SUMMER INDEPENDENT LEARNING

Group/Subject	BTEC Extended Diploma in Health and Social Care (Year 12 – 13)
Topic	Unit 3 – Anatomy and Physiology Unit 4 - Enquiries into Current Research in Health and Social Care
Hours	15- 20 hours
To be completed by	This work must be completed and handed in to your subject teacher on the first day of term.

Background/Context

In this final year of your studies at NCB you will be sitting Unit 3 and Unit 4 exams in January 2026. Both exams are mandatory requirements for your qualification.

In order to prepare you for September teaching, we have set work which counts towards these units, to be completed over the summer break. The content in here is part of your learning so it must be done as well as you would in a classroom setting.

Unit 3 is a biology/science-based unit, which is the reason why you needed to have passed your GCSE science exams. You will study body systems and physiological disorders amongst other areas in the unit. The exam format is similar to Units 1 and 2, completed in 90 minutes.

Unit 4 requires high level literacy and information processing skills as well as ability to infer, connect, understand and predict. You have already completed work on research methods in lessons so these tasks should not be too difficult. Unit 4 exam format is 4 exam questions completed in 3 hours. Marks for these questions vary between 15 and 20 marks, totalling 65.

- For Unit 3 you need to complete Tasks 1 – 5, using additional paper as needed.
- For Unit 4 you need to complete Task 6 – 10. You need to complete the work by hand unless you are entitled to use computer/laptop as part of your access arrangements. You will be expected to use additional paper, ideally A4 in size and lined.

Task 1 : Disorders

Over the course of this unit, you will learn about multiple disorders related to different body systems.

You will research, and create posters on all of the following disorders:

Respiratory system: Asthma, Pneumonia, Chronic Obstructive Pulmonary Disorder (COPD)

Cardiovascular system: Stroke, Hypertension, Anaemia and Coronary Heart Disease.

The posters must contain:

- A description of the disorder
- Causes of the disorders
- Key signs and symptoms of the disorders (making links to the relevant body system)

Asthma

What is Asthma?

What causes Asthma?

You now need to annotate the outline of the body with some key signs/symptoms of Asthma. You MUST explain how the disorder is specifically causing the symptoms, with clear links to the respiratory system.

Disorders of the respiratory system

Task 2: Respiratory system

Complete the table below, to explain the structure and function of the following parts of the respiratory system: Trachea, bronchi, lungs, bronchial tree, and alveoli.

Part	Structure	Function
Trachea		
Bronchi		
Lungs		
Bronchial Tree		
Alveoli		

Task 3: Respiratory system

Watch the following video: https://www.youtube.com/watch?v=57byXpOUpSU.

If you cannot access that specific video, you can find a different one on the same topic. Using the space provided below, draw a diagram showing the process of 'Gaseous exchange' and 'Diffusion'

Task 4: Cells

Create a set of revision flashcards on the organelles of a cell. You will then use them periodically throughout the holidays to maintain your subject knowledge.
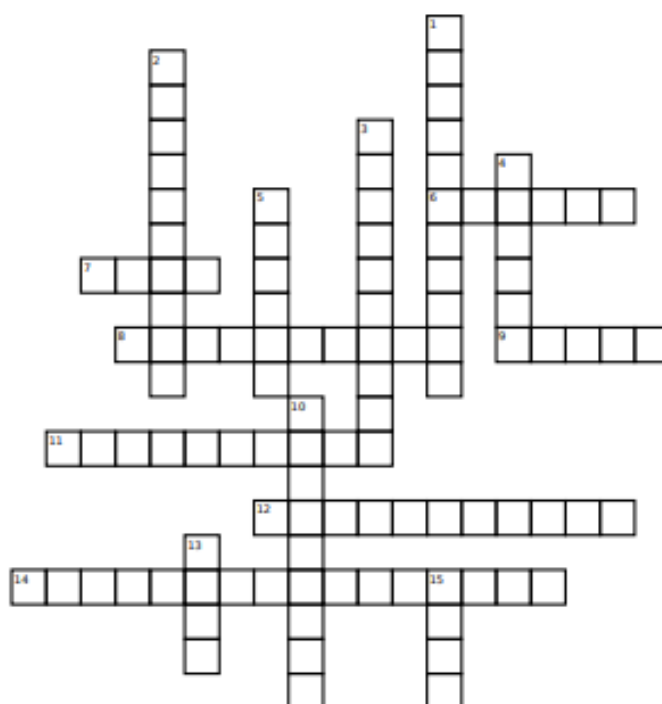
Task 5: Cardiovascular system

