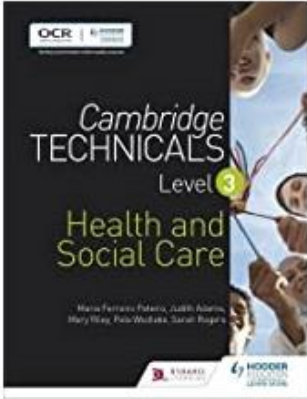
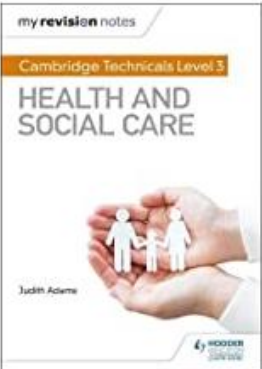




6th Form Transition Pack

QUALIFICATION	Diploma in Health and Social Care
Teacher Name(s)	Ms. A Chappell Mrs. K Sweeney
Contact email(s)	achappell@notredame.liverpool.sch.uk sweeneyk@notredame.liverpool.sch.uk
Exam board and link	OCR ocr.org.uk
Recommended online learning	https://www.nhs.uk/ https://digital.nhs.uk/data-and-information/data-collections-and-data-sets/data-sets https://www.scie.org.uk/ www.nice.org.uk https://www.gov.uk/government/organisations/public-health-england https://www.cps.gov.uk/legal-guidance/rape-and-sexual-offences-chapter-2-sexual-offences-act-2003-principal-offences-and http://www.sexualhealthliverpool.co.uk/Default.aspx
Textbooks that are used	 



In addition, the transition pack may contain resources like PowerPoints, assessments and activities for you to try at home over the summer.

We recommend you use Cornell Notes to prepare for your new course. Please see this video to help you develop the technique:

<https://youtu.be/WtW9lyE04OQ>

See the General Transition Pack where VESPA has been outlined for other ways of successfully taking notes and organising the content of your studies effectively.

Please complete the activities in this booklet in readiness to begin your studies when we are told Sixth Form may reopen. This will show us your commitment and may be used alongside your GCSE grades and behaviour log as entry criteria – Sixth Form study is hard work and there are no short cuts. Commitment to your studies is essential.

Good Luck and Stay Safe!





Welcome to the Cambridge Diploma in Health and Social Care

You have chosen a subject that combines elements of psychology, biology and sociology and that complements subjects such as biology and sociology. It is divided up into units which will cover a variety of topics and involve looking at how each topic is applied in the workplace. This subject is good for those who want to work in the health sector, the social care sector and even the early years sectors.

Overview of the single component:

This is a two-year course and consists of 6 units studied over two years. Units 2 and 3 are studied in the first year and are examined units. Unit 3 exam will take place in January 2021 and Unit 2 exam will take place in June 2021. As well as two exams, you will study unit 1, which is a coursework unit. For these units you will be graded either as a Pass, a Merit or Distinction. To complete the pass you have to complete all pass criteria, to achieve the merit you need to complete all pass and merit criteria, and for the distinction you should have completed all pass, merit and distinction criteria.

Year 12:

