

WEST COVENTRY ACADEMY SIXTH FORM



SUBJECT TRANSITION BOOK Summer 2021

Health and Social Care
Level 3 BTEC National

STUDENT NAME:

This booklet has been prepared by Health and Social Care staff for you to read, and the work contained in it will ensure that you get off to the best possible start in this subject area. It is very important that you read this booklet carefully over the summer and have a thorough attempt to complete the work and submit it at the start of the year to your subject teacher in the very first lesson. This will be the first impression you create and are a real indicator of how serious you are prepared to be in your studies.

Level 3 National in Health and Social Care – Extended Certificate/Diploma

Mrs Rodgers will be your main teacher for the subject –
Email: staffCAR@westcoventryacademy.org

Course Details

Award: Extended Certificate: 2 units in Year 12 and 2 Units in Year 13

Exam Board web site: www.edexcel.com

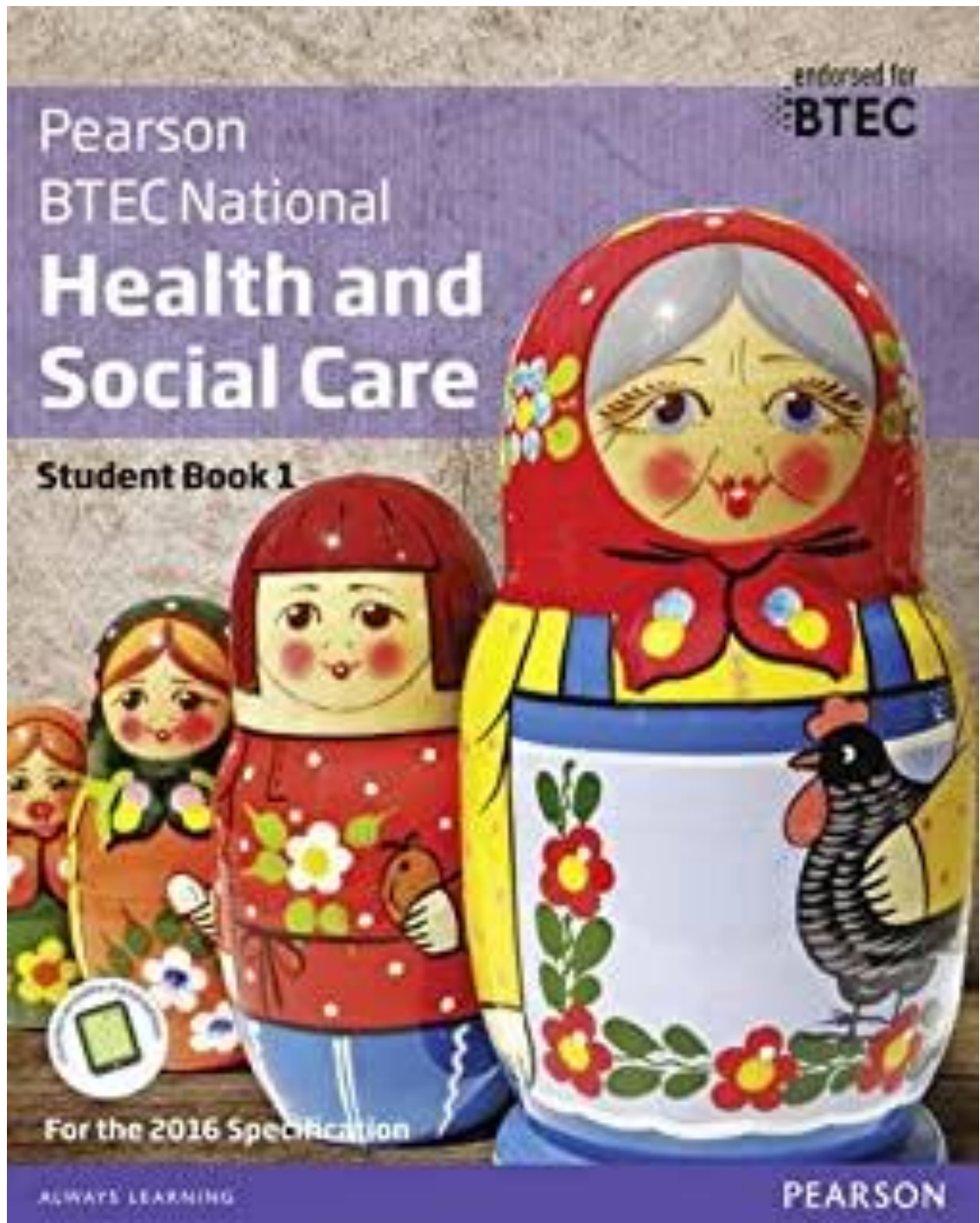
Assessment method: qualification is assessed through course work and exams.

