

Course Start

Course Start is independent learning you need to complete as a fundamental part of your introduction to the course. It should take you approximately 5 hours to complete.

Course Name	Health & Social Care L3 BTEC Extended Certificate (Single Award)
How this Course Start fits into the first term of the course	<p>In the first term, during the 3rd and 4th weeks, you will be learning about Intellectual Development. Part of this is about how we humans acquire language.</p> <p>You will also be studying Unit 5 which is all about working to support meeting the needs of service users. One of the first topics you learn in this unit are the skills and attributes needed to build trusting relationships.</p>
How will my Course Start learning be used in lessons?	<p>You will use your knowledge acquired on language development to help you write an essay about Noam Chomsky and his theory on language acquisition. You can use your notes to help you structure and write up a 10 mark question from a past paper.</p> <p>You will use your knowledge acquired on skills and attributes to help you explain how health and social care professionals use them to build trusting relationships through:</p> <ul style="list-style-type: none"> ● delivering effective care ● promoting equality and diversity ● preventing discrimination
Course Start learning objectives	<p>To familiarise yourself with Chomsky's theory "Language Acquisition Device" and to be able to offer at least two criticisms of it.</p> <p>To familiarise yourself with a range of skills and attributes used in H&SC and be able to identify where they have been used and explain how they allowed a trusting relationship develop between professional and service user (patient).</p>
Study Skills	<ul style="list-style-type: none"> ● Literacy - reading given article and writing up notes to meet the task brief ● Research - using the internet or other sources ● Observations skills - watching video

Expectations for: Health and Social Care

Our specification is: [BTEC National Extended Certificate in Health and Social Care](#)

What this course involves: Two units in Year 1:

Unit 1 Human Lifespan Development

This unit will develop your knowledge and understanding of patterns of human growth and development. You will explore the key aspects of growth and development, and the experience of health and wellbeing.

You will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan.

You will learn about a number of theories and models to explain and interpret behaviour through the human lifespan. In this unit, you will explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals.

You will study the interaction between the physical and psychological factors of the 4 ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years.

You are assessed on this knowledge by a 1.5 hour exam in May 2025.

Unit 5 Meeting the Support and Care Needs of Individuals

In this unit, you will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care. You will examine factors that can impact the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services.

You will explore the different methods used by professionals across all care services. You will reflect on these methods when you consider the importance of multi-agency working in providing a package of care and support that meets all the needs of individuals.

To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

You are assessed on this knowledge by a written coursework assignment in June 2025

Health and Social Care - Single Award - Course Start Work

In Unit 1, Human Lifespan Development, we look at how humans grow and develop from birth through to old age.

A very important aspect of our development is Language.

You need to know how language develops and what the theory is behind the way we learn to speak.

Task 1:

Read this article about the true story of Genie Wiley – it is a sad and intriguing story that will help to get you thinking about language. There are videos on youtube too that you may be interested in watching after learning about Genie. (Be aware of some of the outdated and inappropriate language used in the videos, ie. feral. We will discuss this in class).

[Starved, tortured, forgotten: Genie, the feral child who left a mark on researchers - The Guardian](#)

Task 2:

Research Noam Chomsky and his theory on **Language Acquisition Device** (LAD). (You will most likely use the internet, some links are provided below to get you started).

Write up one side of A4, in your own words, to show your understanding of:

- His theory of how we learn to speak
- Any criticisms of it (ie. what other theorists have said they disagree with)

Task 3:

On another side of A4Research two other theories about how we learn to speak (suggestions are those by Skinner, Piaget or Vygotsky)

- What does their theory say?
- Are there criticisms of it?

These websites are examples of some that may be useful in addition to your own research, which need not be just internet based, you could use books, visit the library:

[Language Matters: Noam Chomsky's Black Box](#)

▶ Noam Chomsky on Language Acquisition

▶ The Chomsky Skinner Debate: How Do Humans Acquire Language? (Chomsky v Skinner)

In Unit 5, Meeting Individual Care and Support Needs, we look at how health and social care services and professionals work together to support meeting the needs for 2 case studies (Patrick and Brenda).

A very important aspect in meeting care and support needs is the development of trust between the service user (patient) and their H&SC professionals.

