

BTEC Health & Social Care

Transition Pack



Welcome to Health and social care.

This transition pack will help you to prepare for your 6th form course. Some students may have already completed a level 2 in health and social care, although this is not essential to study the subject at Level 3. This transition pack will help to bridge the gap between level 2 and level 3, offering existing students the opportunity to develop critical thinking and increased specialist vocabulary. For students new to health and social care it will enable you to develop an understanding of the key issues in the subject prior to entering the classroom.

To access the course in September, you will need to complete the tasks set out in this pack and also meet the course entry requirements, which can be found in the sixth form course listing document.

The BTEC Extended Diploma in Health and Social Care encompasses the essential skills, knowledge and understanding needed to gain confidence and progression within education or into employment in the health & social care sector.

The Extended Diploma is equivalent to 3 A levels. Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education programme, such as a HNC, HND or Degree.

The course is made up of 13 Units, 4 externally assessed & 9 internally assessed. External grades have an additional N grade. Learners can pass the course with some N grades if they achieve extra points from higher grades in internally assessed units. All internal units must be completed to at least a Pass grade. Teaching methods will include lectures and seminars as well as practical lessons. As part of the assessment process, you will be required to write reports, take part in professional discussions, carry out presentations in front of your peers, completed projects, and undertake controlled assessments, alongside a variety of other assessment methods.

- *The variety of units is included on the next page, but may be subject to change.*

Unit Delivery

Year 1

Unit 1 - Human Lifespan Development Sept - Jan	Unit 5 – Meeting Individual Care & Support Needs Jan- April	Unit 9 – Infection Prevention & Control May - Jul
Unit 2 – Working in Health & Social Care Sept - May		
Unit 6 – Work Experience Sept - Jul		
Unit 10 Sociological Perspectives Sept - Feb	Unit 11 – Psychological Perspectives Mar - Jul	

Year 2

Unit 3 – Anatomy & Physiology Sept - Jan	Unit 8 – Promoting Public Health Jan- April	Unit 12 – Supporting Individuals with Additional Needs April - Jun
Unit 4 – Enquiries into Current Research Sept - Jan	Unit 7 – Principles of Safe Practice Jan - May	
Unit 19 – Nutritional Health Sept - May		

Task 1 - Glossary of key terms

As with all subjects, health and social care will introduce you to lots of key terms, many of which are likely to be new to you. In the table below, some of the key terms introduced during the first year of the course are listed.

Find definitions of each of the terms. Once you have done this create a glossary containing the terms and their meanings. Remember to use a variety of different sources and note where you got each definition from.

The glossary you create can be a reference document to be used later, so make sure it is well presented and clearly set out.

Growth	Policy	Diversity
Development	Procedures	Discrimination
Developmental milestones	Legislation	Protected characteristics
Centile charts	Multidisciplinary team	Empathy
Puberty	Empowerment	N.I.C.E
Self concept	Advocate	Person centred care
Menopause	Ethical issues	Functionalism
Ageing theory	Risk assessment	Marxism
Primary socialisation	Accountability	Postmodernism
Secondary socialisation	Confidentiality	Clinical iceberg
Nature V's nurture	N.M.C	Mortality
Physical development	C.Q.C	Morbidity
Intellectual development	Ofsted	Social learning theory
Emotional development	Whistle blowing	Hierarchy of needs
Social development	H.C.P.C.	Virus
Social Isolation	G.M.C.	Bacteria
Gross motor skills	The 6 C's	Fungi
Fine motor skills	Equality	Chain of infection
Holistic	Prejudice	Susceptibility

Task 2 - Read all about it.

Health and social care issues are all around and often form the subject of films, TV shows and books. They often focus on the impact of life events. Life events are situations that we can experience throughout our lives, they can be positive or negative and can have an impact on many aspects of our development. Situations such as moving house, relationships, bereavement, birth of siblings, accidents, illness, marriage, divorce and many more.

You must read a book about life events and write a 750 - 1250 word review on the subject of the book and the impact that the events had on the individuals involved. The book may be fiction or non-fiction. Below is a list of suggestions, however there are many more titles available and I am always keen to be introduced to new literature surrounding the subject. You are not required to buy a book for this task, you could use one you already own, one you have borrowed from a family member, a digital copy, an audiobook or if you want to buy something new second hand bookshops and charity shops often have a selection. During the current situation free audio books at <https://stories.audible.com/start-listen> with many sites offering free online books.