Minimum requirement: Standard entry requirements of five GCSEs including English language and mathematics. It is not necessary to have studied Health and Social Care at GCSE level.

About the course

This course has been designed to provide a broad educational basis for further education or for moving into employment within the Health and Social Care sector. This is achieved by ensuring that learners develop the general skills, knowledge and understanding needed within these sectors.

Level 3 BTEC Extended Certificate



Name: _____

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What will I be studying?

This course allows you an insight in the many roles available within health and social care from nurses to social workers and beyond. You will be studying a range of units which will help you to gain skills that will be valuable in your chosen profession or future study. You will learn about the human body and the changes that occur over time. You will learn what it means to work in the different care sectors and what skills and behaviours you will need to develop to ensure you meet service users needs. We will all study the following units; although the final one is subject to change and you may not study them in this order..

During unit one, **Human Lifespan Development**, you will focus on:

- Understand the different influences on an individual's development and how this relates to their care needs.
- You will be introduced to the biological, psychological and sociological theories associated with human lifespan development.
- You will explore the physical effects of ageing and the theories that help to explain psychological changes.
- **How you will be assessed: this is a paper based exam, that lasts for 1 hour 30 minutes, that is worth 90 marks. There is a variety of short- and long- answers. The questions are designed to test your knowledge on individual's development, the factors that affect this and the theories that explain this.**

During unit two, **Working in Health and Social Care**, you will focus on:

- You will be introduced to the roles and responsibilities of health and social care practitioners and the organisations they work for.
- You will see how a wide range of roles, including doctors, nurses, physiotherapists, occupational therapists, social workers, youth workers, care workers and other professionals, work together to ensure that the individual needs of vulnerable people are met.
- **How you will be assessed: this is a paper based exam, that lasts for 1 hour 30 minutes and worth 80 marks. There will be four sections and include short- and long- answers. The questions are intended to assess your understanding of how health and care services who need professional support. Each section will relate to a different service user group, for example the frail elderly, people with learning disabilities, people with mental health problems or people with long-term illnesses.**

During unit five, **Meeting Individual Care and Support Needs**, you will focus on:

- You apply knowledge in order to provide the care and support that meets the needs of an individual in a health and social care environment, for this you need to understand the principles and practicalities that are the foundation of all the care disciplines.
- You will need to consider ethical issues that may arise and challenges the individual may face in order to provide personalised care.
- You will reflect on the different methods used by professionals working together in a multi-agency team to provide a package of care and support that meets individual needs.
- **How you will assessed: by a series of assignments set at school. You will provide practice assignments to help you prepare for the final assessment. You will need to check that your work first meets all the pass criteria before moving on to merit and then finally distinction criteria.**

The final unit will be an assignment, based on in class work, exploring two specific physiological disorders. You will need to look at case studies as you did in unit five and use your knowledge to explain their physiological condition leading to treatment plans.

