

Level 3 BTEC National in Health and Social Care **AAQ – Extended Certificate**

Year 12 Summer Transition and Induction Pack



Pearson Level 3 Alternative Academic Qualification
BTEC National in

L3

Health and Social Care (Extended Certificate)



Head of Social Sciences

Mrs Savage: Savage.N@sco.svmat.uk

Miss Mohamad: mohamad.n@sco.svmat.uk

Mrs Callan: Callan.E@sco.svmat.uk

Welcome to the AAQ Level 3 Health and Social Care Course!

The Health and Social Care course is well established at Southam College and has always been a popular subject amongst students in year 12. The subject is delivered by passionate and experienced teachers, and the course produces excellent assessment results.

This pack will provide a brief overview of the course, materials required, and finally it will provide both your induction tasks and summer project that will be **due during your first Health and Social Care lesson.**

We hope you will enjoy this course as much as we enjoy teaching it. We are eager to get started!

What is Health and Social Care?

The Pearson AAQ (Applied Academic Qualification) in Health and Social Care is a Level 3 course designed to prepare students for both university study and careers in the health and social care sector. For students starting in Year 12, it offers a mix of theoretical knowledge and practical application. You will study topics such as:

- Human development across the lifespan
- Health, wellbeing, and factors affecting health
- Working in health and social care settings
- Current issues in the sector

Assessment is a combination of:

- Coursework (internally assessed Pearson Set Assignments - PSA)
- External assessments

The course helps develop key skills including:

- Research and analysis
- Communication and teamwork
- Applying knowledge to real-life care scenarios



It is a good option if you are interested in careers such as nursing, social work, teaching, or allied health professions, or if you want a practical alternative to purely exam-based subjects.

SOCIAL SCIENCES DEPARTMENT: HEALTH AND SOCIAL CARE: AS INDUCTION AND TRANSITION PACK
Specification

If you want to know more about Health and Social Care, you can visit the Pearson website and reference the specification for the course following the link below:

[Health and Social Care \(AAQ\) | Pearson qualifications](https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-aaq.html)

<https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-aaq.html>

Structure of the Course

This course is both internally and externally assessed so you will sit **external examinations**, and you will also be required to complete **coursework**.

Year 1

Unit 1 – Human Lifespan Development (Exam)

This unit focuses on understanding human growth and development across the lifespan, including physical, intellectual, emotional, and social aspects. Students explore how biological, lifestyle, environmental, and socio-economic factors influence health and wellbeing. It also examines health inequalities and their impact on individuals' outcomes. The unit covers how health and social care professionals promote health, prevent illness, and provide effective, holistic care. Overall, it builds essential knowledge and understanding for students considering careers in health and social care.

Unit 1 - External Assessment

The **Unit 1** exam will take place next year (January) and will cover the above material.



So, at the end of year 1 you will sit **one exam** for the course. The overall grades will be recorded on a scale Pass, Merit and Distinction.

Unit 3 – Principles of Health and Social Care Practice (PSA – Pearson Set Assignment)

This unit focuses on the key principles involved in meeting the care and support needs of individuals within health and social care settings. It introduces the core values, skills and professional standards expected of NHS and social care workers. Students learn how these principles are applied in practice to deliver effective, person-centred care.

The unit also explores challenges in personalising care and how these can be addressed. It examines the role of legislation, governance and regulation in shaping care provision. Additionally, students consider how societal factors influence health outcomes and the strategies used to overcome these, supporting progression to further study in related fields.

Unit 3 - Internal Assessment

The **Unit 3 assessment** will take place next year (February-April) and will cover the above material.

So, at the end of year 1 you will sit **one exam** for the course and one internally marked assessment (PSA). The overall grades will be recorded on a scale Pass, Merit and Distinction.

Year 2

Unit 2 – Human Biology and Health (Exam)

Students learn about the structure, organisation, and normal functioning of the human body, as well as how common disorders affect health. The unit introduces how the body is made up of cells, tissues, organs, and organ systems working together to maintain normal physiological function. Learners develop knowledge of cell structure, tissue types, and how these relate to their functions within the body.

They explore key processes such as respiration, energy metabolism, and homeostasis that regulate internal conditions. The course also covers major body systems, including the cardiovascular, respiratory, and endocrine systems, and how they interact. Finally, students examine how disorders like coronary heart disease and diabetes disrupt normal functioning and gain knowledge relevant to careers in health and social care.

