

Please note this is a new qualification we are offering from September 2026, but due to the government's constant changes we will not be able to offer to new cohorts in September 2028 and will need to update this information again with V-Levels!

KS5 - Pearson Level 3 Alternative Academic Qualification (AAQ) BTEC National in Health and Social Care (Extended Certificate)

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Curriculum Intent:

Studying Health and Social Care at Key Stage 5 will extend the student's knowledge of growth and development across the lifespan, the roles within the Health and Social Care sector and how health and wellbeing is studied and promoted to help individuals to live better and longer. They will explore roles, responsibilities, core values and services, as well as a combination of Human Biology, Psychology, Sociology, Epidemiology and Law, engaging them in a broad investigation of various aspects of the Health and Social Care sector.

We value the importance of equipping our pupils with work related knowledge, skills and understanding. Our curriculum is enriched with examples from historical cases, current research and evidence-based practice, opportunities to visit universities as well as health and social care settings and to engage with those who work in the sector.

Students are encouraged to volunteer and gain experiences in different settings to gain a clearer understanding of roles, workplaces and service users, further developing their personal skills and attributes.

Pupils will also develop transferable skills and attributes that support their general development as an academic, as well as important for their personal development, including digital literacy, time management, presentation skills and communication skills.

Core Knowledge	Procedural Knowledge
Topics:	Students will:

Mandatory Units – all students must cover these units:

Unit 1 – Human Lifespan Development

- A. Physical, Intellectual, Emotional and Social Development at each life stage
- B. Factors affecting human growth and development across each life stage
- C. Health and social care promotion, prevention and treatment at different life stages

Unit 2 – Human Biology and Health

- A. Organisation of the human body
- B. Body systems
- C. Disorders of the body and effect on body systems

Unit 3 – Principles of Health and Social Care Practice

- A. Principles of health and social care practice which underpin meeting the care and support needs of individuals
- B. How organisations, legislation and guidance inform practice in health and social care
- C. How social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice

Optional Units – we will select **one** of these units for each cohort based on interests and progression routes:

Unit 4 – Health, Policy and Wellbeing

Unit 5 – Promoting Health Education

Unit 6 – Safe environments in Health and Social Care

Unit 7 – Health Science

Units 1 and 2 will be completed in Year 1 of the course and Unit 3 and the optional unit will be completed in Year 2 of the course.

- Develop notetaking skills.
- Apply knowledge to specific case studies, disorders and scenarios.
- Develop digital literacy when using the computer to present their work, research, gather data, etc.
- Develop presentation skills – designing through to delivering.
- Develop reflection and evaluative skills.
- Develop analytical skills.
- Develop literacy when writing reports and responding to examination questions – learning to write concisely whilst drawing on key concepts and research.
- Develop research skills including the ability to determine reliable and valid sources and how to cite sources using a formal referencing system (e.g. APA, Harvard).
- Be able to produce responses in different media formats including factsheet, report, strategic plans, poster, essay and slideshow.
- Draw on learning from different units or other subjects, contexts, making links and connections.
- Be able to explain using models, theories, case studies and specific examples.
- Discuss and assess, different strategies/methods and the importance of specific approaches.
- Provide recommendations and justifications that are supported by substantial evidence.
- Learn and recall factual information and apply it to the context of the question.

Homework:

Out of class learning is essential to remembering factual information, practising application of key concepts, practising examination technique and completion of internally assessed work. The best approach to this is little and often.

Students are expected to match the 5 hours of contact time in the classroom with 5 hours of out of class independent study. Each week, at least one of these hours will be directed by the teacher, submitted by a specific deadline and the student will be provided feedback. At different points in the year, more of these hours may be explicitly directed. When not explicitly directed, students will be supported with a choice of independent study tasks, and they are expected to document these on the blue coloured sheet in their file.

Home learning tasks may include some of the following: creating a revision resource, completing past paper questions, watching a documentary, reading an article, super curricular task, completing a section of their assignment.

Assessment:

The AAQ in Health and Social Care externally assessed examinations can be taken at two possible windows, January and June in each of the two years of the course.

Students are permitted to sit each external examination (Unit 1 and Unit 2) a maximum of 3 times, with the best result contributing to their overall qualification result. To ensure sufficient opportunities are available should they be required, we have designed our delivery so that the students sit Unit 1 and Unit 2 in the first year of the course.

In year 13, students will complete the internally assessed units (Unit 3 and Unit 4). Each unit has a Pearson Set Assignment Brief (PSAB) which is set and changed by the exam board annually. The student's teacher will assess the completed work which must be submitted by the set deadline. It may be deemed that the student can have a resubmission, which permits 15 working days for the student to add to their work and resubmit. Work from the internally assessed units are sampled by the exam board to ensure that nationally, there is fairness and consistency in the marking.

The overall qualification result is determined by their score in each of the four units. The Uniformed Mark Score (UMS) that they achieve in each unit is combined to provide a total UMS and then converted to a grade. Below are 3 tables to show the UMS for each grade for internally and externally assessed units and when calculating the overall result.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

Grade	Unit size (90 GLH)
U	0
Pass	9
Merit	15
Distinction	24

Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

Grade	Unit size (90 GLH)
U	0
Near Pass	6
Pass	9
Merit	15
Distinction	24

Extended Certificate (360 GLH)

Grade	Points threshold
U	0
Pass	36
Merit	52
Distinction	74
Distinction *	90

Links to Personal Development:

The curriculum offers a wealth of opportunities to link to Personal Development. In terms of careers and progression, students are encouraged and provided support to secure placements and volunteering that will provide them with suitable experience to make informed choices about their future aspirations. The curriculum along with extra and super curriculum opportunities will enable students to develop skills and that will support their professional and personal development.

Additionally, the curriculum will teach them about different roles that they can progress into, as well knowledge regarding legislation, policies and procedures that are applicable in workplaces such as Health and Safety at Work Act, RIDDOR, COSHH, safeguarding, infection prevention and control and confidentiality.

In several units, gender equality and reduced inequalities are discussed and frequently topics relating to health and wellbeing. They study in the fields of Biology, Psychology, Sociology and Epidemiology, understanding in detail how the body works and disorders associated with each body system. They learn about genetics, ageing, the environment, lifestyle and socioeconomic factors, and how they impact on growth, development, health and wellbeing. They explore self-concept/esteem/image as well the development and changing of relationships across the lifespan.

How is my knowledge further developed in Post 18 provision?

Students may choose to continue to study in this field by completing an undergraduate degree such as; BSc or BMedSci (Hons) in Adult Nursing or Midwifery, BSc (Hons) in Speech and Language Therapy, BA or BSc (Hons) in Social Work, BSc (Hons) in Paramedic Science.

Equally they could pursue an apprenticeship in Nursing (usually specific i.e. Mental Health, Adult, etc.), Support Worker, Health Informatics, Allied Health Professions, Dental Nursing, Pharmacy Assistant.

Employment roles that would build on knowledge may be a non-clinical role in a hospital such as; administrative, porter, catering. Care work in a residential home or domiciliary care would be possible with some additional training such as safeguarding and manual handling. Working for a charity would also enable students to build on the knowledge they have developed at Level 3.