**NAME:**

**Health & Social Care**

**Transition Project**

**2021**

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You are about to begin the transition project for the Level 3 BTEC National Extended Certificate in Health and Social Care.

During Years 12 and 13 you will complete 2 units assessed internally by way of written assignments and 2 units assessed by external examination. This transition project seeks to prepare you for the key skills and knowledge needed for this course.

The project is split into 4 parts:

1. Unit 1: Human Lifespan and Development - examination
2. Unit 2: Working in Health and Social Care - examination
3. Health and Social Care and Covid-19 – key skills
4. Health and Social Care in the news – current issues

Please bring the completed project with you on Friday 25 June where it will be collected. Remember to keep a copy for yourself as it will help you throughout the year.

**Part 1**

**Unit 1**

**Human Lifespan Development – consists of three Learning Aims, A, B and C.**

Learners cover physical, intellectual, emotional and social development across the human lifespan, the factors affecting development and the effects of ageing. You will just be focusing on content covered in **LEARNING AIM A: Human growth and development through the life stages**

Task: Keywords and Definitions

Please research the meanings of these words. Please do not copy and paste, try to put them into your own words to show your understanding.

|  |  |
| --- | --- |
| Keyword | Definition |
| Growth |  |
| Development |  |
| Centile Lines (percentiles) |  |
| Development norms |  |
| Milestone |  |
| Gross motor skills |  |
| Fine motor skills |  |
| Adolescence |  |
| Menopause |  |
| Life expectancy |  |
| Cognitive impairment |  |
| Abstract logical thinking |  |
| Egocentric thinking |  |
| Concrete logical thinking |  |
| Equilibrium |  |
| Disequilibrium |  |
| Self-concept (sense of identity) |  |
| Stranger anxiety |  |

Task: what are the age ranges and key **physical** features of the life stages?

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| Life Stage | Age | Key Features |
| Birth and infancy | 0-2 years | Infants grow rapidly, at around 1 years old infants can walk, by 2 they can run. |
| Early childhood |  |  |
| adolescence |  |  |
| Early adulthood |  |  |
| Middle adulthood |  |  |
| Later adulthood |  |  |

Task: Explain Piaget’s model of **intellectual** (cognitive development)

<https://www.youtube.com/watch?v=IhcgYgx7aAA>

|  |
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| Include:   * 3 facts about Piaget * A brief description of the 4 stages of cognitive development * Which life stages is this relevant to and why? |

Task: Using this table and your general knowledge (you can research if you need to) what positive and negative events can affect a person's **emotional** and **social** development? I have included some examples. Aim to include at least 3 additional ones in each.

|  |  |  |
| --- | --- | --- |
|  | Positive | Negative |
| Emotional Development | * A sense of security from caregivers | * Lack of love and affection |
| Social Development | * Opportunities to be independent | * Bad influences from peer groups |

Watch this documentary: Old People's Home for 4 Year Olds

<https://www.channel4.com/programmes/old-peoples-home-for-4-year-olds/on-demand/64374-001>

Review/synopsis: Write a short summary about the documentary. Who, what, where, when, why? Include all key information of the story. Explain what was thought-provoking about it and the questions it led to. How did it make you feel?

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| If you have any comments about Part 1 please put them here. | |
| Student comment: |  |

**Part 2**

**Unit 2**

**Working in Health and Social Care**

Learners cover the roles and responsibilities of health and social care (H&SC) practitioners. You will just be focusing on content covered in **LEARNING AIM A: The roles and responsibilities of people who work in health and social care settings**

Task: Keywords and Definitions

Please research the meanings of these words. Please do not copy and paste, try to put them into your own words to show your understanding.

|  |  |
| --- | --- |
| Keyword | Definition |
| General Practitioner |  |
| Preventative care |  |
| Consultant |  |
| Nurse practitioner |  |
| Health screening |  |
| Antenatal care |  |
| Postnatal care |  |
| Supported housing |  |
| Policies |  |
| Procedures |  |
| Safeguarding |  |
| Self-help groups |  |
| Rehabilitation |  |
| Psychotherapy |  |
| Complementary therapies |  |
| Conventional medical treatment |  |
| Assistive technology |  |
| Domiciliary care |  |
| Halal |  |
| Kosher |  |
| Gluten |  |
| Informal care |  |
| Code of practice |  |
| Anti-discriminatory practice |  |
| Prejudice |  |
| Empowerment |  |
| Individualised care |  |
| Self esteem |  |
| Multi-cultural society |  |
| Advocate |  |

Task: Watch the clips about a career in nursing and complete the questions (you will get more information for the answers as the clip goes on).

|  |  |
| --- | --- |
| [Adult nurse | Health Careers](https://www.healthcareers.nhs.uk/explore-roles/nursing/roles-nursing/adult-nurse)  www.healthcareers.nhs.uk/explore-roles/nursing/roles-nursing/adult-nurse     * What is her role? * How would she do this? * What is a typical day on the ward? * How did she train to become a nurse? * How long did it take? * What opportunities will she have? * Why does she get out of bed and go to work each day? * Who would she recommend adult nursing to? | [Midwife | Health Careers](https://www.healthcareers.nhs.uk/explore-roles/midwifery/roles-midwifery/midwife)  www.healthcareers.nhs.uk/explore-roles/midwifery/roles-midwifery/midwife    Transcript - Appendix (1)   * What period of time does the role generally cover? * Where can the midwife be based? * What do midwives generally do once qualified? * What is covered in ante-natal education? * What are common misconceptions about midwifery? * Is the career flexible? * What skills are recommended the midwife has? |

Task: Research your local GP surgery – if you want to use a different surgery that is acceptable.

