

BTEC Level 3 (AAQ) Health and Social Care (Extended Certificate) Year 11 to Year 12 Transition Booklet

Instructions for completion:

This transition booklet must be completed during the summer break and submitted on your first Health and Social Care lesson in September.

You are expected to:

- Complete all tasks independently and to a high academic standard
- Use lined paper and clearly label each task
- Reference all sources used (e.g. NHS, BBC, The King's Fund)
- Avoid the use of ChatGPT or any other artificial intelligence tools

You should regularly use the following websites and platforms to support your transition work and future assignments:

- NHS – www.nhs.uk
- NICE – www.nice.org.uk
- SCIE – www.scie.org.uk
- Skills for Care – www.skillsforcare.org.uk
- The King's Fund – www.kingsfund.org.uk
- Health and Safety Executive – www.hse.gov.uk
- BBC Health and Panorama – www.bbc.co.uk
- Department of Health and Social Care – www.gov.uk
- YouTube Channels: *NHS England, The Open University, BBC Docs, FuseSchool*

This work is designed to prepare you for the expectations of the BTEC Level 3 Health and Social Care (AAQ) course. It will allow your teachers to assess your ability to research, write clearly, and meet deadlines.

The importance of using academic and reputable sources

As part of this course—and in any professional health and social care role—you will be expected to conduct research that is accurate, trustworthy, and based on evidence; this means using **academic and reputable sources**.

But what exactly does that mean?

- **Fact-checked and up to date**

Example: The NHS website is regularly reviewed and updated with the latest health guidelines and clinical advice.

- **Written or reviewed by experts**

Example: NICE (National Institute for Health and Care Excellence) guidelines are written by panels of medical, academic, and social care professionals.

- **Free from bias or opinion**

Example: SCIE (Social Care Institute for Excellence) provides research-based, neutral guidance for best practice in care settings.

- **Published by a trustworthy organisation** such as a government department, NHS body, or academic institution

Example: The Department of Health and Social Care (gov.uk) publishes official policies and strategies that are used by practitioners across the country.

By contrast, sites like **Wikipedia**, social media, or general blogs can contain information that may be inaccurate, overly simplified, or based on personal opinion rather than facts. These types of sources **should not be relied upon** for coursework assignments or independent learning, especially when working with real people's health and wellbeing.

Why is this important in Health and Social Care?

In this subject, we are dealing with sensitive and sometimes life-changing topics: how people grow and develop, how they cope with illness or disability, and how professionals provide care and support. If your research is incorrect or misleading, it could result in misunderstanding people's needs, giving poor advice, or failing to meet legal and ethical standards.

Learning to research properly is one of the **core skills** that will support your success not only in this qualification but in any future work or study.

Task 1: Unit 3 – Principles of Health and Social Care Practice

1. Research and define the following key care values in your own words, then explain how they might be applied in a professional care setting (e.g. hospital, care home, nursery):

- Respect
- Dignity
- Person-centred care
- Anti-discriminatory practice
- Confidentiality

2. Choose one of the following laws and write a short summary of what it is and how it helps to protect people receiving care:

- Equality Act 2010
- Health and Social Care Act 2012
- Children Act 1989

3. Identify three different job roles in health and social care. For each role, explain one responsibility they have in applying care values.

Task 2: Unit 1 – Human Lifespan Development

In Unit 1, you will learn how people grow and change from birth to old age. These are called life stages.

1. Copy and complete the table below by identifying the age range for each life stage:

Infancy: ____

Childhood: ____

Adolescence: ____

Early Adulthood: ____

Middle Adulthood: ____

Later Adulthood: ____

2. Choose ONE life stage and describe **four** expected types of development at that stage (physical, intellectual, emotional, and social).

Task 3: Unit 2 – Human Biology and Health

Research each of the following human body systems:

- Cardiovascular
- Respiratory
- Digestive
- Endocrine

For each system:

1. List the key organs involved.
2. Explain what the system does and how it works.
3. Describe a common disorder, its causes, symptoms and treatment.
4. Name two professionals involved in diagnosing or treating the disorder.

Task 4: Care Practice, Development and Biology

Watch the following videos/documentaries and write structured notes on lined paper. For each one, include:

- What the video is about
- Three things you learned
- How it links to health, development, or care practice
- Any job roles mentioned


Recommended viewing:

- BBC Panorama: 'Crisis in Care' (BBC iPlayer or YouTube)
- FuseSchool: 'How the Respiratory System Works' (YouTube)
- BBC Bitesize: 'Working in Health and Social Care' playlist
- The Open University: 'The Role of a Care Worker' (YouTube)
- NHS England: 'Our NHS People' Series
- TED-Ed: 'What is Type 2 Diabetes?'

Task 5: Key Vocabulary

Using the Frayer model (example below) define the following key words:

Definition	Key Features / Characteristics
Examples	Non-Examples / Common Misunderstandings



Key vocab

- **Definition** - A clear and concise explanation of the term.
- **Key Features / Characteristics** - Describes what makes this concept unique or important in a health and social care context.
- **Examples** - Realistic, subject-specific examples of how the term applies in practice (e.g. within a hospital, care home, or social work setting).
- **Non-Examples / Common Misunderstandings** - Terms or scenarios that may seem similar but do not meet the correct definition, or incorrect uses of the term.

1. Safeguarding
2. Holistic care
3. Person centred care
4. Empowerment
5. Chronic illness
6. Discrimination
7. Referral
8. Consent
9. Advocacy
10. Professional boundaries

A message from the exam board Pearson...

A word to students

Today's BTEC Nationals will require commitment and hard work, as you would expect of the most respected applied learning qualification in the UK. You will have to complete a range of units, be organised, take some assessments that we will set and mark and undertake practical tasks and assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.