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Course outline

The Level 3 National Extended Certificate in Health and Social Care aims to provide an introduction to the sector. It is for learners who are interested in learning about the health and social care sector as part of a balanced study programme. It is equivalent in size to one A Level.

The qualification supports access to a range of higher education courses possibly, but not exclusively, in health and social care, if taken alongside further Level 3 qualifications. The qualification typically makes up one-third of a study programme.

What does this qualification cover?

The mandatory content of the qualification incorporates topics relevant across the health and social care sector:

- Building positive relationships in health and social care.
- Equality, diversity and rights in health and social care
- Health, safety and security in health and social care
- Anatomy and physiology for health and social care
- Two units from the optional list

What could this qualification lead to?

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:

- A Levels in Biology and Psychology, which could lead to a BSc (Hons) in Nursing
- A Levels in English and History, which could lead to a BA (Hons) in Primary Education
- A BTEC National Diploma in Children's Play, Learning and Development, which could lead to a BSc (Hons) in Social Work
- A BTEC National Extended Certificate in Sport, which could lead to a Foundation Degree in Sports Studies and Development

Key Assessment Dates

Year 12 and 13 Students will need to keep to deadline dates

- **Unit 1** – Building positive relationships in health and social care – **December 2017** hand in completed assignment work.
- **Unit 2** Equality, diversity and rights in health and social care – sit exam **June 2018**
- **Unit 3** Health, safety and security in health and social care – sit exam **June 2018**
- **Unit 4** Anatomy and physiology for health and social care – sit exam **January 2019**

Two optional units' - hand in completed assignment work **May 2019**:

- Sociology for health and social care .. or
- Psychology for health and social care or
- Supporting people with dementia

And

- Nutrition for health .. or
- Public health



This Certificate course will occupy **10 hours** of your timetable a fortnight over two years.

Unit 1: Building positive relationships in health and social care

No work in the health and social care sector is completed in isolation. Relationships are paramount to the delivery of safe and effective care and support. An understanding of these relationships and how they are formed is essential for anyone considering pursuing a career in the health and social care sector. This unit aims to introduce learners to the many different relationships that they will encounter within the Health and Social Care sector, whether with colleagues, senior members of staff, other professionals within the sector and individuals who require care and support. Learners will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. Learners will also be introduced to the concept of the person-centred approach which will help with their relationship building.

LO1 Understand relationships in health, social care or child care environments

LO2 Understand the factors that influence the building of relationships

LO3 Understand how a person-centred approach builds positive relationships in health, social care or child care environments

LO4 Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment

This unit is internally assessed.

Unit 2: Equality, diversity and rights in health and social care

Everyone is different and everyone has rights. Promoting equality and respecting diversity and rights in health, social care and child care environments are essential in today's very diverse society. Whatever role you have, or aspire to, in health, social care or child care, an effective practitioner must be able to provide care that meets the needs of individuals that supports their rights. Many individuals who use health, social care or child care environments can be vulnerable and dependent on others; this means that practitioners' attitudes, values and prejudices can significantly affect the quality of care for individuals who require care or support. This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support anti-discriminatory practice. Strategies used to promote equality, respect diversity and support individuals' rights will be examined. You will develop the ability to recognise both good practice, and discriminatory practice in care situations. You will develop the judgement and decision making skills to choose appropriate responses to care situations and determine a course of action to promote the equality, diversity and rights of individuals in care settings.

LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments

LO2 Understand the impact of discriminatory practices on individuals in health, social care and child care environments

LO3 Understand how current legislation and national initiatives promote antidiscriminatory practice in health, social care and child care environments

LO4 Understand how equality, diversity and rights in health, social care and child care environments are promoted

This unit is externally assessed.

Unit 3: Health, safety and security in health and social care

What does it mean to be 'safe'? Safety and being safe is a basic human need. Consciously or subconsciously we all take practical steps to stay safe. All individuals have the right to work in a safe environment and individuals who require care or support also have a right to be safe in health and social care contexts. As a result, there are responsibilities that practitioners must actively promote in order to provide and maintain a safe environment for colleagues and the individuals who require care and support. This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies within health and social care settings.

LO1 Understand potential hazards in health, social care and child care environments

LO2 Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments

LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care

LO4 Know how to respond to incidents and emergencies in a health, social care or child care environment

This unit is externally assessed.

Unit 4: Anatomy and physiology for health and social care

We eat, we breathe and we control our bodies as well as responding to the external environment; but why and how? This unit will help you to understand why these essential processes are so important in maintaining life. You will learn about the structure and function of not only some of the cells and tissues involved, but how they form organs and body systems that then have to interact to ensure that the body can provide the conditions necessary for thought, co-ordination, movement and growth. This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. You will also understand the part played by organs such as the pancreas, liver and kidney. You will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears. Unfortunately, things do go wrong and each system has well-known diseases and disorders. Also as individuals grow older, they are likely to be affected by malfunctions as a result of degeneration. Some of these will simply be inconvenient; others will be life changers. You will understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent life as possible.