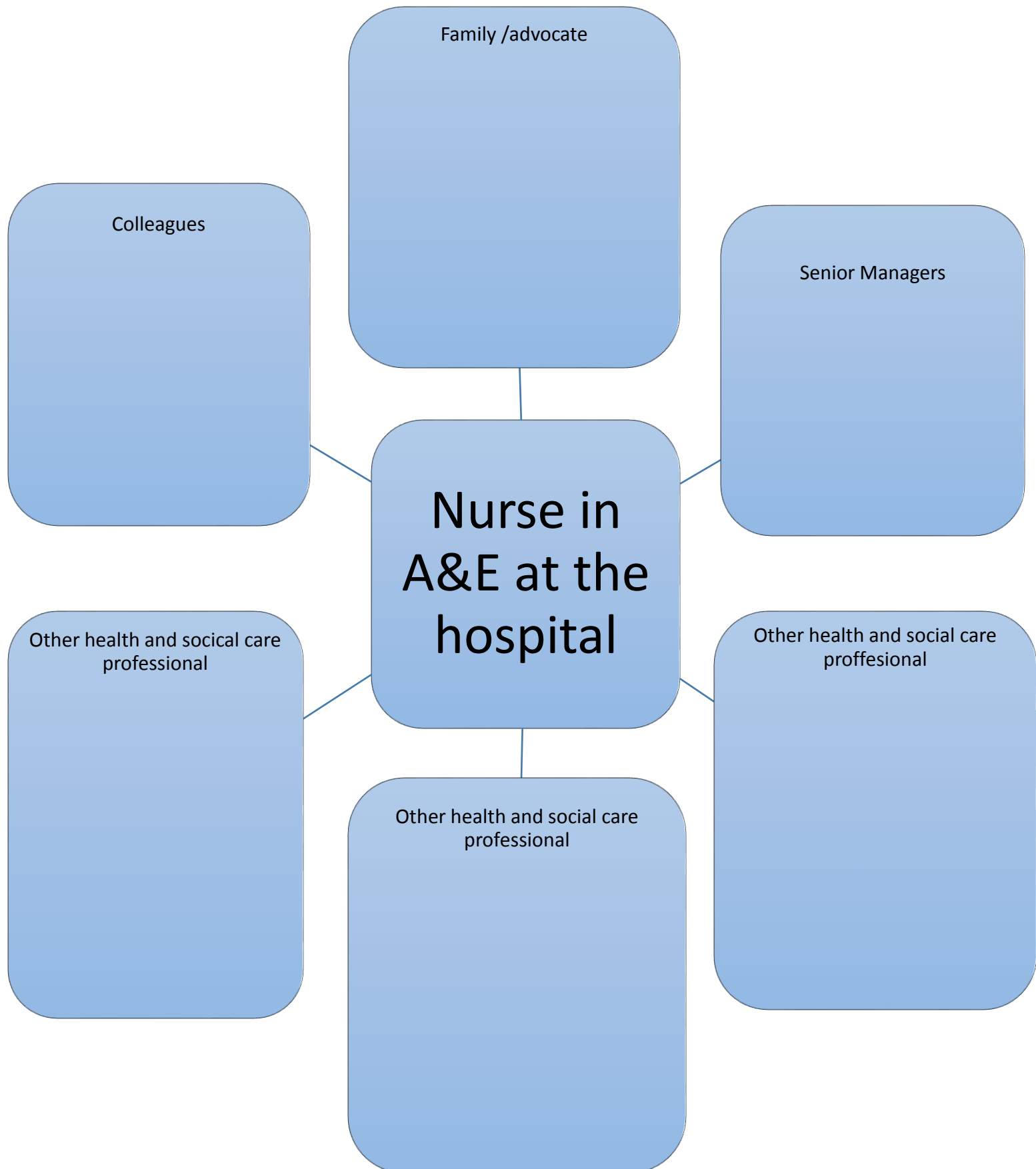
- Unit 1: Relationships (coursework)
- Unit 2: Equality and Diversity (examined)
- Unit 3: Health and Safety (examined)

Year 13:

- Unit 4: Anatomy and Physiology
- Unit 24: Public Health
- Unit 17: Mental Health

Expectations of the course:

- Lessons consist of taking notes, group discussions, watching relevant DVDs/documentaries, group work and PowerPoint presentations.
- Homework consists of course work, wider reading, and research, past exam questions, power points and essays. It is expected that at least 5 hours a week will be spent on Health and Social Care homework.
- Your progress will be reviewed on a regular basis. You will be provided with feedback on your coursework tasks.
- You are expected to use the resources available to you in the library and common room here and are strongly encouraged to use libraries outside of school, not just the internet.
- Your folders of notes will be checked on a regular basis to see if you are organised and up to date with your work.
- USE YOUR STUDY TIME AND BE PRO-ACTIVE.





B Communication skills. When building positive relationships effective communication skills are vital. Explain what each of these skills involves.

Skill	Definition
Tone and pitch	
Pace	
Eye contact	
Facial expressions	
Gestures	
Volume	
Posture	

Imagine you are a nursery nurse working with young children. You are going to perform for them a popular children's rhyme or song such as incy wincy spider, twinkle twinkle little star, 5 little ducks or even Peter Rabbit had a fly upon his nose (it can be any of your choice.)

- Firstly perform the song / rhyme using no communication skills whatsoever.
- Next perform the song/rhyme using the skills you have defined in your table

What difference does using communication skills have on your performance? Why do you think it is so important for professional such as nursery nurses to use effective communication skills?