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| Name and location of the surgery |  |
| What different support services do they provide?  i.e. Mental health, learning disability health checks.  If your surgery does not offer any support services you can research other surgeries. |  |
| What are the different methods of seeking support from them? I.e. phone, email etc. |  |
| Additional information |  |

Task: Research the entry requirements for each of these roles. What roles and responsibilities will they have? You will need to pick a specific type of each as there are so many areas you can go into.

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| General Practitioner- GP | |
| Entry requirements |  |
| Salary range |  |
| Roles and responsibilities |  |

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| --- | --- |
| Care Assistant | |
| Entry requirements |  |
| Salary range |  |
| Roles and responsibilities |  |

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| --- | --- |
| Support worker | |
| Entry requirements |  |
| Salary range |  |
| Roles and responsibilities |  |

|  |  |
| --- | --- |
| Midwife | |
| Entry requirements |  |
| Salary range |  |
| Roles and responsibilities |  |

Watch this documentary: Caring and Sharing

<https://www.bbc.co.uk/iplayer/episode/p06zhfvw/the-nine-to-five-with-stacey-dooley-series-1-2-caring-and-sharing>

Review/synopsis: Write a short summary about the documentary. Who, what, where, when, why? Include all key information of the story. Explain what was thought-provoking about it and the questions it led to. How did it make you feel?

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| If you have any comments about Part 2 please put them here. | |
| Student comment: |  |

**Part 3**

**Health and Social Care and Covid-19**

Task: Read this article by the King’s Fund and complete the task

*The King's Fund is an independent charitable organisation working to improve health and care in England. Our vision is that the best possible health and care is available to all.*

<https://www.kingsfund.org.uk/blog/2020/04/health-social-care-covid-19-coronavirus>

Review/synopsis: Write a short summary about the article. Who, what, where, when, why? Include all key information of the story. Explain what was thought-provoking about it and the questions it led to. How did it make you feel? What impact is Covid 19 going to have on H&SC?

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| Student comment: |  |

**Part 4**

**Health and Social Care in the News**

Health and Social Care issues are often in the news, even before Covid 19, you will need to keep yourself up-to-date with these issues. Task: listen to the news and make notes on a topic that has been discussed. Then complete some wider research on the topic.

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| --- | --- | --- |
| Date | Topic | Wider Research |
| 1/  19 June 2020 | MMD - **motor neurone disease**  Sportsmen with the disease  Link: <https://www.nhs.uk/conditions/motor-neurone-disease/> | * **Symptoms** * **- weakness** in your ankle or leg * **- slurred speech** which may develop into difficulty swallowing some foods. * **- a weak grip** – you might drop things, or find it hard to open jars or do up buttons. * **- muscle** cramps and twitches. * **Treatment and Support** * **-** no cure * **-** occupational therapy   **-** physiotherapy |
| 2/ |  |  |
| 3/ |  |  |
| 4/ |  |  |
| 5/ |  |  |
| 6/ |  |  |
| 7/ |  |  |
| 8/ |  |  |

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| If you have any comments about Part 2 please put them here. | |
| Student comment: |  |

**Wider Reading/watching:**

**Living differently – BBC**

**National Health Executive -** <http://www.nationalhealthexecutive.com/Home>

**Free Care Magazine -** <https://www.skillsforcare.org.uk/About/News/Care-magazine.aspx>

**The text book we will be using is**

ISBN 9781292126012

Pearson BTEC National

Health and Social Care

Student Book 1

For the 2016 Specification

**Appendix (1)**

**Alice Twigg:**

So the role of the midwife includes everything from ideally from pre-conception care right up until up to 28 days after the baby is born.

**Helen Leslie-Smith:**

So you can either be in the community or the hospital, there's lots of different roles within that, so you are doing health promotion, clinical decision making, working with a multi-disciplinary team.

**Manjit Roseghini:**

As soon as you are qualified what lots of midwives do they consolidate their training, so they may choose to work in the hospital, they may choose to work in the community, and then once they have consolidated their training, which could be after a year, they may specialise in their chosen field.

**Declan Symington:**

What I do is I work in anti-natal education, so I teach women about labour and birth and how to breast feed their baby and how to look after their baby as well.

**Helen Leslie-Smith:**

I think one of the misconceptions is that midwifery is very much focussed on the baby. Actually in reality we see the woman through the nine months of pregnancy, we deliver her, obviously we then meet the baby and post-natally we are caring for the baby but really we are supporting the mother into the transition from being without a baby to having a baby which is quite a big transition obviously.

**Manjit Roseghini:**

Another misconception is very much that the doctors do the deliveries which is not correct. We are very very fortunate in the United Kingdom where midwives are the lead for normality.

**Helen Leslie-Smith:**

There's many different hours you can work to suit your needs, so you can work in the day, in the night, at weekends, you can work long shifts, short shifts, whatever to suit your needs really. If you have children they can take that into account for child care purposes.

**Declan Symington:**

There is lots of free training available as well. A majority of hospitals will want you to do the mentorship course first of all, but then once you have done the mentorship course, then there is plenty of training for different areas of midwifery that you want to go into.

**Jillian Martin:**

It is emotionally hard work but you do reap the benefits, you are constantly surprised and inspired by women on a daily basis.

**Alice Twigg:**

If you are thinking of a career as a midwife, I would say make sure you have a good sense of humour and a very strong stomach, those two things will be invaluable. I think you would struggle to find a job with a similar level of reward and satisfaction.

**Manjit Roseghini**:

No one day is the same; there is so much variety and so much choice.

**Helen Leslie-Smith:**

So if I was to describe my role in one word it would be interesting

**Alice Twigg:**

Satisfying

**Manjit Roseghini:**

Fabulous

**Declan Symington:**

Helping