You need to know a range of skills and attributes that H&SC professionals need in order to develop a trusting relationship.



Task 1:

Watch the following episode of Casualty 24/7

[Child Arrives With Head Injury | Full Episode | S01E01...](#)

Task 2:

Below are the skills and attributes that you need to be aware of in Unit 5 - read through them and familiarise yourself with them first. Then (on 1 page of A4) explain how the skills you witnessed from staff in the episode of Casualty 24/7 allowed them to build trust between them and their patients.

People skills

People skills are the skills that help us to get on with other people, and so develop relationships with them. Some of these skills are:

- ▶ **empathy** - the ability to share and understand the emotions of others, such as sadness, anxiety or happiness
- ▶ **patience** - the capacity to accept or tolerate problems without becoming annoyed or anxious
- ▶ **engendering trust** - the ability to get people to trust you
- ▶ **flexibility** - being able to fit in with others and change your own plans if necessary
- ▶ **a sense of humour** - being able to see the funny side of situations
- ▶ **negotiating** - the process by which two parties with different interests or perspectives attempt to reach agreement, for example a doctor and a patient
- ▶ **honesty** - being truthful and sincere
- ▶ **problem solving** - the ability to ask the right questions and find an answer to a problem.

Communication skills

Active listening and responding

Listening to people involves more than just hearing what they say. To listen well, you need to be able to hear the words being spoken, think about what they mean and then think what to say in reply. You can also show that you are listening and what you think about what is being said through your body language, facial expressions and eye contact.

By yawning, looking at your notes or watch, or looking around when someone is speaking, you will give the impression that you are bored by what is being said. This is not only very rude but can also cause the person distress and negatively affect their self-esteem.

The process of active listening and responding involves:

- ▶ allowing the person who is talking time to explain
- ▶ not interrupting
- ▶ giving encouragement by smiling, nodding and making encouraging remarks such as 'Really?' and 'Oh yes.'
- ▶ asking question for **clarification**, such as 'Can you explain that again please?'
- ▶ showing empathy by making comments such as 'That must be so difficult for you.'
- ▶ looking interested by maintaining eye contact and not looking at anything else
- ▶ not being distracted by anything else – switch off your mobile
- ▶ summarising to check that you have understood what has been said. For example, 'So what you mean is ...'

Tone of voice

It is not just what you say but also the way in which you say it that is important. If you talk to someone in a loud voice with a fixed tone, the person will think that you are either angry with them or treating them as though they are less intelligent than you. It is important to speak calmly and quietly, with a varying tone, so that the other person will think you are being friendly and kind, and are interested in what they are saying. If the person has difficulty hearing, you might speak more loudly, but still calmly and with a varying tone.

Use of appropriate language

You probably wouldn't like it if your tutor started to use slang and text language in an attempt to appear cool while they were teaching you. You would feel embarrassed for the tutor. It is important to adjust your language to match the situation you are in and the person you are talking to. People usually do this without even realising it, unconsciously changing their dialect or accent depending on who they are speaking to. For example, when they are speaking to a friend on the phone they will be less formal than if they are ringing up the optician for an appointment.

Observation skills

Observing changes in an individual's condition

A carer has to be constantly alert to changes in patients' conditions, and the implications of this in terms of care. For example, if a person lapses from being asleep to being unconscious, they will need immediate medical help. If you do not have good observation skills, you may not notice that a person's condition has changed. There are two types of observations: ones that are measurable, such as volume of blood in the urine, pulse rate, blood pressure and temperature, and ones that you can see, such as whether the patient is pale or flushed, alert or sleepy, sad or happy, or eating properly. Both of these types of observation are important when maintaining a watch on a patient's overall condition.

Monitoring children's development

Another area where good observation skills are essential is in child development work. It is important to watch a child carefully and take note of all aspects of their development, including their physical condition, non-verbal communication, behaviour, relationship to others and how they play, so that problems can be identified quickly and addressed before they get worse.

Other observations

Good observation skills also help a service provider to note signs of abuse or negligence and identify any areas of care that could be improved. For example, the manager of a care home noticing that a service user is unclean and bruised, and investigating in order to remedy the situation.