

# Health & Social Care Transition Project



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

During year 12 (first year at college at Level 3) you will complete 6 units, unit 1 and unit 2. These units are both assessed through an external examination. Also, you will do unit 5, unit 7, unit 14 and unit 19. These are assessed through course work. This transition project seeks to prepare you for the key skills and knowledge needed for this course.

The project is split into 7 parts:

1. Unit 1: Human Lifespan and Development
2. Unit 2: Working in Health and Social Care
3. Unit 5: Meeting Individual and Support Needs in Health and Social Care
4. Unit 7: Safe practices in Health and Social Care
5. Unit 14: Physiological Disorders
6. Unit 19: Nutrition in Health and Social Care
7. Health and Social Care and Covid-19

You will complete your work within this document. Once completed, please create a copy of this document and save it to your computer and send it to me via email once it is complete.

My email is: [reidac@southport.ac.uk](mailto:reidac@southport.ac.uk)

# 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	

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=lhcgYgx7aAA>

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"> <li>• A sense of security from caregivers</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of love and affection</li> </ul>
Social Development	<ul style="list-style-type: none"> <li>• Opportunities to be independent</li> </ul>	<ul style="list-style-type: none"> <li>• Bad influences from peer groups</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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?

# 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	
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**

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

General Practitioner- GP	
Entry requirements	
Salary range	
Roles and responsibilities	

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/p06zhfww/the-nine-to-five-with-stacey-dooley-series-1-2-caring-and-sharing)

<https://www.bbc.co.uk/iplayer/episode/p06zhfww/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?



# Part 3

## Unit 5: Meeting individual needs in Health and Social Care

Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

### Task: Keywords and Definitions

Use the internet to help you complete this, aim to put them into your own words.

Key word	Definition
Beliefs	
Diversity	
Culture	
Multicultural	
Discrimination	
Prejudice	
Skill	
Personal Attributes	
Clarification	
Attachment	
Resilience	
Autonomy	
Philosopher	
Imbuing	
Psychologist	
Ethical	
Morals	

Conflict of Interest	
Statutory	
Legal Guidance	
Eligible	
Clinical Commissioning Group	
children's Centre	
Govern	
Advisory Board	
Acronym	
Abbreviation	
Constrained	
Enhance	
DBS check	
Supported living services	
National eligibility Criteria	
Self-funding	
Infringe	
Long-term condition	
Interpersonal	
Literacy Skills	
Genetic Condition	
Group Values	
Commissioning	
Rehabilitative Care	

Chronic Condition	
anonymised	
Commissioner	
Analyst	
Clinician	
Unambiguous	
Protocols	
Sensitive personal data	
Accountable	
Registrants	

**Task: Videos to make you think!**

Watch these and write a synopsis: Write a short summary about the clip. Who, what, where, when, why? Include all key information. Explain what was thought-provoking about it and the questions it led to. How did it make you feel?

Discrimination Crash Course - <https://www.youtube.com/watch?v=RslDtV4jWA0>

Reece Witherspoon - <https://www.youtube.com/watch?v=JKKRBnpDpBY>

Gillette - [https://www.youtube.com/watch?v=UYaY2Kb\\_PKI](https://www.youtube.com/watch?v=UYaY2Kb_PKI)

Race & Privilege - <https://www.youtube.com/watch?v=F2hvibGdg4w>

Social experiment - <https://www.youtube.com/watch?v=svDI7tkRsr0>

Restaurant - <https://www.youtube.com/watch?v=GK6A-2PwfMI>

**Task: based on these videos explain why equality and diversity could help to reduce discrimination.**

# Part 4

## Unit 7: Principles of safe practice in Health and Social Care

Learners explore the importance of safe working practices, safeguarding procedures and responding to emergency situations in health and social care settings.

### Duty of Care

The duty of care owed by health and social care workers to their service users, colleagues and themselves is implicit in their job role. Identify a range of job roles for health and social care workers and say how they may demonstrate their duty of care to different service user groups in a variety of health and social care settings (to include early years and childcare settings).

#### Health care

Job role	Care setting	Example

#### Social care

Job role	Care setting	Example

#### Early Years and Child Care

Job role	Care setting	Example

# Case Study – Abuse and Neglect

## Looking at abuse and neglect

### Case study: Mrs Watkins

Mrs Watkins is 74 years old and lives alone in her three-bedroom house; she is a widow as her husband died several years ago. She is recovering from a recent hip operation and needs help with some of her personal care needs, so she has domiciliary care support several times a week. Despite this, Mrs Watkins is very cheerful and, although her mobility has become limited, she remains quite active in her local community with the help of a wide circle of friends who take her out and visit her at home regularly.

Sharon has been a carer for Mrs Watkins for eight months and has got to know her well during this time. She likes seeing her because Mrs Watkins is always chatty and friendly. A few weeks ago, Mrs Watkins' son Richard and his partner Jane moved back into the local area. Mrs Watkins has been pleased about this because she sees them more. However, Sharon has noticed that Mrs Watkins has not been so happy recently: she is quieter and more withdrawn. She has said her son has told her to rest more and not go out so much. Sharon has realised that, when Richard is there during her visits to his mother, he has been discouraging her friends from visiting and has not always been very polite. Sharon has also noticed that things have been going missing from the house and she is now concerned about Mrs Watkins' welfare.

