# Level 3 BTEC Extended Certificate Health and Social Care
# **Y11 into Y12 preparation pack**



Name:_____

# **Contents**

What will I be studying?

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Frontline roles in a pandemic

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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 to childcare assistants and beyond they have many key features that we shall explore and apply. 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 mind alongside the changes across time. You will learn what it means to work in the sector and what skills and behaviours you will need to develop. We will 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.

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.

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.

The final unit will also be a series of assignments based on in class work exploring a specific aspect of health e.g. physiological or psychological care. You will need to look at case studies as you did in unit five and use your knowledge to explain their behaviour or condition leading to treatment plans.

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# NETFLIX

**Babies**

**Marriage Story**

**Louis Theroux: Extreme love, Dementia**
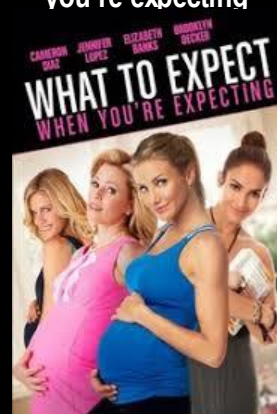
**Five Feet Apart**
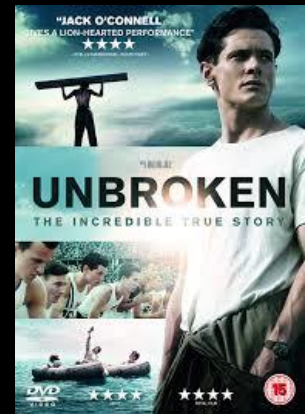
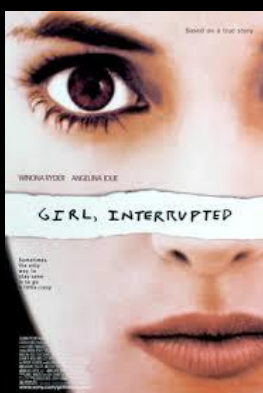**Brain on Fire**

**Theory of Everything**

**What to expect when you're expecting**

**Unbroken**

**Girl, interrupted**
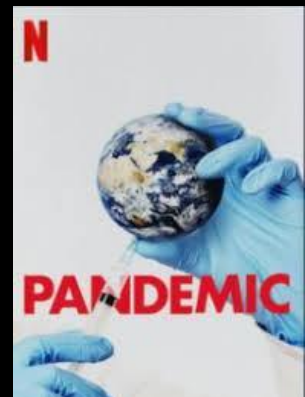
**Call the Midwife**

**13 Reasons Why**

**Pandemic: How to prevent an outbreak**

# Recommended Watching for Health and Social Care
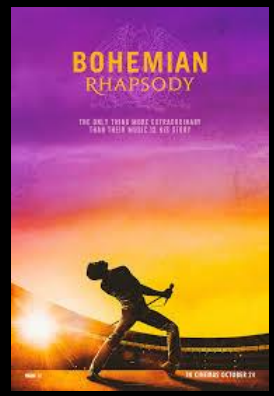
## BBC iPlayer

**Elizabeth is Missing**



**Rio & Kate: Becoming a Step family**



**Jesy Nelson: Odd one out**



## DVD

**Bohemian Rhapsody**



## 4 On Demand

**Confessions of a Junior Doctor**



**Born to be different**



**Secret life of... Year Olds**



## DVD

**Still Alice**



## Amazon Prime

**The Children Act**



**The Upside**
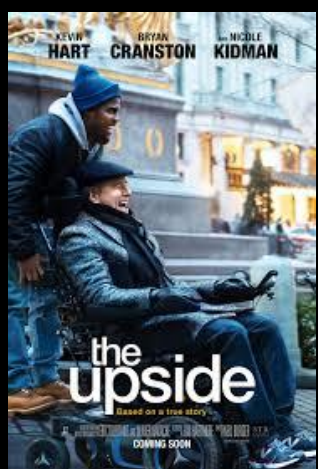


**Beautiful Boy**



**Miss you Already**

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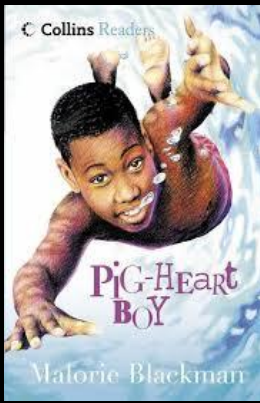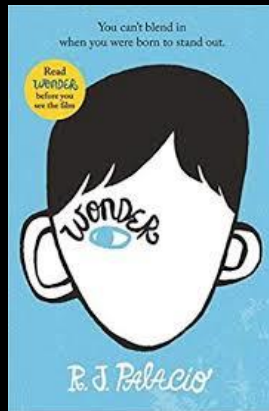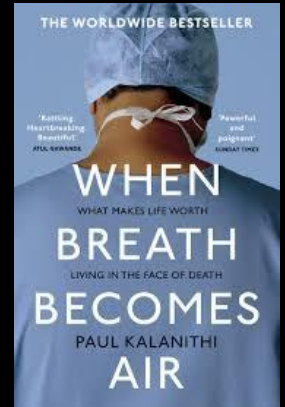
**Further Reading**