Sketch/find an image of a cross section of a heart. Label the heart to show the key parts of the heart, and also how blood flows through the heart during the cardiac cycle.

Task 6 – SIL your understanding

- Let's see what your already remember and understand: complete the following crossword:

SIL your understanding

Down:
1. another word for people involved in research
2. an event or a situation that exists
3. there are three types of this research method
4. hidden
5. number of people involved in a research activity
10. a research method producing qualitative data
13. one sided
15. information collect during research

Across:
6. yes or no is the answer
7. this is a type of question
8. where samples come from
9. another word for methods
11. a visual graph showing the different relationships between people when observation behaviours
12. quality of being trustworthy
14. generated by getting people's opinions, thoughts, viewpoints

Task 7 – Purpose of research

The purpose of research is to find out information or gain knowledge. Research is a systematic or orderly procedure that explores issues to establish facts or reach new conclusions.

- Identify the FOUR key purposes of research in health and social care.
- Provide an example for each purpose, from within the health and social care research in the UK.   You must include website details; title of research and summary of the research is about.

		Identify the purpose	Example from H&SC research in the UK, include website details, title of research and a summary of what it is about.
1			
2			
3			
4			

Task 8 - Identifying source material

- Using reputable websites, identify TWO examples of research that have been carried out in health care and TWO examples of research in social care ***within the last five years.***

	Name of research projects, the web links and a summary of the research conducted
Health	**Research article 1** Title of research project: Website: Summary of the research that has been conducted: **Research article 2** Title of research project: Website Summary of the research that has been conducted:

Social Care	**<u>Research article 1</u>**
	Title of research project:
	Website:
	Summary of the research that has been conducted:
	<u>Research article 2</u>
	Title of research project:
	Website:
	Summary of the research that has been conducted:

Task 9 – understanding advantages and disadvantages of research methods

- Answer the following questions:

Explain one benefit of having qualitative data from research	
Which research methods are easy to administer? Give reasons.	
What does it mean when a research method is cost effective?	
What is the disadvantage of only having quantitative data?	
What is the advantage of having a small sample size?	
Give two advantages for using non-participant observations	
Give two disadvantages of using checklists as a research method	
Give one advantage of using surveys to conduct online research	
Give one disadvantage of using structured interviews	

Task 10 - Activity 1 exam question

Read the following instructions before you begin this task:

1. Read the article
2. Read the article again, this time highlighting any words you don't understand
3. Re-read the article for a third time
4. Identify the research methods used in the article
5. Find out more information about how each of these research methods were used during the research (Tip – use the links provided to find the original research)
6. From your extended research make notes, identifying the research methods, how they were used in the article so you get an understanding of their advantages and disadvantage. You also need to find out the sample sizes and the kind of data that was generated.

This work has to be fully completed before you go to step 7. Make sure all of this evidence is collected as you will to use to help you answer the exam question.

The above section of activity 10 should take approx. 2 hours to complete.

7. Answer the following exam question.

Activity 1 Exam Question:

"How have different methods referenced in the article been used to research the issue?
In your answer, you should consider:

- Suitability of the research methods
- Reliability and validity of the research methods

You can not type up your answer or use any IT (unless you have exam arrangements to use a computer). You will handwrite your answer. The amount of writing you need to do should between 2-3 side of A4 paper. *Any work less than 2 side of A4 means you have not completed this activity well.*

Writing out your answer should take approx. 60 minutes to complete. In the exam you will only have 40 minutes for this exam question.

