

# AAQ BTEC Level 3 Health and Social Care Extended Certificate

Year 12: Students undertake two units, Unit 5 and Unit 2

Year 13 Students undertake two units, Unit 1 and Unit 3

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## Unit 5: Promoting Health Education (90 GLH, Internal Assessment)

**Duration:** September – December

**Learning Outcomes / Key Topics:** 1. Purpose of health education 2. Factors affecting health and wellbeing 3. Planning and delivering health education events 4. Evaluating effectiveness of health education

**Inclusion:** - **Cognition & Learning:** Chunked content, templates for planning, dual coding with diagrams and flowcharts, pre-teaching key vocabulary. - **Communication & Interaction:** Sentence starters, word mats, guided peer discussions, use of talking partners to scaffold understanding. - **SEMH:** Provide predictable lesson structures, use reflective journaling to support emotional processing, safe spaces for sensitive discussions. - **Sensory/Physical:** Multi-sensory learning activities (videos, practical demos), print and digital formats, clear font and spacing, accessible venues for health events.

**Oracy:** Students present health promotion plans, engage in debates on effectiveness of strategies, use appropriate technical vocabulary and persuasive language.

**Literacy:** Writing structured plans and evaluations, developing glossaries of health terms, critical analysis of case studies, incorporating research evidence.

**Catholic Social Teaching:** - **Dignity:** Recognising and respecting audience diversity in health education. - **Solidarity:** Collaborative project work fostering teamwork. - **Option for the Poor:** Ensuring health messages are inclusive and accessible to all socioeconomic groups. - **Participation:** Encouraging active student engagement and community involvement.

**Assessment:** Internal synoptic task. Assignment brief provided by Pearson

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## Unit 2: Human Biology and Health (90 GLH, External Assessment)

**Duration:** January – May. May exam.

**Learning Outcomes / Key Topics:** 1. Structure and function of the human body 2. Impact of lifestyle choices on health 3. Common health conditions and prevention

**Inclusion:** - **Cognition & Learning:** Visual models, diagrams, interactive simulations, scaffolded worksheets, pre-teaching terminology. - **Communication & Interaction:** Group discussions and peer teaching, Q&A sessions to clarify understanding. - **SEMH:** Support students in sensitive topics such as substance misuse or mental health, encourage reflective learning. - **Sensory/Physical:** Practical demonstrations adapted for students with physical needs, accessible lab resources.

**Oracy:** Explaining biological processes in their own words, presenting research on health conditions, practising precise scientific language.

**Literacy:** Writing reports, summarising research findings, interpreting data, producing structured explanations, undertaking exam questions.

**Catholic Social Teaching:** - **Dignity:** Respect for human health and bodily integrity. - **The Common Good:** Emphasis on preventive health measures and public health awareness. - **Participation:** Encouraging responsible health choices and informed decision-making.

**Assessment:** External examination.

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## Year 13

### Unit 1: Human Lifespan and Development (90 GLH, External Assessment)

**Duration:** (July of Year 12) September – December. January exam.

**Learning Outcomes / Key Topics:** 1. Physical, intellectual, emotional, and social development across lifespan 2. Factors affecting development 3. Life events and their impact

**Inclusion:** - **Cognition & Learning:** Use visual timelines and mind maps, scaffolded reading materials, pre-teaching key theories. - **Communication & Interaction:** Structured peer discussions, group debates on life events, sentence frames for argumentation. - **SEMH:** Safe discussion environment for sensitive life experiences, reflective journals to process learning. - **Sensory/Physical:** Accessible multimedia resources, adjustable seating and lighting for focus.

**Oracy:** Debate effects of socio-economic and cultural factors, explain theoretical models, present case study analyses.

**Literacy:** Extended written responses, reflective writing on developmental impact, structured evaluation of theories and evidence, undertaking exam questions.

**Catholic Social Teaching:** - **Dignity:** Respect for individuality at all life stages. - **Solidarity:** Promoting empathy and understanding across different life experiences. - **Participation:** Active engagement in discussions and case study evaluations. - **The Common Good:** Understanding societal impact on development.

**Assessment:** External examination.

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### Unit 3: Principles of Health and Social Care Practice (90 GLH, Internal Assessment)

**Duration:** January/February – June

**Learning Outcomes / Key Topics:** 1. Principles underpinning health and social care practice 2. Roles and responsibilities of practitioners 3. Impact of legislation and policies on practice 4. Promoting wellbeing in care settings

**Inclusion:** - **Cognition & Learning:** Templates for care plans, visual scaffolds, step-by-step guides for scenario tasks. - **Communication & Interaction:** Role-play with peer feedback, guided discussion, sentence starters. - **SEMH:** Reflective activities to process ethical dilemmas, sensitive handling of vulnerable client scenarios. - **Sensory/Physical:** Accessible worksheets, adaptable practical demonstrations, clear and readable text formats.

**Oracy:** Presentation of care plans, discussion of legislation implications, communication with peers in role-play activities.

**Literacy:** Writing structured reports, reflective logs, case study analysis with supporting evidence, policy interpretation.

**Catholic Social Teaching :** - **Dignity:** Respect for service users and practitioners. - **Solidarity:** Collaborative learning and teamwork. - **The Common Good:** Ensuring safe, ethical, and effective care. - **Participation:** Active engagement in problem-solving and scenario analysis.

**Assessment:** Internal assignments including scenario-based tasks, reflective reports, and practical demonstrations.