*Pig Heart Boy* by Malorie Blackman

*Wonder* by R.J. Palacio

*This is Going to Hurt* by Adam Kay

*When Breathe becomes Air* by Paul Kalanithi

*The Hate U Give* by Angie Thomas

*Me Before you* by Jojo Moyes
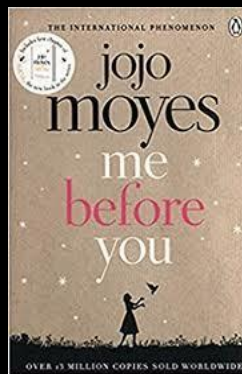
*The Fault in Our Stars* by John Green
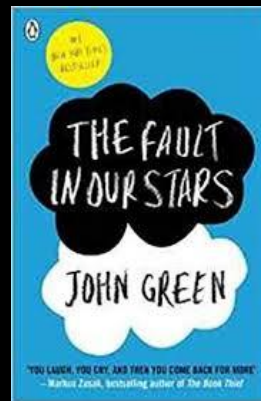
*The Story of Baby P* by Ray James
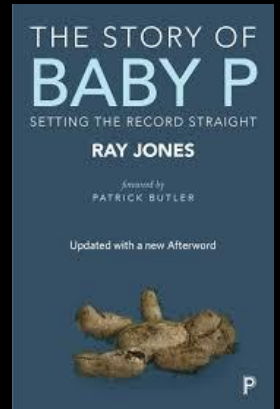
*Savage Girls and Wild Boys* by Michael Newton
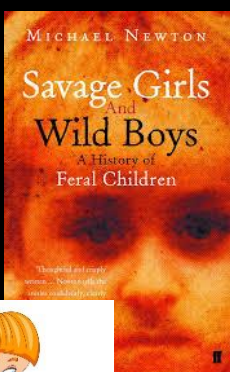
*The Language of Kindness* by Christie Watson
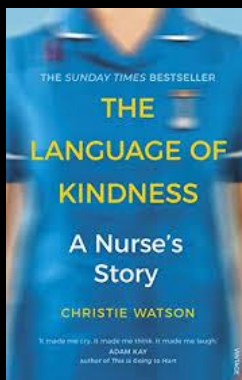
*I am Malala* by Malala Yousafzai
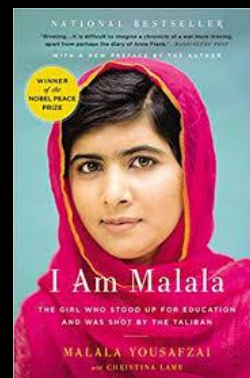
*The Boy Who Couldn't Stop Washing* by Dr Judith Rapaport
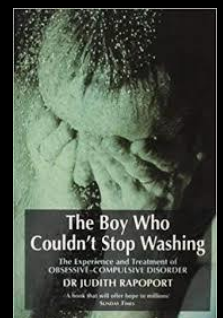
# Recommended Reading for Health and Social Care

6

Yes some of these are also films, if you prefer!
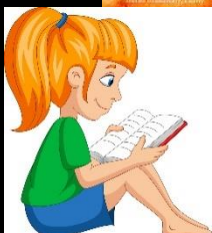
**Task:** Research and define the following words which are central to the Human Lifespan Development unit. Then, draw a symbol to summarise the term and help you remember it.

| 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 | | 7 |

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

ABCDEFGH
IJKLMNOP
QRSTUVW
XYZ!?

A

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C

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X

Y

Z

# History of the NHS

THE NEW
NATIONAL
HEALTH
SERVICE

Your new National Health Service begins on 5th July. What is it? How do you get it?

It will provide you with all medical, dental, and nursing care. Everyone—rich or poor, man, woman or child—can use it or any part of it. There are no charges, except for a few special items. There are no insurance qualifications. But it is not a "charity". You are all paying for it, mainly as taxpayers, and it will relieve your money worries in time of illness.

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 out in the event of unemployment, sickness, maternity and retirement. |
| Disease | To be ended by a comprehensive health service. The National Heath 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

# Answers

# Answers

On 'The front line'.......

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

Government declares a 'pandemic'.......

- What does it mean when people talk about the situation as a pandemic?

| 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 | | | |

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**NHS**

**Thank you**
to our amazing NHS staff

*#thankyouNHS*

# 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.

# Optional 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 and this task is your opportunity to find out more about pandemic control in the area and also the work of the World Health Organisation (WHO) in organising a global response. This will require you to research and understand why the steps have been taken around us and how this fits into the global picture.

*As this is an extension task you can complete as much of this as you like or are able to but this level of thinking and also detail will help build the skill required for distinction or distinction\* in your level 3 course.*

**Task 1** – What is the role of health promoters?

You will need to read through the following information and complete 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 Swindon.*

# Answers

# 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 Milton Keynes and then compare that to the population living in Exeter; 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.*

# Answers

# 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 least one other country and its 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.

change 4 life

PUBLIC HEALTH

# Answers

# 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 slide.**

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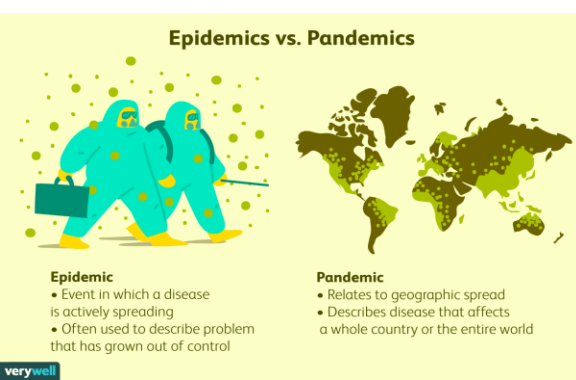
# Answers

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

# Passport to 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.

☐ Completed glossary of key terms.

☐ Filled in A-Z of Health and Social Care.

☐ Leaflet on the history of the NHS.

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

☐ Completed front line roles table.

☐ Highlighted true or false sheet.

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