GP behind closed doors www.my5.tv/gps-behind-closed-doors/season-3

Watch an episode of this program and analyse the strategies the doctors use to build up positive relationships with their patients and deliver the best possible care. Challenge explain the impact of the strategies. Consider;

- The verbal communication skills such as tone, pitch, pace, volume, choice of language/words
- The non-verbal communication skills such as eye contact, facial expressions, gestures and posture
- The management of environmental factors such as how they construct a supportive and positive environment



Category	Strategy	Impact
Verbal communication skills		
Non-verbal communication skills		
Environmental factors		

Why is it important for GPs to develop positive relationships with service users?



Unit 2 Equality and Diversity

Equality "We all have one thing in common we are all unique" Equality is when all individuals are treated fairly; according to their needs and, given the same opportunities regardless of differences.

Diversity means acknowledging and respecting the differences between different people and cultures.



Task Collage Time

Collect images of the diverse society we live in the UK today. Label the collage with the ways people are different.

How many differences can you identify?

[Will Britain Ever Have a Black Prime Minister - BBC Documentary 2016](#)

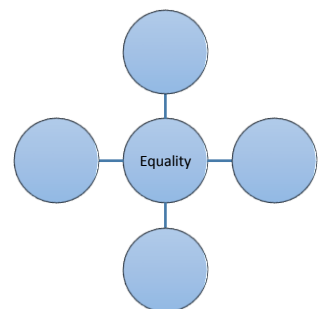
Watch the documentary and make a note of examples of inequality in the following areas:

Area of life	Examples of inequality
Poverty	
Employment	
Politics	

www.youtube.com/watch?v=j0uXJkgAmWU

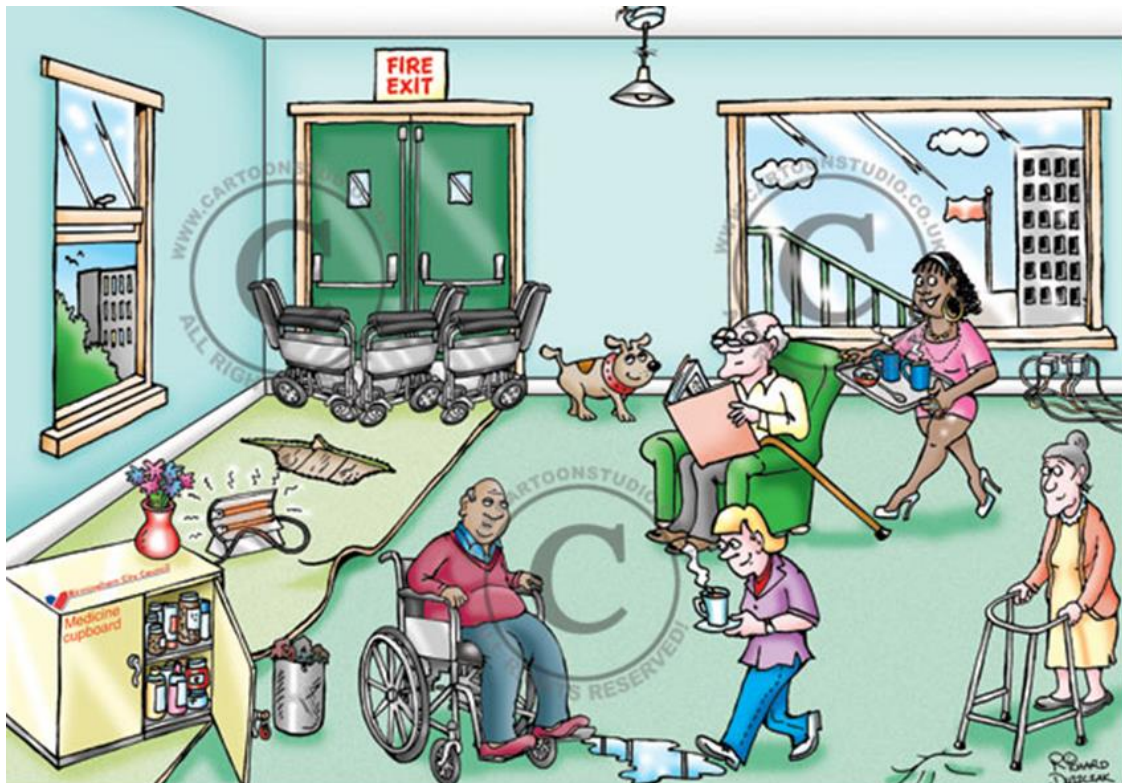
Mind Map: Using the information from the documentary and the Equality report design a mind map. Illustrating:

