

The Friary Sixth Form



Pearson Level 3 Alternative Academic Qualification
BTEC National in

Health & Social

Bridging Pack 2026

Course Expectations



Introduction

It is great that you are considering studying Level 3 in Health & Social Care.

This pack contains a programme of activities and resources to prepare you to start your AAQ (Alternative Academic Qualification) Health and Social Care in September. It is aimed to be used after you complete your GCSEs, throughout the remainder of the summer term and over the summer holidays to ensure you are ready to start your new course in September.

The course leader/subject teacher for this qualification is Ms Fallows.

What we expect from you?

- Excellent attendance/punctuality to lessons
- Correct equipment (see list below)
- Correct uniform – smart business wear and lanyard to be worn at all times
- Contribute positively in lessons

What you can expect from us?

- High quality teaching and learning
- Commitment to you as individuals
- Constant support and guidance
- Weekly after school booster/revisions sessions
- Submitted work will be marked and assessed within 10 days of handing it in

Equipment list

- A4 folders (x 4 in total for the two years of study) and an A4 note pad
- Plastic wallets (for each folder)
- Folder dividers (for each folder)
- Course materials i.e., textbooks/revision guide
- Pens, pencils, highlighters, calculator
- Use of a fully working computer or laptop at home

Quick tip: purchase this book....



ISBN-10



1292487089

ISBN-13



978-1292487083

Course Overview



Below is a course outline. There are 4 units in total and they are all assessed slightly differently. Look at the table below at when you will be completing these units.

Unit	Assessed	Year
Unit 1 – Human lifespan & development	Exam – externally assessed	12
Unit 2 – Human biology & health	Exam – externally assessed	12
Unit 3 – Principles of health & social care practice	Coursework	12/13
Unit 7 – Health science	Coursework	12/13

Unit 1: In this unit you will develop your knowledge and understanding of patterns of human growth and development across different life stages and the concept of holistic development. You will study factors that may influence human growth, development and health; some of these are innate; some are impacted by lifestyle, environmental, socio-economic factors and many are a combination of all factors. You will study the impact of health inequalities, and how these affect the health of individuals. The unit also explores the promotion, prevention and treatment provided by health and social care professionals and the roles and responsibilities of health and social care professionals when providing effective, holistic care across a range of health conditions. This unit provides a comprehensive platform for understanding human growth and development and the professional responsibilities of a broad variety of health and social care professionals that is relevant for all students aiming to progress to a career in health and social care.

Unit 2: You will learn how the body is organised into cells, tissues, organs and organ systems and how healthy bodily function is achieved. You will start by developing your knowledge on cellular structure and function, the different tissue types, including where they are found in the body and how their structure supports their function. You will explore respiration and energy metabolism in the human body and the homeostatic mechanisms that work to maintain the internal environment of the body. You will then build on this knowledge to develop a more detailed knowledge of the structure and function of key body systems, such as the cardiovascular and respiratory systems and how the endocrine system controls and regulates processes throughout the body. You will move on to consider how normal physiological functioning may be interrupted by common disorders, such as coronary heart disease and diabetes, and how these disorders affect multiple body systems.

Unit 3: This unit introduces you to the core values expected of NHS and social care professionals which underpin professional standards, skills and attributes and how these should be applied in practice to meet the needs of individuals in health and social care environments. In this unit, you will learn about the values, skills and principles of meeting care and support needs and how these should be applied in practice. You will look at some of the challenges and approaches that may arise when personalising care and how legislation, governance and regulation affect the provision of care and support to meet individuals' needs. You will also examine the different societal factors affecting the health outcomes of individuals and the strategies used in health and social care to overcome these.

Unit 7: In this unit, you will gain an understanding of the different types of microorganisms that cause infection and disease in humans, the conditions they need to thrive, and common methods for controlling them. You will examine the effectiveness of the human body's natural defence mechanisms, used to establish its own immunity from infectious disease. You will research how infectious diseases are transmitted directly and indirectly and will also have the opportunity to explore how the body responds to non-infectious diseases caused by dietary and environmental factors.

Tasks



Activity 1

Linked to Unit 1 Exam – Human Lifespan Development

Scenario: Imagine you are a carer and that you need to have the knowledge of the different stages of development as we grow older.

You need you to: create an informative leaflet that shows others what the different lifespan stages are: 0-2 years, 3-8 years, 9-18 years, 19-45 years, 46-65 years and 65+. Show knowledge of what happens in each life stage and what types of things differ from stage to stage that an individual can do as they develop.

Success criteria is based on:

Pass: *describe* what each of the life stages are and give an example, maybe include a picture.