NETFLIX

Babies



Marriage Story



Louis Theroux: Extreme love, Dementia



Five Feet Apart



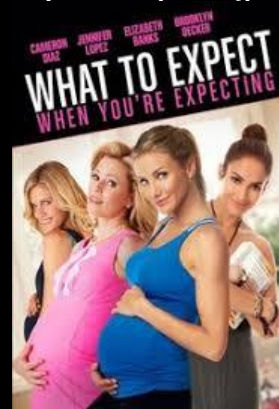
Brain on Fire



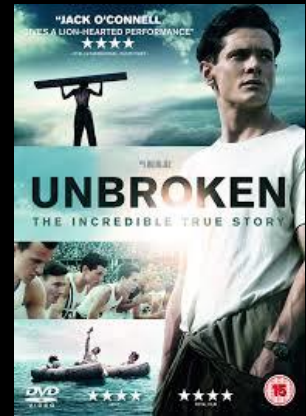
Theory of Everything



What to expect when you're expecting



Unbroken



Girl, interrupted



Call the Midwife



13 Reasons Why



Pandemic: How to prevent an outbreak



Recommended Watching for Health and Social Care

Beyond NETFLIX

Elizabeth is Missing



Rio & Kate: Becoming a Step family



Jesy Nelson: Odd one out



BBC iPlayer

Confessions of a Junior Doctor



Born to be different



Secret life of... Year Olds



Still Alice

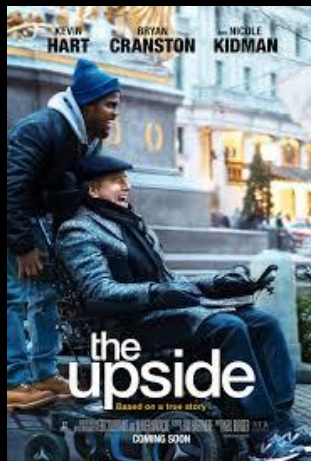


4 On Demand

The Children Act



The Upside



Beautiful Boy



Miss you Already



Amazon Prime



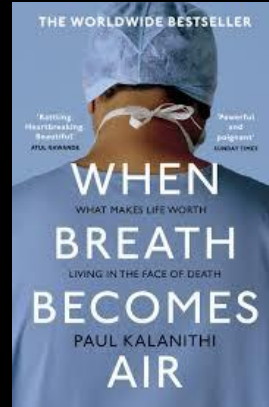
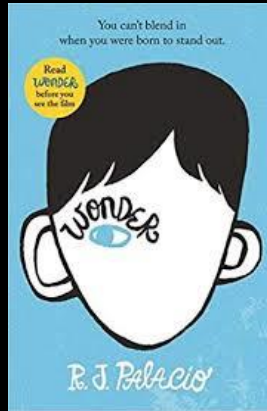
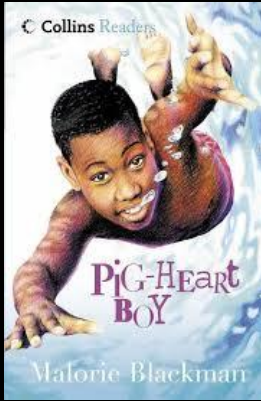
Beyond NETFLIX

Pig Heart Boy by Malorie Blackman

Wonder by R.J. Palacio

When Breathe becomes Air by Paul Kalanithi

Further Reading

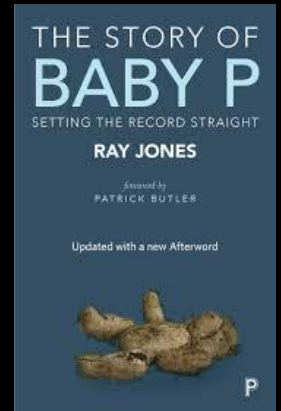
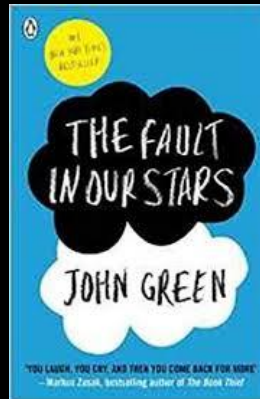
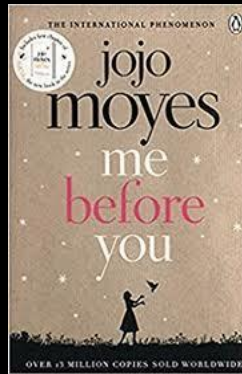


