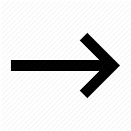
T George

**Year 11** **Year 12**

**Transition work**

**Level 3 Cambridge Technicals Extended**

**Certificate in Health and Social Care**

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**Transition work Year 11 – 6th form**

If you are interested in Health and Social Care in 6th form you will benefit from completing the following tasks.

You will have 6 units to complete; 3 external exams and 3 internally assessed coursework units which will be moderated by an OCR moderator.

You should create a folder and nameit **Ctec H&SC,** within that folder include 6 other folders and name them **Unit 1, Unit 2, Unit 3, Unit 4, Unit 9 and Unit 10.** Complete the following tasks in the appropriate folder, they will help you prepare for when you complete the units in year 12&13.

**Unit 1 – Building positive relationships in health and social care (coursework unit).**

Task 1 - relationships

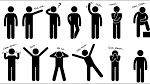
You need to be able to identify the different relationships in settings and understand their importance. Considering the COVID-19 outbreak write a paragraph explaining why the following relationships need to be successful, how they will communicate (methods used) and what they need to be communicating about to build positive relationships.

* An individual who requires care with someone who is providing their care – how should they stay in contact with?
* Family/advocate with health care professionals
* Colleagues in a hospital
* Senior workers/managers of hospitals and their staff
* Professionals/practitioners (GPS, nurses, doctors, phlebotomist)

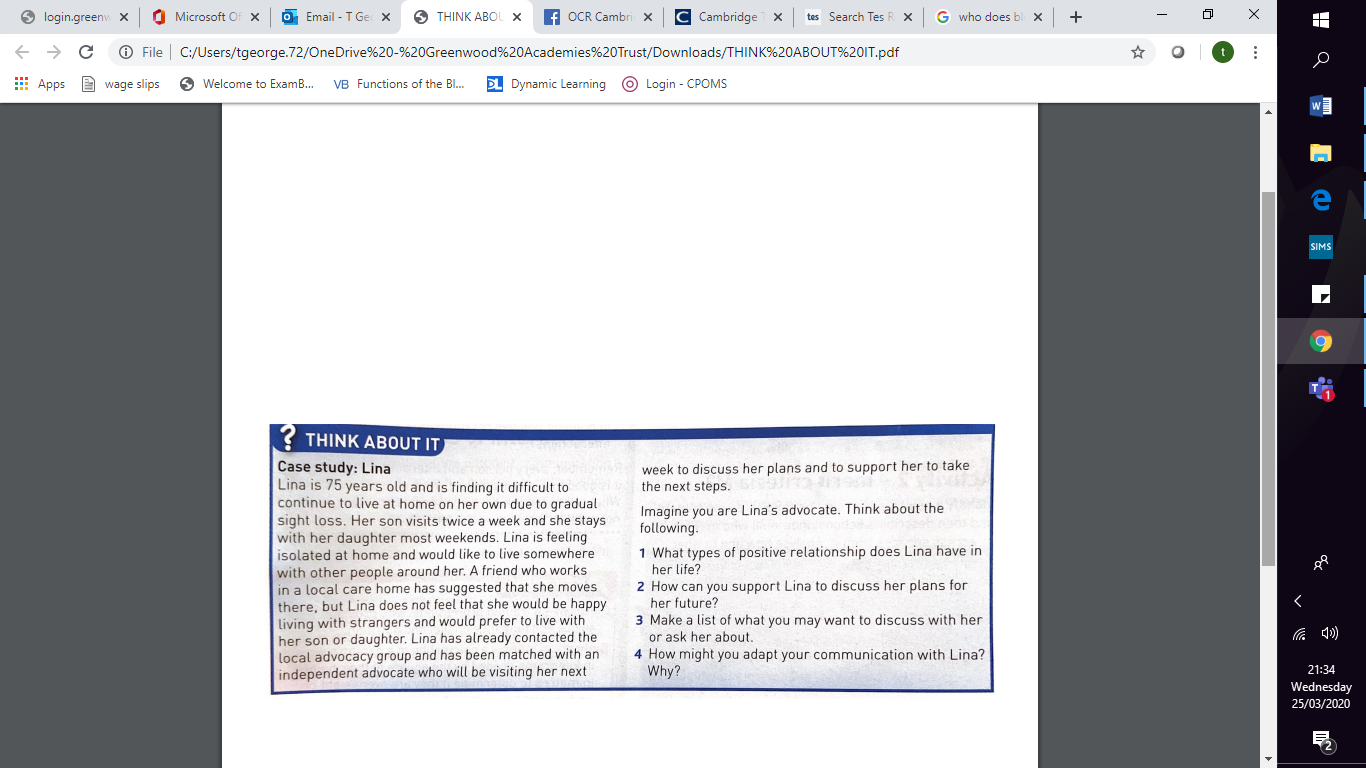
Task 2 – communication

Produce a leaflet for a high risk patient who needs to ‘self-isolate/ be shielded’ for 12 weeks about how they can communicate with the outside world, considering the rules and guidance given by the government. How would they communicate using the following:

* Written communication
* Verbal communication
* Non-verbal communication

Task 3 – case study



Task 4 – Reflection

It is good to reflect so that you can either change your behaviour in the future or continue with your actions because of the positive outcomes associated with the action(s).