Access to school mental health services improving, but challenges remain

Published: 09 February 2023

The 'Trailblazer' programme, which aims to support children and young people's mental health, has had a positive impact. That's according to a newly-published study funded by the NIHR.

Trailblazer funds the creation of mental health support teams (MHSTs) for schools and colleges. A national programme, it aims to improve early intervention and access to support. It also promotes good mental health and wellbeing for all children and young people. It is jointly led by the Department of Health and Social Care, the Department for Education and NHS England.

The first MHSTs began delivering services in England in January 2020. They work in schools and colleges, helping staff promote emotional wellbeing for pupils. Their work helps them to build resilience and learn coping techniques and strategies.

They also support young people with mild to moderate mental health problems. This may be through tailored one-to-one and group activities. By April 2023 the aim is to have created around 400 teams. They will support approximately 3 million 5–18 year olds.

The new study covered Trailblazer's first three years. Researchers examined the set up and delivery of MHSTs in the first 25 areas set-up across England. Their analysis, published in the NIHR Journals Library, includes:

- survey data from close to 300 schools and colleges
- interviews with 132 people involved in implementing MHSTs
- focus groups with children and young people.

It showed staff felt more confident talking to young people about mental health. Advice and support was much easier and quicker to access. It also led to stronger relationships between staff from different settings. This helped to speed up referrals and the ease of arranging multi-agency meetings.

Children and young people expressed how important they felt having someone to talk to about mental health was. They highlighted how they felt their concerns were listened to and staff would be able to help them. They mentioned how learning techniques helped them cope with stressful situations. They also highlighted how this helped them manage difficult experiences and feelings.

Concerns for some individuals and conditions

The study also highlighted challenges in Trailblazer's first three years. These included supporting children with more specialist needs and staff retention.

Concerns were raised about the suitability of cognitive behaviour therapy approaches for some individuals and conditions. Cultural and language barriers were among the challenges highlighted with this type of treatment. Schools and colleges welcomed investment in 'in-house' mental health support. Some felt frustrated MHSTs focused only on 'mild to moderate' mental health issues.

Another challenge was achieving a balance in the different types of service offered. Researchers found practitioners often spent most time supporting children with mental health problems. This was as opposed to working with colleagues to promote good emotional health.

Commenting on the analysis of Trailblazer's first three years, lead researcher Dr Jo Ellins, from the University of Birmingham, said: "Overall, children and young people who had contact with an MHST reported an overwhelmingly positive experience. Mental health services in schools and colleges are facing increased pressure, particularly following the pandemic, and the programme has significant potential. But teams may find it difficult to sustain activities focusing on promoting wellbeing, given the increasing demand for mental health support."

Professor Nicholas Mays from the London School of Hygiene & Tropical Medicine, a co-author of the report, added that: "Our findings suggest that the gap between the support that MHSTs are providing and the criteria for accessing specialist help may be widening as a result of the Covid-19 pandemic. Schools and colleges in particular were concerned about the lack of available support for children and young people whose mental health needs fell between these services."

Mental Health Minister Maria Caulfield said: "It's encouraging to see that Mental Health Support Teams are having a positive impact in schools, giving staff more confidence, improving access to advice and support, and strengthening relationships between schools and mental health services. This research shows there is room for improvement which I hope will be taken onboard as the number of Mental Health Support Teams will increase to almost 400 by April 2023. These will cover three million children and young people – part of an extra £2.3 billion a year investment into mental health services."

The analysis of the Trailblazer programme was funded by the NIHR's Health and Social Care Delivery Research Programme. The study was undertaken by the Birmingham, Research and Development (RAND) and Cambridge Evaluation (BRACE) Centre. Also involved were the Policy Innovation Research Unit (PIRU). Other partners included:

London School of Hygiene & Tropical Medicine

RAND Europe

The Primary Care Unit, University of Cambridge.

Hyperlinks related to the article:

https://www.birmingham.ac.uk/documents/college-social-sciences/social-policy/brace/trailblazer.pdf

https://www.journalslibrary.nihr.ac.uk/hsdr/XQWU4117