The Hate U Give by Angie Thomas

Me Before you by Jojo Moyes

The Fault in Our Stars by John Green

The Story of Baby P by Ray James

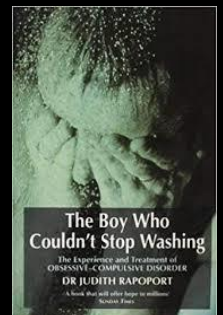
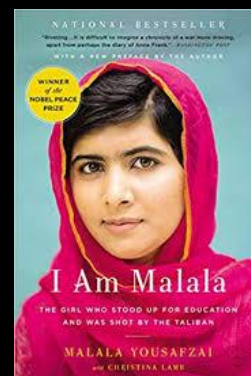
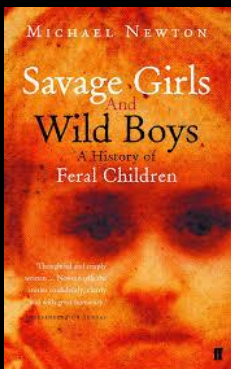


Savage Girls and Wild Boys by Michael Newton

The Language of Kindness by Christie Watson

I am Malala by Malala Yousafzai

The Boy Who Couldn't Stop Washing by Dr Judith Rapoport



Recommended Reading for Health and Social Care

Yes some of these are also films, if you prefer!

Health and Social Care in the Media



It is important to make the public realise about the issues which are prevailing in society relating to health and social care. One way in which public awareness is raised about health and social care, in general and issues that exist within the health and social care sector is through the media.

Your task is to pick...

- x2 Films
- x1 Book
- x2 Documentaries

You will then be asked to write an essay with the following title: **'Discuss the portrayal of Health and Social Care within the media'**

Some of the titles that I have included are about sensitive topics so ensure you pick a topic that you would be happy to watch or read about.

You must watch/read the some of the examples on the previous pages. Consider the following:

- What issues, if any, are being raised in the stimulus?
- How does the stimulus present H&SC?

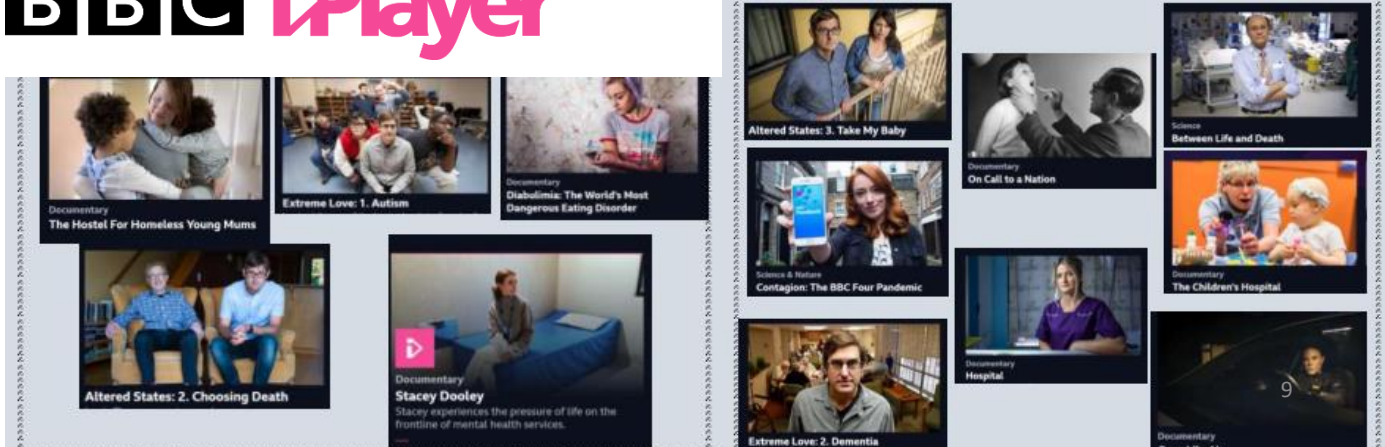
Is the stimulus informative/helpful and why?

- Are there any quotes/scenes etc that stand out to you and why?
- How effective is the stimulus in raising public awareness about H&SC/Issues?

This list is NOT exhaustive there may be other questions/ideas you wish to consider as you watch or read.