Think about something that has happened that you are happy to reflect on. Reflect on the event/activity using the following steps:

* What happened? Think about the details of the event/activity.
* What did you think and feel at the time of the event/activity? Include any reactions to the feelings, include things you may have said that had a positive reaction/feeling associated with it, if emotions were running high, did anything you said then contribute towards your feelings after that point?
* What worked well and what didn’t? Think about the positives and negatives of your actions.
* What happened and why? Think about the reasoning behind the event/activity and the outcome.
* What else could have been done? Consider alternatives at the time which were dismissed – why? Also, looking back, were there alternatives?
* What would you do next time? If you found yourself in this situation again what would you do differently (if anything) and why? Also, if you would not change anything – why?

Summarise why this type of activity is important when you work in Health and Social Care settings.

**Unit 2 – Equality, diversity and rights in health and social care (exam unit).**

Task 1 – Care values

Draw an image that represents each of the care values (be creative). For the exam you would need to know these word perfectly so think carefully about what image would help you remember them. This will be a difficult task but they are the tasks that you are more likely to remember because they are challenging.

The **health and social care services** care values are as follows:

* **Promoting** equality and diversity
* **Promoting** individual rights and beliefs
* **Maintaining** confidentiality

The **child care services** care values are as follows:

* **Making** the **welfare** of the child **paramount**
* **Keeping** children **safe** and maintaining a **healthy environment**
* **Working** in **partnership** with parents/guardians
* **Encouraging** children’s **learning** and **development**
* **Valuing** diversity
* **Ensuring** equality of **opportunity**
* **Anti-discriminatory** practice
* **Maintaining** confidentiality
* **Working** with other **professionals**

Task 2 – Discrimination through stereotyping

Draw a picture of each of the following:

* A 78 year old man
* A teenage boy with multiple tattoos and piercings
* A 16 year old teenage mum

Around each of the drawings I would you to make a word bank of the thoughts you had about each of these individuals based on their appearance.

Task 3 – Legislation

Research the legislations stated below and produce a summary of each and an explanation of how they protect individuals in health and social care settings.

