and work within the care sector.

Course Content and Assessment

To develop a better understanding of the demands of the sector local community links will be made where possible.

4 units of study should be completed, of which 3 are mandatory including:

Year One

1. Human Lifespan Development - external assessment 1.5hrs 90 marks
2. Meeting Individual Care and Support Needs - internal assessment

Year Two

3. Working in Health and Social Care - external assessment 1.5hrs 80 marks
4. Physiological disorders and their care – internal assessment

Opportunity to study one further unit of interest for distinction students

- Psychological perspectives – internal assessment
- Supporting Individuals with additional needs – internal assessment
- Sociological Perspectives – internal assessment

Assessment consists of internal assignments (42%) and external exams (58%).
The external exams are available twice a year.

Where will this Course take me?

BTEC Level 3 Extended Certificate has been developed to support progression to higher education when taken as part of a program of study that includes other appropriate BTECs or A-levels. You will develop specific skills and knowledge relevant to the sector as well as transferable skills useful for any workplace. It can lead to further degree programs such as nursing, social work, midwifery, primary teaching, speech and language therapy and a range of registered professions if linked with appropriate programs of study.

Learners should always check the entry requirements for degree programs with specific higher education providers.

Interactive Learning

The activities in the course challenge you to engage with ideas and evidence - working individually or in groups. The teacher's role is more to do with guiding and explaining rather than transmitting factual information.

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Social and Ethical Debate

Through active debate and discussion, you are helped to develop your ability to form opinions about social and ethical issues and to support your opinions with well-thought-through arguments, using a clear framework.

Activities and ICT: An Integral Part of Learning

You learn through a wide variety of activities, from practical work to model-building and role plays, together with interactive tutorials and animations. Interactive material includes topic introductions, Level 2 reviews, tests, tutorials, simulations, animations, spread sheets and video clips.

Entry Requirements:

At least a grade 5 in Higher Tier GCSE Combined Science and Mathematics, but we will consider other students on an individual basis in exceptional circumstances.

Getting Started

You will need an **A4 lever arch folder and some dividers**. You are expected to index your work and reflect regularly on your progress. We insist that your file is brought to every lesson and that all homework is handed in on time.

There will be access to textbooks in lessons and there will be copies available in the library, however **it is advised that you purchase your own copy**. It enables you to highlight or add additional definitions etc to enhance your study and understanding. In purchasing your own 'new' copy you will gain access to Active Learn online which provides digital access to the book and other resources.

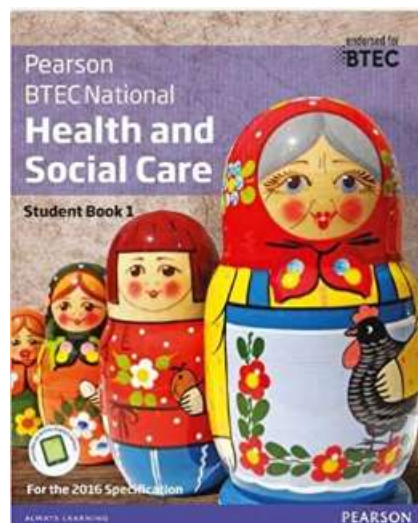
Pearson BTEC National Health and Social Care Student Book 1
ISBN-13 978-1292126012

Textbooks can be purchased directly from Pearson or Amazon etc, where cheaper 2nd hand books are also available. Revision guides are available to buy at cost price within department. (STUDENT BOOK 2 is **NOT** required for this course!!!!)

There is also a considerable amount of independent learning necessary at this level of study to be successful. **Please be prepared to do at least 8 hours of independent study each fortnight.**

Finally please bring your completed 'Bridging Unit' to the first lesson.

We look forward to seeing you and sharing this exciting course with you.



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Bridging Unit

When you return in September to study BTEC Level 3 Extended Certificate in Health and Social Care you will want to be up to speed with some key terms. The work set for you over the Summer break is designed to help you with this:

1. Revision to get a 'Head Start'.

The first unit you will be studying is Human Lifespan Development.

Create an information page showing the features of development within each life stage: Birth and infancy, Early childhood, Adolescence, Early adulthood, Middle adulthood, Later adulthood. Include age ranges, descriptions, pictures. Try to approach it from a physical, intellectual, emotional and social standpoint. Keep it to one page and make it as bright and beautiful as possible.

https://www.wensumtrust.org.uk/_site/data/files/documents/hellesdon/sixthform/summerwork/42A57ED0BC1DF57F38CB41D378B8C301.pdf

2. Key people related to development

Produce a table to summarise the work and conclusions of the following, it is also essential to place the findings/theories in the historical context, a time line would help here. Be as original as you can with the presentation!

1. **Jean Piaget**- cognitive development.
2. **Noam Chomsky**- language acquisition.
3. **John Bowlby** – attachment.
4. **Arnold Gesell** – biological maturation.
5. **Albert Bandura** – social learning.
6. **Holmes and Rahe** – social readjustment
7. **Cumming and Henry** – social disengagement.
8. **Robert Havighurst** – activity.

For all the information you use it is important to reference internally and add a bibliography at the end, using the Vancouver or Harvard systems correctly.

You will need to not only put it at the end of your presentation, but also (please!) put in a reference to it next to where you used it in your write up itself.

For example: "Hartland (2015) suggests that students who read and put into practise his guidance have an increased probability of succeeding in their studies. Similar authorities (Ghandi (1939), CS Lewis (1928), and Socrates (undated) back this up." Put references as footnotes or in a bibliography.

Follow the guidance below or see http://www.open.ac.uk/libraryservices/documents/Harvard_citation_hlp.pdf .

- **Book:** Author, Initials., Year. Title of book. Edition (for after the 1st edition). Place of Publication (town or city, not a country), Publisher. Page numbers
 - Hartland, G.A., 2015. Writing up Practicals (3rd edition). Frimley, Hogs Back Press. Pages 2-4
- **Journal / Magazine:** Author, Initials., Year. "Title of article", Full title of journal, volume number (issue / part number), page numbers
 - Hartland, G.A., 2015. "How to write", A level Practical Guidance, 3.2, 1, pages 34-62
- **Website:** Authorship or source, Year. Title of web page, **type of media**. Available at: web address or URL. (Access date)
 - Hartland, G.A., 2015. "Why writing practicals can be tricky", **web page**. Available at <http://www.GH-Biology-Teaching.org/whywritingpracticalscanbetricky.htm> (Accessed 30-02-2016)
 - Hartland, G.A., 2015. "Interview with a teacher about practicals", **video**. Available at <http://www.youtube.com/abshgie.htm>. (Accessed 30-02-2016)
- **Journal from the web:** you'll need to reference the journal information first, and then say where you found it
 - Hartland, G.A., 2015. "How to write", A level Practical Guidance, 3.2, 1, online, from <http://www.GH-Biology-Teaching.org/howtowrite.htm> (Accessed 30-2-2016)

Enjoy the research!!!