A Level Bridging Work 2020-2021

*CTEC Health and Social Care*

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| The tasks below are designed to support you as you prepare to start  *Cambridge Technical Level 3 Extended Certificate in Health and Social Care*.  These tasks have been developed to build on your previous learning and help with the transition into sixth form, using your time wisely over the coming months to ensure you maintain a level of education that will be needed to be successful in your subject when you enrol into the sixth form in August/September. | | | |
| **Activity 1: Create a research file on Health and Social Care careers**:   1. **Research** **HSC careers** through a range of sources, e.g. TV documentaries, NHS Health Careers website, National Careers Service, and other sources.     **Starting points**:   * [NHS Health Careers](https://www.healthcareers.nhs.uk/) * [National Careers Service](https://nationalcareers.service.gov.uk/) * [Prospects.ac.uk: Working with Children](https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/social-care/working-with-children) * [Prospects.ac.uk: Social Worker](https://www.prospects.ac.uk/job-profiles/social-worker)  1. **Create** **profiles** of at least three careers in health care, social care or childcare  * What’s the job? (e.g. midwife, social worker) * What does this person do in their job? * What training and qualifications do you need to follow this career pathway? * What personal skills and qualities would you need to do the job successfully?   Submit your HSC careers research file to your teacher in September | | | |
| **Activity 2: Supporting Individuals with Sensory Impairments**   1. **Unit 4 Anatomy and Physiology Activity A**: how do eyes and ears work? How do we physically see and hear? Make a set of notes with images/diagrams and labels to show how sound travels through the ear to the brain so we can hear and how light travels through the eye to the brain, enabling us to see. 2. **Unit 4 Anatomy and Physiology Activity B**: what causes hearing loss and deafness? What are the different types of visual impairment (e.g. glaucoma) and what are the physiological causes of visual impairments? Add to your notes on the eye and ear. This is a topic in Unit 4, which is an exam so this is very useful! 3. **Unit 1 Building Positive Relationships Activity A**: how can health and social care workers enable effective communication with people who have hearing and visual impairments? Continue to add to your notes on the eye and the ear. 4. **Unit 1 Building Positive Relationships Activity B**: what adaptations need to be made to the physical environment to promote independence for people with hearing and visual impairments? Finish your set of notes on the eye and ear with images and ideas for home adaptations such as flashing door ‘bells’.   Image result for parts of the ear  Image result for effects of glaucoma | | | |
| **Activity 3: Legislations in Health and Social Care**  To protect the health and wellbeing of service users, health and social care workers need to know their legal duties and responsibilities. There are also laws you need to know to protect yourself from harm or abuse in the workplace. In this activity, you should start to explore legislations (laws) that are relevant to health and social care. You should find out why the following legislations are important in HSC and create a set of notes for your HSC folder. You will use your learning in Unit 2 and Unit 3.  **Why are these legislations important in HSC?**   1. Care Act 2014 2. Children and Families Act 2014 *(search for The Young Person’s Guide to…)* 3. Civil Contingences Act 2004 4. Control of Substances Hazardous to Health (COSHH) 2002 5. Equality Act 2010 6. Food Safety Act 1990 7. Health and Safety at Work Act 1974 8. Health and Social Care Act 2012 9. Human Rights Act 1998 10. Manual Handling Operations Regulations 1992 11. Mental Capacity Act 2005 12. Reporting of Injuries, Diseases and Dangerous Regulations (RIDDOR) 2013 | | | |
| **Activity 4: Professional certificates and registrations**  To work in health and social care, you will need to be qualified through university, college, an apprenticeship or in-work training. You will also need to pass a DBS check, and you might need to register with a professional organisation before you can work. Research information about these professional certificates and registrations, and find out which ones you might need for the career pathway you want to follow.  **Which certificates and registrations might you need in your future career?**   1. Care Certificate 2014 2. Disclosure and Barring Service (DBS) 3. General Medical Council: Medical Register 4. Nursing and Midwifery Council: NMC Register 5. Ofsted: Childcare Register 6. Ofsted: Early Years Register 7. PGCE Certificate | | | |
| **Activity 5: Key concepts in Health and Social Care**   1. **Create** your own resource to record your key concepts work, e.g. a slideshow. 2. **Scan** the list and write your own brief definition of any key terms and concepts you already know, e.g. *Ageism is prejudice or discrimination based on age*. Some concepts such as ‘communication’ can be used in many different contexts, so make sure your definitions are focused on health and social care contexts. 3. **Research** the meaning of key concepts that are new to you and record their definitions, e.g. *Re-ablement is a form of support for individuals affected by poor physical or mental health who need help to learn or re-learn skills.* 4. **Illustrate and explain** the concepts using health and social care examples, e.g. *In a residential care home for older adults, a new member of staff speaks loudly and slowly to all the residents. Some residents have complained about the behaviour because they feel patronised. This is an example of ageism because…* 5. **Organise** the key terms into meaningful groups, e.g. ‘mental health care’, ‘social care’, ‘child care’, ‘care values’, ‘prejudice and discrimination’, etc. 6. **Create** a resource, e.g. set of notes, slideshow or poster, about one or more of the groups you have made. For example, you might make a slideshow about ‘mental health care’, or a poster about ‘supporting older people’, including the key concepts ageism, care planning, communication, dignity, and more. | | | |
| **Key Concepts for CTEC Health and Social Care** | | | |
| Abuse  Advocacy  Ageism  Assessment  Attachment theory  Best interests  Boundaries  Care planning  Challenging behaviour  Child protection | Communication  Confidentiality  Consent  Dignity  Discrimination  Diversity  Duty of care  Empowerment  Equality  Holistic approach | Identity  Institutionalisation  Mental capacity  Mental health  Mobility  Nutrition  Partnership working  Personal care  Personalisation  Person-centred care | Quality of life  Re-ablement  Resilience  Respect  Self-esteem  Social exclusion  Stereotyping  Stigma  Wellbeing  Whistleblowing |