• The Care Act 2014

• The Health and Social Care Act 2012

• The Equality Act 2010

• The Mental Capacity Act 2005

• The Children Act 2004

• The Data Protection Act 1998

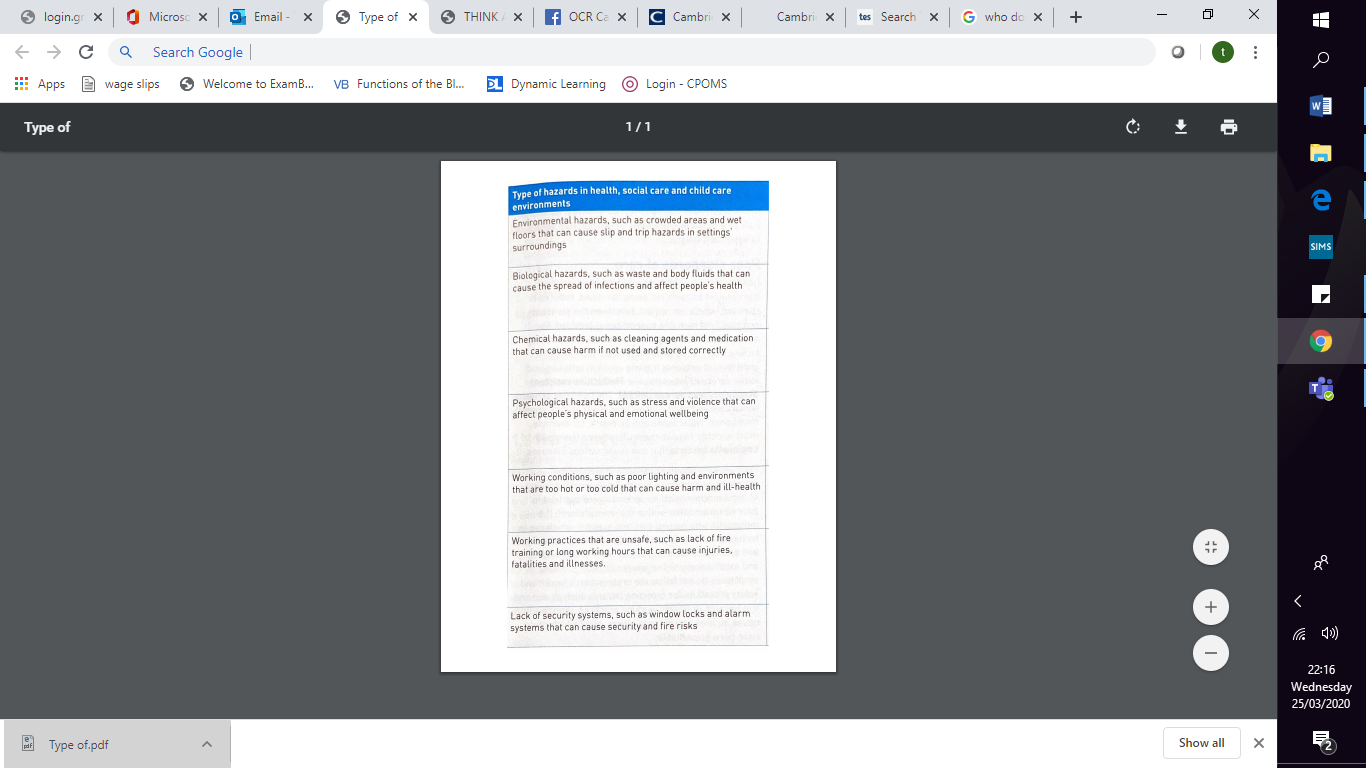
• Human Rights Act 1998

• Children and families Act 2014

**Unit 3 – Health, safety and security in health and social care (exam unit).**

Task 1 – Types of hazards

Make a 2 column table, the first column should include the hazards types stated below and the second column will contain as many hazards as you can think of for each of the types. For example, an environmental hazard may be a rug that someone could trip on.



Task 2 – Harm and Abuse

Research a case of harm and abuse that has been well publicised and had an impact on health, social care or childcare settings. Present your findings as you wish ( as an awareness leaflet, a powerpoint presentation, a factsheet etc). If you do not know of any you may want to look at:

* The Soham murders (DBS checks)
* Baby P (improvement of multi-agency work/systems)
* Harold Shipman (updates the Cremation Regulations)
* Victoria Climbie (changes to the child protection framework with the Children Act 2004)

Task 3 – Policies

Procedures are put in place to ensure the demands of a policy is met. Use your creativity skills to produce a picture board which informs nursery school children what they should do in the event of a fire. Make sure it is colourful and clear so that the children are not confused.

Task 4 – Roles and Responsibilities

You will produce 3 job descriptions, this may require some research so that you know what should be included, careers site will be useful. You should chose a job role within a childcare setting, a health care setting and a social care setting and produce the job description for all three.

Useful links:

<https://www.wikijob.co.uk/content/application-advice/job-applications/what-job-description>

<https://nationalcareers.service.gov.uk/>

**Unit 4 – Anatomy and physiology for health and social care (exam unit)**

This unit is very heavy in content and there are many conditions that you would need to know about. Produce a table similar to the one below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of condition/malfunction | Symptoms | Causes | Treatments | How it is monitored. | Recommended lifestyle changes. |
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Use the NHS website as your main research source to complete the above table for the following conditions/malfunctions:

* Hypertension
* Coronary heart disease
* Asthma
* Emphysema
* Cystic fibrosis
* Irritable Bowell Syndrome
* Gallstones
* Coeliac disease
* Arthritis
* Osteoporosis
* Stroke
* Multiple sclerosis
* Diabetes
* Nephrotic syndrome
* Cirrhosis
* Glaucoma
* AMD
* Cataract
* Retinopathy
* Deafness

**Unit 9 – Supporting people with learning disabilities (coursework unit)**

Task 1 – Down syndrome and Retts syndrome

Down syndrome – Write a diary entry from the perspective of an individual attending a mainstream secondary school. The entry should cover a full day. Consider the difficulties they may face adapting to the environment, intellectually, emotionally and socially.

Rett syndrome – make a factsheet for parents who have just been informed that their child has Rett syndrome. You should think about how it effect individuals physically, intellectually, emotionally and socially as well as the support available.

Task 2 – Support services

Research how the following provide support to individuals with learning disabilities and their family:

* Mencap
* Down Syndrome Society
* PHAB
* SEN provision

You should then chose one and produce a poster to advertise the support they offer individuals with learning disabilities.

**Unit 10-Nutrition for health (coursework)**

As part of this unit you will need to analyse your own food intake. Log all food and drink you consume over a 7 day period. BE HONEST. You will need to analyse this when you complete Unit 10 in terms of how healthy/unhealthy it is, the more honest it is, the easier the task will be. Produce a table like the one below X7 (one for each day). You need to be clear about how much you have consumed, if you see my example below, I have stated the amount of cereal and milk. You must also include the nutritional information which you could google or use a database website like the ones listed below (please make sure that you search for the correct quantity/amount):

<https://www.mynetdiary.com/food/calories-in-frosties-with-125-ml-of-semi-skimmed-milk-by-kellogg-s-serving-7851194-1.html>

<https://www.fatsecret.co.uk/calories-nutrition/>

<https://www.myfitnesspal.com/>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Calories** | **Grams of fat** | **Grams of Carbohydrates** | **Grams of Protein** |
| **Breakfast**  **30g Frosties and 125ml of semi-skimmed milk** | **174** | **2.5g** | **33g** | **6g** |
| **Snack** |  |  |  |  |
| **Lunch** |  |  |  |  |
| **Snack** |  |  |  |  |
| **Tea** |  |  |  |  |
| **Snack** |  |  |  |  |
| **Drinks** |  |  |  |  |