- Which groups are experiencing inequality in the UK?
- What examples of this inequality can you name?
- www.equalityhumanrights.com/sites/default/files/is-britain-fairer-2018-easy-read.pdf





Your environment



Look around your environment and take pictures to create a college of potential hazards. *Challenge: categorise them and annotate ways in which these hazards are dealt with so that they do not cause harm.*

Response to hazards

Once a hazard has caused harm and someone has become ill or injured a 1st aider will be called upon. Using the following link give advice to a new 1st aider what they would do in the following situation. www.sja.org.uk/get-advice/i-need-to-know/the-role-of-the-first-aider/



Three Children in a care home were making a meal for themselves and their care worker without supervision. One of the children cut themselves severely with a knife while chopping vegetables. Their friend turned to look and in shock dropped a pan of boiling water on the floor which splashed up over their feet. When the 1st aider arrives what should they do?





Step 1

Step 2

Step 3

Step 4

Now if you have finished all the activities and are taking the double award in health and social care, you can move on to the following activities on the next pages!



Overview of the double component:

This is a two-year course and supplements the learning in the single award. Units 13 and 5 are completed in the first year and they are both coursework units. This is replicated in Year 2 with Units 18 and 12. Grading is the same as for the single coursework units.

- Unit 13: Sexual Health and Reproduction
- Unit 5: Infection Control
- Unit 18: Care of the elderly
- Unit 12: Promote Positive Behaviour

Look at the specification for more detail about these topics. You can find this at <https://www.ocr.org.uk/qualifications/cambridge-technicals/health-and-social-care/units/#level-3>

In addition to your coursework units, you will also study two examined units. In year 12 you will complete unit 6 and in year 13 you will complete unit 7.

- Unit 6: Personalisation and a person-centred approach to care
- Unit 7: Safeguarding

You will be expected to **know and understand** the information covered, to be able to **apply** that knowledge and understanding and to be able to **analyse and evaluate** that knowledge and understanding.

Task 1

Read the specification carefully and make a note below of the sections there are to each Unit you will study in year 12 (the LOs or Learning Objectives) :

Sexual Health and Reproduction

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Infection Control

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Personalisation and Person-centred Care

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Task 2

What is the meaning of the following key terms:

<u>Key Term</u>	<u>Definition</u>
Health care	
Social care	
Early years care	
Sexual health	
Infection control	



Personalisation	
Person-centred care	

Sexual Health and Reproduction

Task 3

This task centres on looking at the NHS website. Use the following link to take you to the website:

www.nhs.uk

Use the 'Health A to Z' section to answer the following questions:

1. What is Chlamydia?
2. How do you get Chlamydia?
3. What are the symptoms of Chlamydia?

Task 4: Effects

When discussing effects we talk about 'PIES'. These are:

- **Physical** effects, those which relate to the health of the body.
- **Intellectual** effects, those which relate to our thinking skills, our concentration and focus etc.
- **Emotional** effects, those which relate to how we feel.
- **Social** effects, those which relate to our sense of 'belonging' or 'community' including relationships.

Now explain the effects of Chlamydia on a sufferer:



The NHS is an excellent source of information, not just about illness but also about treatments, and care and support.

Task 5: Sources of information

Websites are an excellent source of health and social care information. However, you need to be very careful about choosing appropriate websites.

- When choosing websites, make sure they are **UK** websites.
- Make sure that the website is 'trusted' – some websites contain information which is incorrect, so it is always best to use trusted websites.
- Always copy the link and add it to your bibliography at the end of your work. Underneath you should put 'last accessed' followed by the date you last accessed that website.
- Don't just use websites – use books and journals. Your work should have reference to at least one book.
- A way to access some information through books is to use 'google books' (books.google.com) but make sure you reference the book title in your bibliography. This should be in the following way:
 - **Author (s) (year published) Title Publisher**
 - **An example is:**
Ferreiro, Peteiro (2016) **Cambridge Technicals Level 3 Health and Social Care** (Hodder Education)

Now choose two other sexually transmitted infections and research the causes, the symptoms and the effects (long term complications and emotional/social effects). You can choose them from the list below:

- Bacterial vaginosis
- Genital herpes
- Gonorrhoea
- Hepatitis
- Syphilis
- HIV/AIDS

Make sure you keep a bibliography of all the sources of information that you use!