Merit: *describe* what each of the life stages are and *explain* what factors could affect the development of an individual as they grow older.

Distinction: *describe* what each of the life stages are, *explain* what factors could affect the development of an individual as they grow older and *analyse* the impact of certain diseases on that person's future development in life.

Challenge element: *understand* the intellectual development across the life stages and how they differ over time.

Key tips:

- ❖ Remember this is an informative leaflet so use key information and examples.
- ❖ As it is an informative leaflet you will be expected to show your design in the first lesson as an ice breaker into the course and show your current subject knowledge of Health & Social Care.

Activity 2

Linked to Unit 2 Exam – Human biology and health

Research a list of Health and Social Care jobs/ medical terms for each letter of the alphabet



A
B
C
D
E
F
G
H
I
J
K
L
M

N
O
P
Q
R
S
T
U
V
W
X
Y
Z

Activity 3

Task: Research and define the words below, which are words you will need to use correctly. Then, in the end column summarise the term visually (with an image) to help you remember it.

Term	Definition	Pic/image/draw
Adolescence		
Advocate		
Attachment		
Care package		
Safeguarding		
Discrimination		
Diversity		
Empathy		
Ethical		

Term	Definition	Pic/image/draw
Person-centred care		
Care values		
Holistic Approach		
Multi-disciplinary team		
Physiology		
Health and care legislation		
Risk Assessment		
Meeting people's needs		
Self-Esteem		

Activity 4

Health and Social Care in the Media



It is important to have a **broad understanding** of health care and social issues which affect services and professionals working for the NHS. One way of raising your awareness is to **prepare you before your course** starts with summer learning using different forms of media.

Your task is to pick...

- 2 Films
- 1 Book
- 2 Documentaries

You are then tasked with writing a report which is to be a minimum of half an A4 page with the following title: '**Discuss the issues [in the film/book or documentary] and impact on health care provision**'

You must watch or read using examples on the previous slides or another media resource relevant to your learning.

Consider the following:

- What issues, if any, are being raised in the stimulus? E.g. dementia
- How does the stimulus present health? E.g. care for people with dementia
- Explain why the topic of the media source is relevant to your learning and whether you think it is helpful and why?

This list is NOT exhaustive there may be other questions/ideas you wish to consider as you watch or read – it would be lovely to share with us all.



Glossary



Term	Definition
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.
Demonstrate	Learners' work, performance or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Develop	Learners acquire and apply skills through practical activities.
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn.
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as: • strengths or weaknesses • advantages or disadvantages • alternative actions • relevance or significance. Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.
Explore	Learners apply their skills and/or knowledge in contexts involving practical testing or trialling.
Implement	Learners consider the relevant factors to put a plan into practice, requiring self-direction in the selection of factors such as planning, research, exploration, outcome and review.
Justify	Learners are able to give reasons or evidence to: • support an opinion • prove something right or reasonable.
Optimise	Learners improve a process or product by incremental steps to achieve the best performance possible (given constraints).
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a plan, product or report.
Review	Learners make a formal assessment. They appraise existing information or prior events, or reconsider information with the intention of making changes if necessary.

Additional Reading



Dive into a book

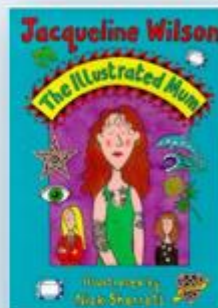


Further Reading

Pig Heart Boy by Malorie Blackman



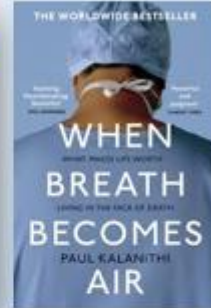
The Illustrated Mum Jacqueline Wilson



This is Going to Hurt by Adam Kay



When Breathe becomes Air by Paul Kalanithi



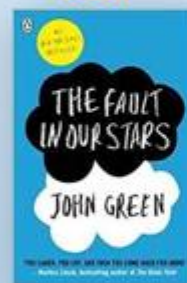
The Hate U Give by Angie Thomas



Me Before you by Jojo Moyes



The Fault in Our Stars by John Green



The Story of Baby P by Ray James



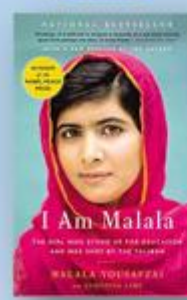
Katie Price: Harvey



The Language of Kindness by Christie Watson



I am Malala by Malala Yousafzai



The Perks of Being a Wallflower by Stephen Chbosky



Recommended Reading for Health & Social Care
Yes, some of these are also films, if you prefer!

[illegible]