Documentary Suggestions:




Learning Log

Record here any additional reading/viewing you are undertaking to show what you have completed in order to prepare you for the course. Use the reading list on the previous pages for guidance on what you could watch/read/

Date	Title	Summary of content	My thoughts

GLOSSARY

Task: Research and define the following words which are central to the Modern Britain unit. Then, draw a symbol to summarise the term and help you remember it.

Term	Definition	Symbol
Adolescence	An important status change following the onset of puberty during which a young person develops from a child into a adult.	
Advocate		
Attachment		
Care package		
Clinical Commissioning Groups (CCGs)		
Development		
Discrimination		
Diversity		
Empathy		
Ethical		11



GLOSSARY

Term	Definition	Symbol
Fine Motor Skills		
Growth		
Holistic Approach		
Milestone		
Nature		
Nurture		
Risk Assessment		
Safeguarding		
Self-Concept		
Self-Esteem		12

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 ! ?



A

B

C

D

E

F

G

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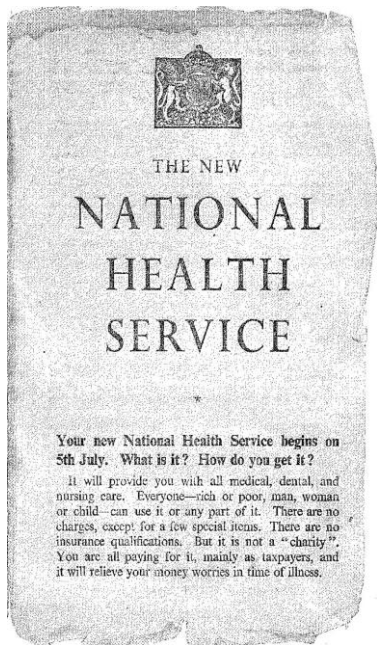
V

W

X

Y

Z



History of the NHS

Make a leaflet outlining the history of the NHS

Include sections on:

- Healthcare before the NHS
- When/ why the NHS was produced
 - What the NHS does
- Significance of the NHS
- How is the NHS different in other countries



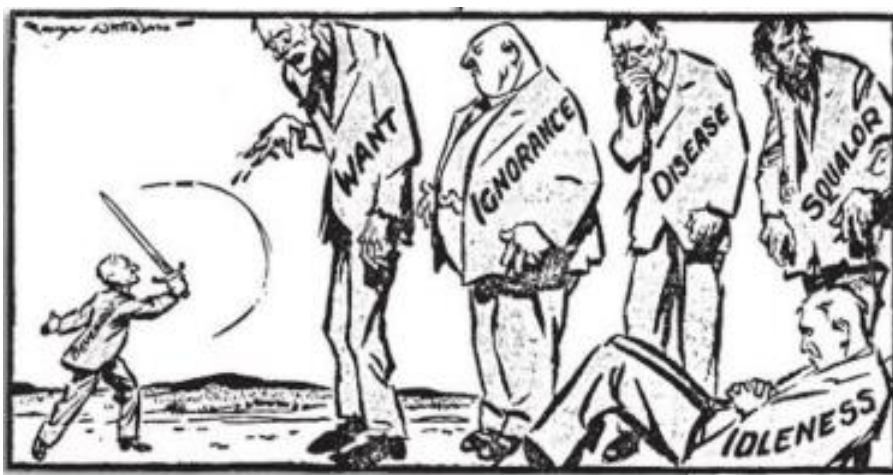
The Beveridge Report, 1942

In 1942, a plan had been presented by William Beveridge, a senior civil servant, detailing key areas for post-war reconstruction, aimed at establishing a national system of welfare for the people. It identified 'five giants' that were to be overcome: want, disease, ignorance, squalor and idleness.

When the Beveridge Report first appeared, it was welcomed by all the parties. There was broad agreement that protection needed to be provided for all members of society, and so when Labour came to power in 1945, they implemented the proposals in this report, thereby establishing the welfare state, a system which all governments after 1951 accepted in its essentials. This common acceptance became known as **consensus**.

