



BTEC Health and Social Care Induction booklet



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WHY STUDY 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 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.

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 how it changes over time. You will also learn about what it means to work in the sector and what skills and behaviours you will need to demonstrate. You will also learn about safe practice when working in the sector, and the importance of respecting the individual differences and needs of the service users.



The units you will study: BTEC ASSESSMENT

The table below outlines each of your BTEC H&SC assessments for the two year course.

AS Year

A2 Year

Unit No.	Title	Component type
1	Human Lifespan Development	External Exam Unit
2	Working in Health and Social Care	External Exam Unit
3	Anatomy and Physiology for Health and Social Care	External Exam Unit
4	Enquiries into Current Research in Health and Social Care	Mandatory Synoptic External Exam
5	Meeting Individual Care and Support Needs	Internal Assessment (Mandatory Synoptic)
6	Work Experience in Health and Social Care	Mandatory Internal (work experience)
7	Principles of Safe Practice in Health and Social Care	Internal Assessment
8	Promoting Public Health	Internal Assessment
11	Psychological perspectives	Internal Assessment
12	12 Supporting Individuals with Additional Needs	Internal Assessment
14	Physiological Disorders and their Care	Internal Assessment
17	Caring for Individuals with Dementia	Internal Assessment
18	Assessing Children's Development Support Needs	Internal Assessment

Internal assessments will be graded by your tutor either **Pass**, **Merit** or **Distinction**.

Unit 1 - About the Examination

The examination will last 1 hour and 30 minutes and there are a maximum of 90 marks available. There will be short-answer and long-answer questions.

- Short-answer questions are worth 1-6 marks.
- Long answer questions are worth 10-12 marks.

Unit 2 - About the Examination

The examination will last 1 hour and 30 minutes and there are a maximum of 80 marks available. The test is in four sections. Each section of the paper will be structured with questions awarding 2, 4, 6, 8 marks.

- Short-answer questions are worth 2 or 4 marks.
- Long answer questions are worth 6 or 8 marks.



Your Learning Experience

You may not realise it but you are always learning. Your education and life experiences are constantly shaping you, your ideas, your thinking, and how you view and engage with the world around you.

You are the best person to take responsibility for your own learning journey so it is really important you understand what you are learning, why you are learning it and how it is important both to your course and your personal and professional development.

Phase 1	Phase 2	Phase 3	Phase 4
You are introduced to a topic or concept; you start to develop an awareness of what learning is required.	You explore the topic or concept through different methods (e.g. research, questioning, analysis, deep thinking, critical evaluation) and form your own understanding.	You apply your knowledge and skills to a task designed to test your understanding.	You reflect on your learning, evaluate your efforts, identify gaps in your knowledge and look for ways to improve.

During each phase, you will use different learning strategies. As you go through your course, these strategies will combine to help you secure the core knowledge and skills you need to succeed in on the course and beyond.



Unit 7: Principles of Safe Practice in Health and Social Care

Task 1

Explain the following key words in the context of a Health and Social Care environment.

Implication	
Duty of care	
Rights	

Task 2

Provide examples of **safe practice** in either a care home or an early years setting i.e. Carrying out a risk assessment

1
2
3

Task 3

Find three to four prominent cases highlighting abuse and neglect of the elderly. For example Winterbourne View (**warning:** contains sensitive material <https://www.youtube.com/watch?v=subMgwyJOK8>). Describe the types of abuse and neglect experienced by the different individuals.



Task 4

(i) Research a **complaints procedure** in a health and social care environment. Consider how a **complaint** would be dealt with professionally. Write down the steps in order of receiving a complaint.

(ii) Summarise this into a **flow diagram**.

(i) Describe simple steps to a complaints procedure in a Health and Social Care setting:

(ii) Flow diagram

**Task 5**

(i) Read the case study and answer the questions.

Case study**Jimmy's choices**

Anil works for an agency that provides care for people in their own homes. He cares for Jimmy, an elderly man with chronic lung disease and limited mobility. Anil has to get his shopping for him and help Jimmy

with his personal care needs. Jimmy has started getting breathless and sometimes needs oxygen in addition to his medication.