Unit 2 - External Assessment

The **Unit 2** exam will take place the following year (January) and will cover the above material. So, at the end of year 2 you will sit another **exam** for the course. The overall grades will be recorded on a scale Pass, Merit and Distinction.

Unit 5 – Promoting Health Education (PSA – Pearson Set Assignment)

This unit explores the purpose of health education, focusing on how it raises awareness of health issues and promotes healthier lifestyles. It examines how health education helps prevent illness, reduces risk, and encourages positive behaviour change among different populations. Students learn about organisations and legislation that support health education and how professionals work together to improve public health.

The unit also introduces a range of models and approaches used in health and social care to educate and support the public. Through planning a small-scale health

education event, students gain practical experience in applying these methods and evaluating their effectiveness. Overall, the unit develops essential knowledge and skills that support further study or careers within the health and social care sector in related fields.

Unit 5 - Internal Assessment

The **Unit 5 internal assessment** will take place the following year (February-April) and will cover the above material. The overall grades will be recorded on a scale Pass, Merit and Distinction.

So overall, over the two years of the course, you will sit **two exams and two internal assessments** (PSAs).

Skills developed

In addition to developing exam technique and assessment skills, you will develop a range of transferable skills such as the ones highlighted below:

- 1. Managing Yourself:** (1) Taking personal responsibility; (2) Personal strengths and resilience; (3) Career orientation planning; (4) Personal goal setting
- 2. Effective Learning:** (1) Managing own learning; (2) Continuous learning; (3) Secondary research skills (4) Primary research skills
- 3. Interpersonal Skills:** (1) Written communications; (2) Verbal and non-verbal communications; (3) Teamwork; (4) Cultural and social intelligence
- 4. Solving Problems:** (1) Critical thinking (2) Problem solving; (3) Creativity and innovation



This is a demanding course and requires a large amount of independent learning, researching skills, examination skills and techniques. You will be required to use your study time effectively so be pro-active!

Materials

You will be provided with exercise books throughout the year for classwork and home learning activities. However, you will require the following:

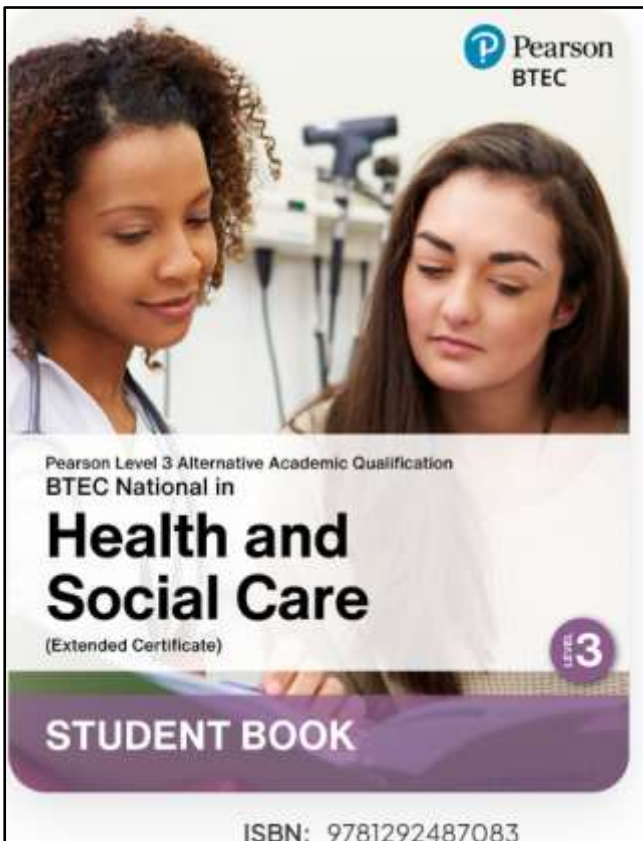
- Lined paper, revision cards and Post-it Notes.
- Stationery including coloured highlighters and pens.
- Plastic wallets for folders



Textbook

You can choose to purchase the following textbook which you will be able to use over the two years. Please note that there is no requirement for this as you will be provided with a range of relevant resources.

There is of course no such thing as a perfect book so we will reference a variety of different sources from a range of books but if you would like to purchase another book in addition to the one suggested, that will also be fine but please ensure that it is catered for this Pearson AAQ course. Funding support can be available if required and can be discussed with the Sixth form team.