Suitable titles may include:-

Titles & Author	
<p>The year of the rat - Claire Furniss*</p> <p>The weight of a thousand feathers - Brian Conaghan</p> <p>The weight of water - Sarah Crossan</p> <p>One - Sarah Crossan*</p> <p>The fault in our stars - John Green*</p> <p>We are all completely beside ourselves - Karen Joy Fowler</p> <p>All the bright places - Jennifer Niven</p> <p>Wonder - R J Palacio*</p> <p>Am I normal yet - Holly Bourne</p> <p>Me before you - Jojo Moyes</p> <p>Finding Audrey - Sophie Kinsella</p> <p>The curious incident of the dog in the night time - Mark Haddon*</p> <p>Mad girl - Bryony Gordon</p> <p>Everything Everything - Nicola Yoon*</p> <p>My sister's keeper" - Jodi Picoult*</p> <p>Spark of light - Jodi Picoult*</p> <p>The perks of being a wall flower" - Stephen Chbosky</p> <p>Knowing me, Knowing you - Helen Bailey*</p>	<p>Goldfish boy - Lisa Thompson*</p> <p>The Second Child - Caroline Bond*</p> <p>Smart: A Mysterious Crime, A Different Detective - Kim Slater.</p> <p>We Need to Talk About Kevin - Lionel Shriver.</p> <p>Hoping for Hope - Lucy Clare.</p> <p>Skellig - David Almond.</p> <p>The Way I See It - Nicole Dryburgh.</p> <p>I am Malala - Malala Yousafzai.*</p> <p>Pig Heart Boy - Malorie Blackman*.</p> <p>Teacher's Dead - Benjamin Zepheniah.</p> <p>Dandelion Clock - Rebecca Westcott.</p> <p>How I Live - Meg Rosoff.</p> <p>The London Eye Mystery - Siobhan Dowd.</p> <p>13 Reasons Why - Jay Asher*</p>

Your report must follow the required format and include all of the essential information.

Format :

- Add your name as a header on the document.
- Page number the document.
- The title of the report is The impact of life events - (title of book & author)
- The title must be underlined.
- The title must be font size 14.
- The remainder of the report font size 12
- Font must be Arial or Times New Roman.
- Your report must be between in word count set.
- The number of words must be recorded at the end of the document.

Essential Information:

Introduction.

- Who are the main characters in the book, name, age, circumstances, relationship to other characters etc?
- What is the life event / life events included in the book?

Main Body

- How does the event impact on each of the key characters in relation to each aspect of PIES? (Include short quotes from the book to justify your opinions)
 - Physical - Sleep, Diet, Appearance, Lifestyle, Exercise, Substance use, Personal hygiene etc
 - Intellectual - Learning, memory, concentration, attendance at school etc.
 - Emotional - Feelings, thoughts, self esteem etc.
 - Social - Friendships and relationships with others, going out etc.
- Is the impact the same for each individual? Compare their responses to the situation and justify why they might have reacted differently.

Conclusion

- Overall what does this book tell you about the impact of the life event on the individuals involved.
- What have you learned from this book.

Task 3 - The impact of discrimination in society.

You need to write a newspaper / journal article on discrimination in the UK & the importance of equality & diversity. You must include real life examples reported in the media.

Begin by giving your article a title relating to discrimination in the UK.

You must also include:-

- Definitions of equality & discrimination.
- Why different individuals may face discrimination based on their situation. You can refer to issues of race, sexuality, gender, age, disability, or any other protected characteristic. Refer to statistics relating to health and well being in different groups.
- Reasons why it is important to promote equality & diversity & prevent discrimination for individuals. Again using statistics to support your views.
- The positive aspects of preventing discrimination for individuals, including the impact on the individual themselves, society & the health & social care sector. This could include acceptance, willingness to engage in society, good mental health, feeling safe & secure, high self-esteem & confidence in seeking support, increased life expectancy etc.
- The consequences of not preventing discrimination for individuals, once again including the individual themselves, society & the health & social care sector.
- The legislation & health & social care initiatives in place to stop discrimination for individuals & the impact of these. This includes the Equality Act 2010, advocacy services, support & adaptations to environments, services & provision.