He likes to smoke and is strong willed and assertive.

Jimmy has run out of cigarettes and asks Anil to go to the shop and pick up three packs of twenty cigarettes. Anil reluctantly goes to the shop. He thinks that what he is doing is wrong. Anil knows that he has a duty of care to Jimmy. When he gets back, Jimmy's sister is at the house and is cross with Jimmy for smoking. She threatens to report Anil for encouraging him.

Check your knowledge

- 1 What do you need to consider when acting in someone's best interests?
- 2 How do you ensure that someone is making an 'informed choice'?
- 3 What should you do if you have concerns about a service user's behaviour?
- 4 How should Anil protect himself from complaints by Jimmy or his family in this situation?

(ii) Watch the following case study - **Warning** it contains very sensitive material. Feel free to move onto the next activity if you are unable to continue watching.

Baby P: <https://www.youtube.com/watch?v=BEuY7ZJEzIU>

(iii) Read the case study below and answer the questions.

Case study**Baby P**

Peter Connelly, known as Baby P, died in 2007 in Haringey, London, aged 17 months. At autopsy, he was found to have swallowed one of his teeth after being punched in the face, he had a broken back, broken ribs and mutilated finger tips. His mother's boyfriend was found guilty of causing his death. The family were known to social services and had made numerous visits to healthcare professionals, where injuries and incidents of suspected abuse were noticed.

Peter's death led to a Serious Case Review as failings had been identified in the practice of the social workers, their managers and the medical professionals directly involved in Baby P's care.








Check your knowledge

- 1 How did the healthcare professionals involved in this case fail in their duty of care to Peter Connelly?
- 2 Why is it important to ask specific and directed questions of the carers and relatives of service users with regard to their care, if the service user cannot speak for themselves?
- 3 What should you do if relatives refuse to answer your questions or become hostile?
- 4 Why is it important to follow up the actions on concerns that you have reported?
- 5 What should you do if you feel that the parents or carers of your service user are trying to prevent you from doing your job competently or efficiently?



Extension Activity

In unit 14 you will learn about different physiological disorders and how they affect organ systems within individuals. Identify the organ systems below and list which organs they include.

..... system		
..... system		
..... system		
..... system		
..... system		
..... system		
..... system		



Further Reading & Sources of Information for Guidance

Books

- **Key textbook: Billingham, et al (2016) Pearson BTEC National Health and Social Care Student Book 1**
- **Key textbook: Aldworth, et al (2016) Pearson BTEC National Health and Social Care Student Book 2**
- Mandelstam M, *Safeguarding Adults and the Law, (Second Edition)*, (Jessica Kingsley Publishers, 2013), ISBN 9781849053006
- Walsh M, *BTEC National Health and Social Care, Level 3: Student Textbook*, (Collins Education, 2011), ISBN 13: 9780007418497
- Mantell A. and Scragg T. (2011) *Safeguarding Adults in Social Work (Transforming Social Work Practice Series)* Exeter: Learning Matters
- Stewart, A. (2011) *Supporting Vulnerable Adults: Citizenship, Capacity, Choice (policy and Practice in Social Care, no. 13)* Edinburgh: Dunedin Academic Press
- Shaffer, D.R. (2002) *Developmental Psychology: Childhood and Adolescence*, 6th edition, Belmont Ca: Wadsworth

Websites

- <http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/vulnerable-people-abuse-safeguarding.aspx>
- NHS Guide to signs of abuse and neglect in adults; provides useful video links in addition to document files.
- <http://www.skillsforcare.org.uk/Document-library/Skills/Mental-health/Principles-to-practice---good-mental-health-and-wellbeing-in-adult-social-care.pdf>
- <http://www.skillsforcare.org.uk/Document-library/Skills/Mental-health/Principles-to-practice---good-mental-health-and-wellbeing-in-adult-social-care.pdf> (Skills for Care Document on Principles and Practice)
- www.direct.gov.uk
DirectGov has information about health and safety legislation.
- www.cqc.org.uk
The Care Quality Commission website has information about making complaints.