Level 3 AAQ BTEC National in Health and Social Care Extended Certificate Student Book

Part of [Level 3 AAQ BTEC National in Health and Social Care](#)

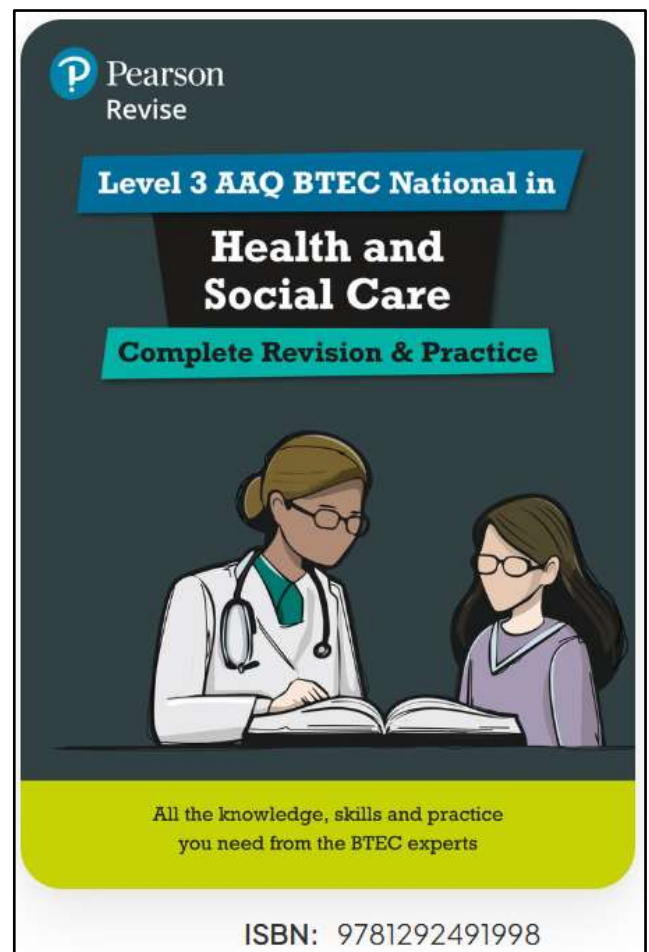


Revision Guide

Pearson Revise Level 3 AAQ BTEC National in Health & Social Care Complete Revision and Practice

You can view samples before you make the decision to buy using the link below:

<https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/health-and-social-care-fe-vocational/btec-national-2025-health-and-social-care?activetab=revision>



Induction Tasks and Summer Project

Over the next few pages there will be some tasks for you to complete over the summer period. Both the induction and summer project tasks set in this booklet are designed with the Head Start Test in mind. By completing all the tasks set you will be illustrating your readiness to begin the course.



Sixth form study is hard work and there are no short cuts.

Commitment to your studies is essential. Good Luck and Stay Safe!

Induction Tasks

The following tasks need to be completed in this booklet and on paper. Make sure each task is correctly titled and numbered. Once you have completed all your tasks, attach them to this pack ready to hand them in during your first Health and Social Care lesson. The following induction tasks will give you an insight into some of the material that is covered during the duration of the course.

Health and Social Care is real and is everywhere!



Discussion of health and social care is everywhere, so you'll be able to see aspects of it in **all** forms of media. Try searching for the following titles and make notes on any videos you watch over the summer, try to keep it relevant to the topics taught in Health and Social Care (refer to the Units outlined previously). I am looking forward to hearing what you have watched and the way it links to health care. Here are some suggestions for you.



Channel 4 offers a wide range of documentaries focusing on **health, fitness, wellness, and medical conditions**. Notable examples include:

- *Vicky Pattison: Maybe, Baby?* – exploring parenthood decisions and reproductive health.
- *Davina: Menopause Stories* – addressing menopause, mental health, and hormone therapy.
- *Do You Have ADHD?* – investigating chronic conditions and lifestyle interventions.

SOCIAL SCIENCES DEPARTMENT: HEALTH AND SOCIAL CARE: AS INDUCTION AND TRANSITION PACK

- *Joe Wicks and Dr Chris van Tulleken: Ultra-Processed Food* – examining diet and public health policies.

These documentaries combine personal stories with expert insights, making them highly relevant for understanding health challenges and social care implications.

Social Care-Focused Documentaries

- The *Better Life* series by Nourish Care highlights **adult social care** through fly-on-the-wall episodes in care homes and supported living facilities. It showcases:
- Residents' experiences and challenges.
- The role of care workers, student placements, and social workers.
- The impact of digital care management tools on improving *outcomes social care today*.

