

Health & Social Care Transition Project 2021



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

This transition project seeks to prepare you for the key skills and knowledge needed for this course.

The project is split into 3 parts:

1. Unit 1: Human Lifespan and Development
2. Unit 2: Working in Health and Social Care
3. Health and Social Care and Covid-19

You will complete your work within this document. If you have any trouble, please create a copy of this document and bring it into to Sixth Form College for your first lesson in September.

If you need any support with this please email

Part 1

Unit 1: Human Lifespan Development

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 | |

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|----------------------------------|--|
| Disequilibrium | |
| Self-concept (sense of identity) | |
| Stranger anxiety | |

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

| 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=lhcgYqx7aAA>

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 | <ul style="list-style-type: none"> • A sense of security from caregivers | <ul style="list-style-type: none"> • Lack of love and affection |
| Social Development | <ul style="list-style-type: none"> • Opportunities to be independent | <ul style="list-style-type: none"> • 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)

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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?

| Teacher Feedback | |
|------------------|--|
| WWW: | |
| Closing the gap: | |
| 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 | |

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|------------------------------|--|
| Assistive technology | |
| Domiciliary care | |
| Halal | |
| Kosher | |
| Gluten | |
| Informal care | |
| Code of practice | |
| Anti-discriminatory practice | |
| Prejudice | |
| Empowerment | |
| Individualised care | |
| Self esteem | |
| Multicultural society | |
| Advocate | |

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

<https://vimeo.com/305430190>

1. What different people can you work with in nursing?
2. What are the different places that you could work in?
3. What does Charlotte think are the great things about nursing?
4. What kind of skills and characteristics does she say she needs to use?
5. What qualifications do you need? What ways can you enter into nursing?
6. What challenges are there?
7. What benefits are there?

Task: Research your local GP surgery

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| Name of the and location of the surgery | |
| What different services do they provide? | |

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| I.e. alcohol, mental health etc. | |
| What are the different methods of seeking support from them? I.e. phone, email etc. | |
| Additional information | |

Task: Using unifrog 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.

<https://www.unifrog.org/>

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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 | |

| | |
|----------------------------|--|
| 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)

<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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| Teacher Feedback | |
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| WWW: | |
| Closing the gap: | |
| 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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| Teacher Feedback | |
|------------------|--|
| WWW: | |
| Closing the gap: | |
| Student comment: | |