### Now answer these questions:

What can Sharon do in this situation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What barriers exist that could make it difficult for Sharon to report her concerns?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you think this behaviour is abusive? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What could Sharon do to empower Mrs Watkins? \_\_\_\_\_

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## **Section 2: Ways to reduce abuse and neglect**

Identify ways to reduce the likelihood of abuse and neglect to service users.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

What are your reasons for above choices?

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# Part 5

## Unit 14: Physiological Disorders in Health and Social Care

Learners explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.

### The physiology of a disorder

The following table lists eight names of disorders, the definition of the affected organ, tissue or body system, and the changes that occur in the affected area. These pieces of information are all mixed up. Try to reorganise the table and match the right information with each disorder.

Definition of an organ, a system or a tissue	Name of the disorder	Structural and functional changes of the affected area
This gland lies behind the stomach. It has both exocrine and endocrine functions. The islets of Langerhans, which make up the endocrine portion of this organ, secrete glucagon and insulin.	Coronary heart disease	The lining of the bronchial tubes becomes swollen, and the alveoli tissue becomes inflamed.
This is a hollow muscular organ, located between your lungs. It pumps the blood through the blood vessels.	Parkinson's disease	Uncontrolled growth of cells such as melanocytes, basal cells or squamous cells that compose this organ.
It is made of neurones and glial cells. It controls the central nervous system.	Emphysema	Accumulation of cholesterol and waste substances around the walls of the arteries of this organ.
It is a compact or spongy tissue. It is a specialised connective tissue, made of the matrix and three cell types: osteocytes, osteoblasts, and osteoclasts.	Crohn's disease	Progressive destruction of myelin, a fatty sheath that surrounds neurones.
Made of grey matter and white matter. It represents the largest part of the nervous system. The white matter is composed of neurones surrounded by myelin.	Diabetes	Less formation of living tissue, with its density decreasing. The porosity and brittleness of the tissue produce a fragile organ that is easy to break down.
This is the essential respiration organ, made of specialised cells that exchange oxygen/carbon dioxide between the atmosphere and the bloodstream.	Osteoporosis	Transmural inflammation of the lining tissue. Infiltration of neutrophils into the epithelium.



It is an organ of the integumentary system, composed of three primary layers of epithelial tissues.	Multiple sclerosis	Small or no secretion of insulin by the organ, or secretion of insulin that does not function properly.
A system of organs, which takes in food and digests it.	Skin cancer	Progressive destruction of the cells that are part of this organ, and therefore no production of dopamine.

## Care settings

The table below shows a list of care settings and their definitions in random order. First, match the right definitions with the right care settings. Then write a list of all the primary care settings and a list of all the secondary care settings.

Define Primary care Settings: .....

Define Secondary care settings: .....

Care setting	Definition	Primary or Secondary Setting
GP's practice	Assesses local health needs and commissions the services needed to meet them	
The Department of Health	Supplies prescription and 'over-the-counter' medicines and health care advice to patients and members of the public	
Emergency care	Carries out eye and sight examinations, prescribing and fitting spectacles	
Primary Care Trust (PCT)	Offers routine and specialist care for teeth and gums	
Optician	Improves the health and well-being of people in the UK	
Treatment centre	Gives fast 'no-appointment' advice and treatment for minor conditions	
Dentist	Diagnoses and treats a wide range of health problems in the local community	
Pharmacist	Gives 24-hour confidential nurse-led health advice over the phone	
NHS Walk-in Centre	A place where patients are treated and can go home on the same day	
NHS Direct	Run either by the NHS or an independent sector company. Offers patients fast, safe and streamlined surgery and diagnostic tests in several specialities	
Day surgery	Attended by patients when they go to hospital as a result of an accident or trauma and require emergency treatment	

# Part 6

## Unit 19: Nutrition in Health and Social Care

Learners explore concepts of nutritional health and influences on dietary intake and learn how to assess and improve health through nutrition plans for individuals.

### Key terms

Write a definition for each of the following terms. You can add to this list as you carry on through the course.

<b>Malnutrition</b>	
<b>Undernutrition</b>	
<b>Deficiency</b>	
<b>Overweight</b>	
<b>Obesity</b>	
<b>Nutritional balance</b>	
<b>Energy balance</b>	
<b>Body mass index (BMI)</b>	
<b>Actual food intakes</b>	
<b>Recommended intakes</b>	

<b>Dietary reference values</b>	
<b>Reference nutrient intakes</b>	
<b>Eatwell plate</b>	
<b>Food groups</b>	

## Diets for different groups

Read the case studies below of different groups and then suggest improvements to each person's diet.

<b>Group</b>	<b>Suggested diet</b>
<p><b>Young children</b> A boy of 4 comes to the local nursery. He is chubby and his parents are also overweight. Although they are quite fastidious about what the boy eats, the food they give him is fatty and without much nutritional content.</p>	
<p><b>Young people</b> A girl of 12 is overweight. She would like to take part in sporting activities at the local youth club but is embarrassed by the boys teasing her.</p>	
<p><b>Adults</b> A man of 40 has high cholesterol and needs to lose about 21 kg in weight. He works in a stressful job and buys food from the works canteen. He also eats a lot of takeaways and ready meals.</p>	

**Older people**

A lady aged 67 has come into a residential care home for a short period as she has not been looking after her health. She has diabetes and is slightly overweight but loves chocolate and sweets.

**Pregnant women**

A pregnant woman has dropped into her local health centre to ask about the right type of diet she should be on.

**Breastfeeding mothers**

At an antenatal class breastfeeding mothers are asking what the best diet for them would be to be on to ensure they and their babies get the right amount of nutrients.

# Part 7

## 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?