If you have done this correctly, you will be well on the way to completing the first pass criteria in Unit 13.



Infection Control

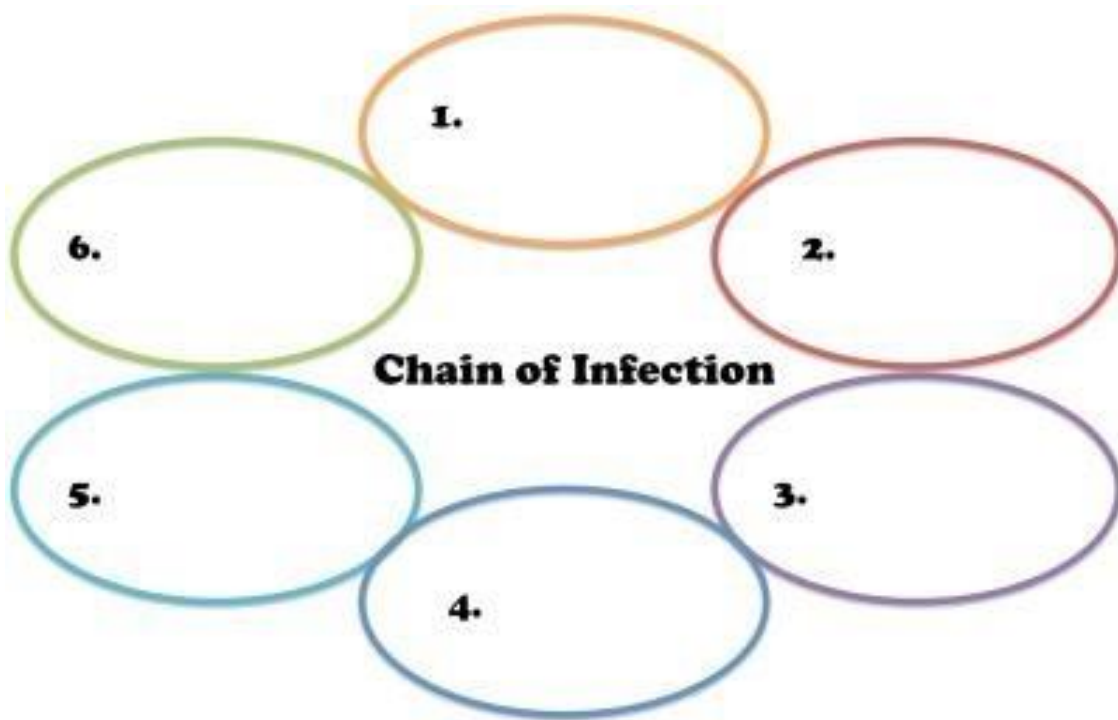
Task 6

<u>Key Term</u>	<u>Definition</u>
Hygiene	
Infection	
Disease	
Carriers	
Food-borne illness	
Pathogenic bacteria	
Contamination	
Virus	
Standard precautions	

Task 7

What is the chain of infection?

Use the diagram on the other page to describe the chain of infection. You should make notes on each section:



Task 8

Can you describe the chain of infection for Covid 19 in a care home?

How might the chain of infection for Covid 19 differ in a nursery setting for children of key workers?

Task 9

Covid 19 is a virus. What are the difference between viruses and bacteria?

Bacteria	Viruses



Task 10

There has been a great deal of information about PPE which stands for Personal Protective Equipment. You need to research the role of PPE in infection control. You should look at the following items of PPE:

- Disposable gloves
- Sterile surgical gloves
- Aprons
- Masks

Personalisation and Person-centred Care

Task 11

Freedom of choice is important to us all and is something we exercise on a daily basis. All individuals should now be equal partners in the planning and delivery of their care. Health and social care professionals aim to empower individuals who require care, and their families, to have the maximum choice and control over the services they receive.

TASK 12: Examine the diagram below; The House of Care. Explain what all the parts mean and how doing these things lead to a more 'person-centred approach' to care



The House of Care



You should:

- Use the following document for help
<https://www.england.nhs.uk/wp-content/uploads/2016/04/core-info-care-support-planning-1.pdf>
- Make sure you understand each word/phrase e.g. 'partnership working'