This series is particularly useful for

understanding the human and operational aspects of social care.



Healthcare and Nursing Documentaries

For healthcare professionals, especially nurses, several documentaries provide **educational and inspiring content**:

- *The Charles Cullen Story* – ethical vigilance and patient safety in nursing.
- *A.I. Revolution* – exploring AI in patient care and its implications for nursing practice.
- *Navigating the Nursing Shortage* – highlighting staffing challenges and burnout in healthcare.

These films combine real-world medical challenges with professional development insights, making them valuable for both learning and reflection.

Additional Recommendations

- Other documentaries explore broader health topics, including longevity, medical breakthroughs, and public health:
- *Blue Zones* – investigating regions with exceptional life expectancy.
- Research on telomeres and aging, highlighting scientific advances in human biology
- Stacey Dooley documentaries (BBC iPlayer / Youtube)
- Louis Theroux documentaries
- Dispatches documentaries (4OD)
- Panorama documentaries (BBC iPlayer)

Useful Websites:

- | | | |
|--------------------------|----------|-------------------|
| • Pearson Qualifications | • NHS | • Skills for Care |
| • SCIE | • Mind | |
| • YoungMinds | • GOV.UK | |

SOCIAL SCIENCES DEPARTMENT: HEALTH AND SOCIAL CARE: AS INDUCTION AND TRANSITION PACK

Induction Task 1

A lot of health and social care involves evaluating research and sources. You will need to reference such studies within your work and in addition you will also need to support your points using knowledge and understanding from other sources. Read through both articles and answer the questions that follow. Both articles address issues that we will be investigating further during the course. You will need to reference the article and use further research from the internet about the issues that arise from the articles.



You will need to reference material especially when sitting your Pearson Set Assignments (PSA). Here is an example of referencing websites used in Health and Social Care follows:

NHS (2026) Mental Health. Available at: www.nhs.uk

Induction Task 1. Read the Article linked to Ageing and then answer the questions.

Experts call for 'national mission for ageing' and universal social care system
Story by Hanna Geissler

<https://www.msn.com/en-gb/money/other/experts-call-for-national-mission-for-ageing-and-universal-social-care-system/ar-AA2558dB?ocid=BingNewsVerp>

Britain should launch a "national mission for ageing" and create a universal social care system, a major report has recommended. Experts warned that the UK is on track to have a "super-ageing population", defined by the World Health Organisation as more than 20% aged over 65. This means there will be a smaller proportion of people in work to provide and pay for care.



A report from think tanks The King's Fund and the International Longevity Centre UK (ILC) considered lessons from countries such as [Japan](#) and [Sweden](#) - often seen as world-leaders in care for the elderly. It found that Britain is "an outlier in terms of how many people are excluded from the publicly funded social care system and forced to either pay for themselves, rely on family and friends or go without care entirely".

SOCIAL SCIENCES DEPARTMENT: HEALTH AND SOCIAL CARE: AS INDUCTION AND TRANSITION PACK

Simon Bottery, senior fellow for social care at The King's Fund, said: "It's clear that we'll need to spend more money on social care. Both Japan and Sweden have universal systems where everybody who needs social care is entitled to some state support.

"They may have to contribute something towards that, but everybody gets it, and we don't have that in England. We exclude large numbers of people from public funds because we say they've got too much money.

"If we're going to fill that gap as well as improve the quality of what we're already doing, then we're definitely going to need to spend more money on it."

Japan was chosen for the report because it is "living our demographic future" with 31.7% of people aged 65 and older, compared to 19% in the UK.

A national conversation was sparked in the late 1980s when Japan's fertility rate dropped to 1.57, dubbed the "1.57 shock". This led to major reforms to the delivery and funding of social services for older people. Japan now tops the ILC's global rankings for health span and life span.

Meanwhile, Sweden has a similar health system to the UK but scores much higher on measures of healthy ageing. It has focused more on prevention of ill health through interventions such as "health meetings" for older people.

The report found both countries crucially had a "sense of mission" when it came to confronting the challenges of an ageing population. Mr Bottery added: "[In the UK] we've got a kaleidoscope of different initiatives and attempts to to recognise and tackle the challenges and opportunities of an aging society, but without that sense of national mission, where it's led by the government, the Prime Minister.

"Japan had a wake-up call about 35 years ago, realised the curve they were on and were determined to do something about it. You also see in Sweden this determination to improve aging and not to allow complacency to slip in. That's what the UK needs to do."