Possible research topics to help you complete the task

- The Equality Act 2010
- Sophie Lancaster;
- Hate crimes;
- Effects of discrimination;
- <https://www.citizensadvice.org.uk/health/discrimination-in-health-and-care-services/overview-of-discrimination-in-health-and-care-services/>

- ❖ *Have you checked format, spelling, punctuation & grammar?*
- ❖ *Have you included specialist terminology?*

Stereotypes, overt discrimination, covert discrimination, prejudice, labelling, values, beliefs, rights plus others.

- ❖ *Have you added references & evidence of wider reading?*

Task 4 - It's all about me.

When working in health and social care it is essential to have a certain set of skills you enable you to carry out your role efficiently and effectively, providing the best care to the individuals you work with. You may already have some of these skills and have developed them throughout your experiences so far. However, there may be other skills you have not yet developed, or know that you need to improve.

This task requires you to complete an honest evaluation and self assessment of your skills and plan how to develop them in the future.

Firstly you need to score yourself on the following skills and attributes.

1 = poor, 5 = excellent.

Please be honest in your assessment and remember nobody is perfect and we all have areas we can continue to develop throughout our entire lives.

Skill / Attribute	Personal Score 1-5
Verbal communication	
Non-verbal communication	
Teamwork	
Punctuality	
Meeting deadlines	
Organising work	
Following rules	
Resolving conflicts and arguments	
Seeing things from other peoples perspective	
Self motivation	
Observation skills	
Patience	
Problem solving	
Responding to difficult situations	
Negotiating skills	

Building trust with individuals.	
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What areas do I plan to develop while on the course?

Discuss how in general being on this course will help to develop:

- Your communication skills (communication skills may be limited due to little experience of working with a variety of different people so placement helps with this)
- Your professional skills (correct clothing and appearance, punctuality, carrying out tasks well and competently)
- Your knowledge of working in this particular environment (whether that is a school, hospital or care home)

“There are a number of areas that can be developed while on placement. Communication skills will be worked on. Being on placement means I will have to interact with lots of different people such as _____. It might be challenging talking to individuals because they are _____. I will also need to think about the staff and the people supervising me, I have to be formal, avoid swearing or inappropriate communication..... I will also be able to develop a number of other professional skills because I will have to ensure that my appearance is correct. I know that I should wear..... I will need to make sure I am punctual...”

Example answer

What are my goals while on this course?

Goal 1

To improve communication skills.

To meet this goal in the classroom I will speak to people and share ideas with all members of the group, not just my friends. I will take the knowledge about communication skills and try to apply them in all areas of my life.

To meet this goal when on placement I will need to speak to two different individuals each week. I will record in my notes that I have done this (appropriately no names used). This will also be observed by others.

What are my goals while on this course?

Goal 1

What are my goals while on this course?

Goal 2

What are my goals while on this course?

Goal 3

What are my goals while on this course?

Goal 4

What are my goals while on this course?

Goal 5

What are my goals while on this course?

Goal 6

Task 5 - Who's who in health and social care?

There are a wide range of different professionals who work in health and social care. This is known as a multidisciplinary team and throughout the various units you will need to demonstrate a knowledge of these different professionals and their roles and responsibilities in relation to providing care and working as part of a system to provide the best care for individuals.

You must choose at least 4 individuals from the list below and produce a fact file of their roles, responsibilities, regulatory body, types of clients, where they commonly work and any other key information relevant to their job and the services they provide. If you have a desire to work in any of these roles, or an alternative role within health and social care please complete this as your first fact file.

Websites that may help you include:-

- <https://www.healthcareers.nhs.uk/explore-roles>
- <https://www.jobs.nhs.uk/> - type the job into the keyword search, click on a job and select the job description document, this will outline all of the roles and responsibilities.
- Youtube, and documentaries may also help you to research roles and responsibilities, however please ensure you are using UK sources.

Jobs Roles:-		
General Practitioner; Dietician; Social worker; Occupational therapist; Audiologist; Counsellor; Pharmacist; Physiotherapist;	Paediatric Nurse; Paramedic; Speech and Language Therapist; Midwife; Youth worker; Support worker; Domiciliary carer;	Learning disabilities nurse; SEN Co-ordinator; Safeguarding officer; Adult Nurse Mental health nurse; Psychologist; Care manager.

Thank you for working through the tasks in this transition pack. Doing so will undoubtedly help you make a good start to the health and social care course.

Please bring all of the work you have completed to your first health and social care lesson. We look forward to seeing you in September and helping you develop your knowledge of the care sector.