LO1 Understand the cardiovascular system, malfunctions and their impact on individuals

LO2 Understand the respiratory system, malfunctions and their impact on individuals

LO3 Understand the digestive system, malfunctions and their impact on individuals

LO4 Understand the musculoskeletal systems, malfunctions and their impact on individuals

LO5 Understand the control and regulatory systems, malfunctions and their impact on individuals

LO6 Understand the sensory systems, malfunctions and their impact on individuals

This unit is externally assessed.

Students will complete two additional units to be decided at a later date.

Choice one:

- Sociology for health and social care .. or
- Psychology for health and social care or
- Supporting people with dementia

Choice two

- Nutrition for health .. or
- Public health



How the course is assessed

The Level 3 qualifications are awarded at the grade ranges of:

Distinction*/Distinction/Merit/Pass

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

	Unit size	
	90 GLH	120 GLH
U	0	0
Pass	9	12
Merit	15	20
Distinction	24	32

The overall grade for the two courses is as the table below shows:

Calculation of qualification grade

Applicable for registration from 1 September 2016

Certificate		Extended Certificate	
180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold
U	0	U	0
Pass	18	P	36
Merit	26	M	52
Distinction	42	D	74
Distinction*	48	D*	90

Access to resources

Useful internet sites are:

- <http://www.communitycare.co.uk/Home/>
- <http://www.medicine.ox.ac.uk/ba/ndolier/>
- <http://www.freemedicaljournals.com/>
- <http://neighbourhood.statistics.gov.uk>
- <http://direct.gov.uk>
- <http://www.nhs.uk/Conditions/Pages/hub.aspx>
- <https://www.gov.uk/government/topics/social-care>
- <http://www.cqc.org.uk/>

...but as HSC is such a vast subject area, you will find plenty of others that will benefit you according to the area of study.

You will have access to the new text book that is being published for these courses.

A good link that will give you a wide range of resources to use and help you with current articles is <http://www.independence.co.uk/>.

There is an expectation that students keep up to date with the news on a regular basis using both ICT and a range of newspapers made available in the HSC area which are **a valuable** resource for you to use; as this is an ever changing subject area you need to keep up to date with both political and local issues so you should be using this resource on a regular basis along with news channels available electronically.

How the course is delivered

The course is delivered through a range of methods and is often led by students following research in particular areas.

The course relies on group, paired and individual work depending on the activity and uses a range of teaching methods to enable both practical and theoretical learning including time in a variety of HSC settings.

A major factor of the course and assignments is application of practice and so, where possible, we use those who work within the Health & Social Care sectors – this involves visits, inviting professionals in to school to talk to students, work experience or shadowing in a range of settings to build your knowledge and understanding of the varied sectors.

Departmental expectations

What we expect from you	What you can expect from us
<ul style="list-style-type: none"><input type="checkbox"/> a commitment to the course<input type="checkbox"/> to take an active role in all work set whether practical or theoretical<input type="checkbox"/> to make links with service providers for work experience<input type="checkbox"/> incorporate your time in settings with assessment tasks<input type="checkbox"/> to come with enthusiasm<input type="checkbox"/> enjoy the course<input type="checkbox"/> work to achieve to the best of your ability	<ul style="list-style-type: none"><input type="checkbox"/> a high quality course that motivates<input type="checkbox"/> quality teaching experiences<input type="checkbox"/> high expectations re attendance and completion of tasks set<input type="checkbox"/> access to resources – including primary sources<input type="checkbox"/> guidance in one-to-one situations<input type="checkbox"/> feedback and assessment<input type="checkbox"/> preparation for further study and the challenges of adult & working life

Your summer holiday task

During the summer break and in preparation for your studies in year 12, there is a task for you to complete and bring to your first Health & Social Care lesson in September. This task will form the basis of your first lesson in the second week as you will be discussing your report findings; it will also get you researching along with working to a deadline.

Your task is in two parts and covers the two units you will be studying in year 12.

1. You are to research your own life and write up a profile of your development from birth to date and if possible include photos of you over the 16 years. (Maximum of 4 pages)

- Describe your family and the influence they have had on your development
- What other factors have affected your development – pre-school, primary and secondary schools – why have these been important?
- Identify key role models in your life so far and their importance
- Explain any other events in your life that have been influential in your development – e.g. sports teams/Cubs/Brownies/music etc.
- Describe where you see your life going in the next ten years and what will be the key factors in you achieving these goals

2. Research the following Organisations and write up what their main role is:

- National Health Service (NHS)
- Department of Health (DH)
- National Institute for Care Excellence (NICE)
- Health and Safety Executive (HSE)

You will need to work in teams – to produce a power point and present your findings in September. Each team covers one area.

You are to note the sources you use for your research as you will return to these in future. Be very careful not to just copy and paste your notes! **Write up your work in your own words unless directly quoting in the correct way.**

We look forward to seeing the results of your research in September – Good luck with your challenge!

If you require any help, please contact Miss K Barrett, by 21 July 2017 using the email address below:
kbarrett@asap.org.uk