The report concluded that ministers should create a national strategy for ageing and take bolder action to deliver on promises to boost prevention and move care closer to home.

It also recommended creating a universal social care system and developing a workforce fit for an ageing society.

Report co-author Luca Tiratelli, a senior researcher at The King's Fund, said: "As the realities of our demographic future begin to materialise there will be fewer people in work relative to the population and more people needing support.

"So far that conversation has not received the focus it needs and other countries are proving to be both more ambitious and more successful in their attempts to address it.

SOCIAL SCIENCES DEPARTMENT: HEALTH AND SOCIAL CARE: AS INDUCTION AND TRANSITION PACK

"Without [a sense of national mission], our already creaking health and care system risks collapsing and the prize of a population that can enjoy healthier and more independent lives for longer will be missed."

A Department of Health and Social Care spokesperson said the Government was "focusing on preventing ill health and enabling people to live longer, healthier lives".

They added: "We're prioritising prevention and personalised care to support people to make healthy food choices, boost physical activity and access financial and employment advice that will improve health and wellbeing and help people get back into work.

"We are also progressing towards a National Care Service with higher quality care, greater choice and better integration between services - backed by over £4 billion additional funding for adult social care by 2028-29."

The Express travelled to Japan in 2024 to experience its superior social care system. On visits to nursing homes in Kawaguchi City, just north of Tokyo, we found a strong focus on preventing ill health through daily activities designed to keep the brain and body active.

The country's revolutionary Long-Term Care Insurance (LTCI) system means every worker pays insurance premiums from the age of 40. When they need support, those over the age of 65, or younger people with age-related conditions, undergo an assessment and receive a care budget.

They are asked to contribute a small amount depending on their income, while the rest of their costs are covered by state funding and insurance.

Yuichi Sakamoto, Kawaguchi City's director of social welfare, told us a typical pensioner contributed around £250 per month. He said the reforms had created a much fairer system because "society as a whole has started to take care of the elderly, whereas before it was the family.

Mr Sakamoto said the new insurance model initially faced strong opposition. He added: "There was also deep-rooted criticism that it would not work because it was creating something that had not existed in the world before.

"But if the UK is going to create a system, I think it will be easier to persuade those who oppose it, because they can see the results from the Japanese precedent."

Answer the following questions linked to the article.

SOCIAL SCIENCES DEPARTMENT: HEALTH AND SOCIAL CARE: AS INDUCTION AND TRANSITION PACK
Q1 (AO1 + AO2 – Knowledge & Understanding)

Explain how a “super-ageing population” could impact the demand for health and social care services in the UK.

(You should refer to workforce, funding, and care needs.)

Q2 (AO2 – Application)

Using the information provided, explain how the current UK social care system affects individuals who are not eligible for publicly funded care.

Q3 (AO3 – Analysis)

Analyse how Japan’s Long-Term Care Insurance (LTCI) system helps to meet the needs of an ageing population.

(You could refer to fairness, funding, and accessibility.)

Q4 (AO3 – Analysis)

Analyse why prevention strategies (such as those used in Sweden) are important in supporting healthy ageing.

Q5 (AO4 – Evaluation)

Assess the likely impact of introducing a universal social care system in the UK.

(Consider effects on individuals, families, services, and government spending.)

Q6 (AAQ Extended Response – AO3 + AO4)

A report suggests the UK needs a “national mission for ageing.” To what extent do you agree with this view?

In your answer you should:

- Refer to the UK’s current system
- Compare with Japan and/or Sweden
- Consider long-term impacts on health and social care provision

Induction Task 2. Find an article of your choice, it must link to health and social care. Read and then summarise the main points below.

Article of choice:

Consider the following:

- Issues raised
- Problems/Limitations
- Solutions
- Those involved
- Why is the matter important?

Summer Project

SP Tasks – Unit 1 Human Lifespan & Development

Learning Objective: Understand how individuals develop across the lifespan.

SP Task 1: Create a timeline of the six life stages and identify physical, intellectual, emotional and social development.

SP Task 2: Compare how two individuals may experience adolescence differently and explain why.

SP Task 3: Choose an individual and research the following:

- Key life events
- Development milestones
- Influencing factors
- Evaluate which factor has and/or had the greatest influence and justify your answer.



