**Year 12 Summer Support 2020-21**

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| **BTEC Level 3 Health and Social Care**  |
| **Assignment Checklist**  | **Tick when complete**  |
| **Complete Unit 5 Assignment 2 work – Checklist is attached.** |   |
| ***D.P6*** Explain why meeting the needs of the individuals requires the involvement of different agencies. |   |
| ***D.P7*** Explain the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of specific individuals. |   |
| ***D.P8*** Explain the arrangements for managing information between professionals.  |   |
| ***D.M5*** Assess the benefits of multidisciplinary and multi-agency working for specific individuals with care and support needs. |   |
| ***D.M6*** Analyse the impact of legislation and codes of practice relating to information management on multidisciplinary working. |   |
| ***D.D3*** Justify how organisations and professionals work together to meet individual needs while managing information and maintaining confidentiality. |   |
| ***D.D4*** Evaluate how multi-agency and multidisciplinary working can meet the care and support needs of specific individuals. |   |
| **Key skills**   | **Tick when complete**  |
| **Learn the following Command words for Unit 1 and 4 exams** |   |
| ***Unit 1*** |   |
| Which |  Learners specify one or more items from a definite set. For example, ‘Which body part…’. |   |
| Outline |  Learners provide a summary or overview or a brief description of something. For example, ‘Outline ways in which this might affect their physical health.’ |   |
| Identify |  Learners indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities. For example, ‘Identify the services that might be available to…’. |   |
| Describe |  Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject. For example, ‘Describe gross and fine motor skills in relation to…’. |   |
| Explain | Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details. For example, ‘Explain two possible features of the development of…’. |  |
| Discuss |  Learners consider different aspects of a topic, how they interrelate and the extent to which they are important. For example, ‘Discuss how both the environment and genetic factors may account for…’. |  |
| Evaluate | Learners draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance. For example, ‘Evaluate possible explanations for the development of…’ |  |
| Justify | Learners give reasons or evidence to support an opinion or prove something right or reasonable. For example, ‘Justify how overcoming…’. |  |
| To what extent | Learners show clear details and give reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). For example, ‘To what extent might recent…’. |  |
| Unit 4 |  |
| Article | Article The pre-released account of a piece of recent research relating to an aspect of health or social care. Could be based on a longer research report. |  |
| Ethical Issue | Ethical issue Ethically related aspects that may have affected how the research was carried out. |  |
| Health and Social Care practice | Health and social care practice Used in relation to how health and social care professionals carry out their work or job roles. |  |
| Health and Social Care services | Health and social care services May be used in relation to how services are provided and/or made available to theindividuals that need them. |  |
| Issue | Issue May be used on its own to describe the subject of the research that the article is describing. |  |
| Literature review | Literature review An assessment of existing research around a particular issue or area of study. |  |
| Primary Research | Primary research Research compiled directly from the original source, which may not have been compiled before. Learners are not expected to carry out primary research, but they are expected to understand the advantages and disadvantages of different primary research methods. |  |
| Qualitative research | Qualitative research Descriptive data, such as data drawn from open-ended questions in questionnaires, interviews or focus groups. |  |
| Quantitative research | Data in numerical form that can be categorised and used to construct graphs or tables of raw data, such as data drawn from results of experiments, hospital data showing admissions of individuals with certain health conditions,closed questions in questionnaires. |  |
| Research methods | Refers to how the research described in the article was carried out, for example through quantitative methods such as analysis of figures drawn from hospitals or GP surgeries;or qualitative based on focus groups, questionnaires. |  |
| Secondary sources/research | Published research reports and data, likely to be based on analysis of primary research. |  |