Giant	The 1945 Labour Government's Solution
Want	To be ended by National Insurance. The National Insurance Act created a system whereby the government, employers and employees all paid for insurance which would pay towards unemployment, sickness, maternity and retirement.
Disease	To be ended by a comprehensive health service. The National Health Service Act provided free medical and hospital treatment for all (the NHS).
Ignorance	To be ended by an effective education system. The Labour Party continued to support the Conservative's 1944 Butler Education Act which provided free education within grammar schools, technical schools or secondary schools.
Squalor	To be ended by slum clearance and rehousing
Idleness	To be ended by full employment

The idealism that inspired the government's welfare programme came at a heavy financial cost, which added to the financial burdens it inherited in 1945.



Research task



Chose a professional from the following:

- Midwife
- Paramedic
- Paediatric nurse
 - Nutritionist
- Physiotherapist

You could choose your own idea from health and social care roles if you prefer.

Create a fact file for your chosen job role

You could include:

- A day in the life of.....
- General roles and responsibilities
- Routes into the role/ qualifications required
 - Skills & qualities
 - Average pay
 - Where they work
 - Who they work with

And anything else you think may be suitable



Currently we hear a lot about workers being the On 'The front line'.....

- What does it mean when people talk about being 'on the front line'?

The World Health Organisation has declared a 'pandemic'.....

- What does it mean when people talk about the situation as a pandemic?
- Create a fact file to explain the above in detail and complete the table below

Job Role	Definition	Roles and Responsibilities	How do they respond in a pandemic?
District Nurse			
Auxiliary Nurse			
Palliative Care			
Phlebotomist			
Domiciliary Carer			
Adult Social Worker			



True or False?

Colour code the statements in order to show if they are true or false.

True

False

A district nurse will only work with the elderly.

A palliative care nurse will get involved with everyone who gets coronavirus.

Adult social workers support people with poor mental health.

Domiciliary carers provide care in the home.

Only phlebotomists are allowed to take blood.

Auxiliary nurses help support other nurses to do their roles.

Extension Task:

Health and Social Care in a Pandemic.

At the moment, we are living through a time when health and social care services are needed more than ever! Those who have chosen this as a profession have stepped up to look after those affected by the COVID-19 pandemic. You will be seeing on the news constant stories about the amazing work that is going on in the British NHS and Care system. This task is your opportunity to find out more about pandemic control in the UK and also the work of the World Health Organisation (WHO) in organising a global response. This will require you to research and understand why certain steps have been taken to slow the spread of Covi-19 and how this fits into the global picture.

Task 1 – What is the role of health promoters?

You will need to read through the following information and undertake some research in order to explain the roles of the following organisations in maintaining the health of the population:

World Health Organisation (WHO).

Department of Health

Public Health Agency

Clinical Commissioning Groups (CCGs)

Health professionals

Find out about the organisation of public health promotion within Coventry.



The role of Health Promoters

Aims

Health promoters aim to improve the health of individuals and the population and reduce health inequalities globally, nationally and locally.

Global health promotion

The World Health Organization, within the United Nations promotes and protects good health worldwide, by providing information about disease outbreaks, co-ordinating crisis intervention and the response to humanitarian emergencies; establishing International Health Regulations and an international system of classifying diseases.

National, regional and local health structures in England include the

- Department of Health
- Public Health Agency
- Clinical Commissioning Groups (CCGs)
- Health professionals

In England, the Department of Health (DH) leads, shapes and funds health and care, while Public Health England protects and improves the nation's health and well-being and reduces health inequalities. Local authorities are responsible for public health and do this through health and well-being boards which include representatives for all CCGs in the area, among others. Health and well-being boards assess the needs of their local community through Joint Strategic Needs Assessments (JSNAs) then agree priorities in Joint Health and Well-Being Strategies (JHWSs). Together JSNAs and JHWSs form the basis of commissioning plans for public health for CCGs.

Task 2: Why do you think is necessary for local authorities to have control over the needs of the people in their area? For instance, think about the people living in Coventry and then compare that to the population living in Somerset; do they have the same needs? What would their focus for health be on?