Most units will use command words it is important you familiarise yourself with these.

Command word	
Article	The pre-released account of a piece of recent research relating to an aspect of health or social care. Could be based on a longer research report.
By how many	Learners calculate an item in relation to another. For example, 'By how many times has the probability of...'
Compare and contrast	Learners can identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. For example, 'Compare and contrast the procedures used in...'
Complete	Learners provide all items. For example, 'Complete the diagram...'
Deduce	Learners reach a conclusion about something by reasoning. For example, 'Deduce the probability of...'
Define	Learners state or describe the nature, scope or meaning of a subject as objective facts. For example, 'Define the term inherited condition'.
Describe	Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject. For example, 'Describe gross and fine motor skills in relation to...'
Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important. For example, 'Discuss how both the environment and genetic factors may account for...'
Ethical issue	Ethically related aspects that may have affected how the research was carried out.
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative



	actions, and relevance or significance. For example, 'Evaluate possible explanations for the development of...'
Explain	Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details. For example, 'Explain two possible features of the development of...'
Health and social care practice	Used in relation to how health and social care professionals carry out their work or job roles.
Health and social care services	May be used in relation to how services are provided and/or made available to the individuals that need them.
Identify	Learners indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities. For example, 'Identify the services that might be available to...'
In which	Learners specify a particular item. For example, 'In which trimester is the woman likely to...'
Issue	May be used on its own to describe the subject of the research that the article is describing.
Justify	Learners give reasons or evidence to support an opinion or prove something right or reasonable. For example, 'Justify how overcoming...'
Literature review	An assessment of existing research around a particular issue or area of study.
Outline	Learners provide a summary or overview or a brief description of something. For example, 'Outline ways in which this might affect their physical health.'
Primary research	Research compiled directly from the original source, which may not have been compiled before. Learners are not expected to carry out primary research, but they are expected to understand the advantages and disadvantages of different primary research methods.
Provide a key	Learners correspond an item to another. For example, 'Provide a key for Graph...'
Qualitative research	Descriptive data, such as data drawn from open-ended questions in questionnaires, interviews or focus groups.



Quantitative research	Data in numerical form that can be categorised and used to construct graphs or tables of raw data, such as data drawn from results of experiments, hospital data showing admissions of individuals with certain health conditions, closed questions in questionnaires.
Research methods	Refers to how the research described in the article was carried out, for example through quantitative methods such as analysis of figures drawn from hospitals or GP surgeries; or qualitative based on focus groups, questionnaires.
Secondary sources/research	Published research reports and data, likely to be based on analysis of primary research.
State	Learners express facts about something definitely or clearly. For example, 'State the names of the...'
To what extent	Learners show clear details and give reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). For example, 'To what extent might recent...'
What	Learners specify one or more items from a definite set. For example, 'What is the percentage of...'
Which	Learners specify one or more items from a definite set. For example, 'Which body part...'



Top Tips

Key skills for Success

Organisation:

List of things needed for the start of the course:

- 2 Lever Arch Files
- Lined paper
- Coloured pens
- Dividers
- Post-It-Notes
- Coloured Card (A4 or A3) for revision cards
- Plastic wallets
- Stationary, black pen, green pen and Glue
- 2 A4 notebooks

Time management:

- Ensure attendance & punctuality is 100%
- Complete assignments and set tasks on time.
- Create a revision plan in advance of forth coming exams.
- Balance out of college commitments and your studies, through effective planning and prioritisation.

Communication:

- Build an effective relationship with course teachers and peers
- Participate fully in lessons and extra-curricular pursuits
- Any grievance or foresights seek guidance from your Health and Social Care teachers
- Ensure positivity and optimism remain at the forefront of your thinking
Communicate with **respect** and **honesty** in all areas.

Finally, we hope your time at Tauheedul Sixth Form is a pleasant and enjoyable one. The BTEC H&SC booklet will prepare you to complete your first assessment, Unit 7 - Principles of Safe Practice in Health and Social Care.

We expect you to complete the induction booklets and return to your teacher during your first week.

The BTEC Health and Social Care team wish you a lovely summer break.