SP Tasks – Unit 2 Human Biology and Health

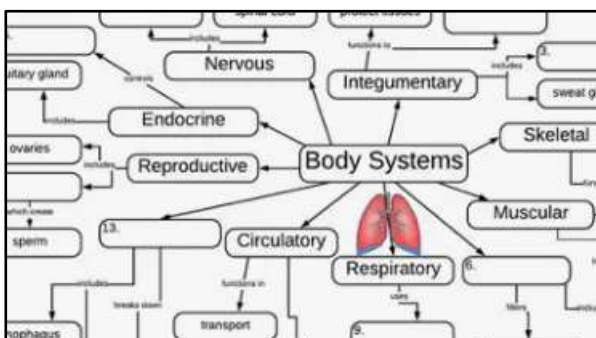
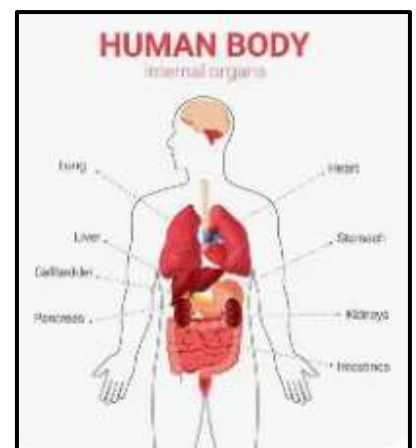
Learning Objective: Understand biological organisation, impact of common disorders and understand how disorders affect multiple systems.

SP Task 4: Organisation & Structure

Create an image of a 'human body organisation map'. You will need to create a visual model/poster or mini presentation.

Your illustration must be labelled, and it should include the following:

- Cells (e.g. red blood cell, nerve cell)
- Tissues (e.g. muscle tissue, epithelial tissue)
- Organs (e.g. heart, lungs)
- Systems (e.g. cardiovascular, respiratory)
- Add a short function statement for each level.



Challenge: Explain how structure supports function (e.g. "red blood cells are biconcave to maximise oxygen transport")

SP Task 5: What Goes Wrong? – Disorder Impact Investigation

Research and investigate a common condition and present findings. Choose one of the Suggested conditions below:

- Coronary heart disease
- Diabetes (Type 1 or 2)
- Asthma

Create a one-page fact file or mini-presentation that includes the following information:

1. What system is affected?
2. What happens to normal functioning?
3. Symptoms experienced.
4. How it affects daily life and care needs?
5. Which other systems are impacted?
6. **Challenge:** Suggest treatments or management strategies e.g. link to role of health/social care workers.



SP Tasks – Unit 3: Principles of Health and Social Care Practice

Learning Objective: Understand values that underpin effective care.

Task 6: Research the following rights:

- Individual rights
- Privacy and dignity
- Respect
- Anti-discriminatory practice



Task 7: Create a one-page guide for new care workers. Include a range of things they should know about caring for individuals and the skills required in their field of work. Refer to the 6 C's (Care Values).



SP Tasks – Unit 5 Promoting Health Education

Task 8: Choose a health issue and complete the following:

1. Research causes and effects of the health issue.
2. Identify the target audience.
3. Design a campaign. Explain how it will work and is it going to be successful.
5. Evaluate which health promotion method would be most effective and why.



Completion of Tasks Checklist

Before you hand in your work during your first Health and Social care lesson you will need to ensure that you have **completed everything on the checklist below.**

Success Criteria:

- ☐ Completed all activities
- ☐ Used reliable sources
- ☐ Included references
- ☐ Reflected on learning



Induction Tasks Checklist	
Induction Task 1 & 2	Completed
Induction Task 1. Article	
Induction Task 2. Research article of choice.	

Summer Project Task Checklist – Unit 1 Human Lifespan & Development	
Summer Project Tasks 1-3	Completed
SP Task 1 – Timeline	
SP Task 2 – Comparing Individuals	
SP Task 3 – Life events of an individual	

Summer Project Task Checklist – Unit 2 Human Biology and Health	
Summer Project Tasks 4-5	Completed
SP Task 4 – Human body organisation map	
SP Task 5 – Disorder impact investigation	

Summer Project Task Checklist – Unit 3: Principles of Health and Social Care Practice	
Summer Project Tasks 6-7	Completed
SP Task 6 – Rights	
SP Task 7– Care workers – Care values	

Summer Project Task Checklist – Unit 5: Unit 5 Promoting Health Education	
Summer Project Task 8	Completed
SP Task 8 – Health issue campaign	

If you have any questions, you can contact the department, and they will be happy to answer your questions and provide some guidance.



Contact: Mrs Savage – Head of Social Sciences

Savage.N@sco.svmat.uk

***We are looking forward to seeing you in September –
have a good summer!***