Have a look at Somerset CCG, they are having a funding crisis due to the high proportion of elderly residents needing care.

Approaches to promoting public health and well-being

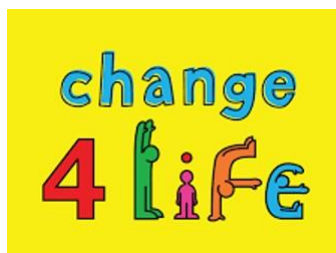
Promoting public health and well-being includes:

1. Monitoring the health status of the community and identifying those most at risk, e.g. children, unemployed, older people, minority ethnic groups.
2. Health surveillance programmes.
3. Targeted education and health awareness and health promotion programmes.
4. Socio-economic support to reduce health inequality between individuals and communities, e.g. winter fuel payments, free school meals, housing support.
5. Improving access to health and care services.
6. Co-ordinating national and local services.
7. Disease registration to inform of health trends and for strategic health planning.
8. Statutory duty to notify certain communicable diseases e.g. measles, tuberculosis (in this case COVID-19).

Task 3 – Find examples of the British Government and relevant agencies putting these measures into practice; e.g. what have they done for those receiving free school meals? How have they identified those most at risk and supported them?

Task 4: Compare Britain’s response to at two other countries and their response to the pandemic. Assess the strengths and weaknesses in each approach to looking after public health.

Challenge: Look at least 3 news articles from a variety of sources and consider what they say about the British approach to the pandemic. Do you think it could have been improved? Justify your suggestions.



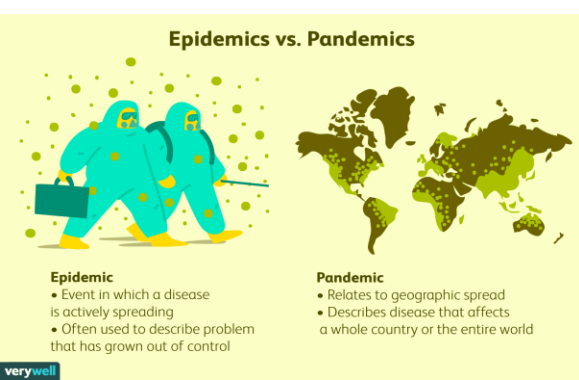
Pandemic Phases

2018 marks the 100th anniversary of one of the largest public health crises in modern history, the 1918 influenza pandemic known colloquially as “Spanish flu.” The intensity and speed with which it struck were almost unimaginable – infecting one-third of the Earth’s population, which at the time was about 500 million people. By the time it subsided in 1920, tens of millions people are thought to have died. By 1952, it was decided that an influenza surveillance system was needed for the “collection, correlation, and distribution of information regarding occurrence, epidemiology and laboratory findings”. This is known as the Global Influenza Surveillance and Response System (GISRS). It was predicted that the next pandemic would most likely be caused by influenza.

This has lead WHO to conduct and watch outbreaks of strains of flu and cold across the world and create detailed reports on the readiness of countries and also to map out the stages of a pandemic and main actions to be taken in order to minimise the impact of this type of event.

Task 5: Below is a link to the WHO pandemic phase descriptions; use these alongside research on the response to the COVID-19 Pandemic in order to complete the table on the next page.

https://www.who.int/influenza/resources/documents/pandemic_phase_descriptions_and_actions.pdf



Phase	WHO Suggested Actions	UK Actions	Effectiveness of response	Recommendations for future pandemic planning
1				
2				
3				
4				
5				
6				
Post Peak				

Sixth Form Check list

Use this list to make sure you have everything you need to hand in in September in order to start your Level 3 BTEC in Health and Social Care.

Essay about representations in the media, page 7.

Complete at least 6 sections of the learning log, page 8.

Completed glossary of key terms, page 9-10.

Filled in A-Z of Health and Social Care, page 11.

Leaflet on the history of the NHS, page 12.

One in depth fact file on a role within the Health and Social Care sector, page 13.

Completed front line roles table, page 14.

Highlighted true or false sheet, page 15.

*Extension task – Current events – Health and Social Care
in a pandemic, page 16*