

# Level 3 Extended Certificate Health and Social Care

Cambridge Technicals Level 3

## HEALTH AND SOCIAL CARE



Passport to Sixth Form

Name: \_\_\_\_\_

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# What will I be studying?

This course allows you an insight in the many roles available within health and social care from nurses to social workers to child care assistants and beyond they have many key features that we shall explore and apply. You will be studying a range of units which will help you to gain skills that will be valuable in your chosen profession or future study. You will learn about the human body and mind alongside the changes across time. You will learn what it means to work in the sector and what skills and behaviours you will need to develop. We will study the following units;

## **UNIT 1 – BUILDING POSITIVE RELATIONSHIPS IN HEALTH AND SOCIAL CARE**

## **UNIT 2 – EQUALITY, DIVERSITY AND RIGHTS IN HEALTH AND SOCIAL CARE**

## **UNIT 3 – HEALTH, SAFETY AND SECURITY IN HEALTH AND SOCIAL CARE**

## **UNIT 4 – ANATOMY AND PHYSIOLOGY FOR HEALTH AND SOCIAL CARE**

## **UNIT 13 - SEXUAL HEALTH, REPRODUCTION AND EARLY DEVELOPMENT STAGES**

## **UNIT 24 - PUBLIC HEALTH**

# NETFLIX

Babies



Marriage Story



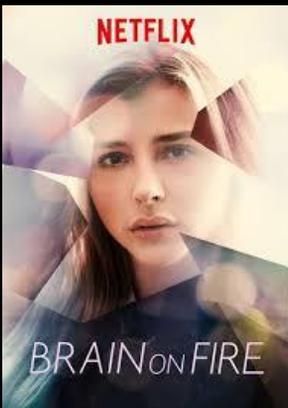
Louis Theroux: Extreme love, Dementia



Five Feet Apart



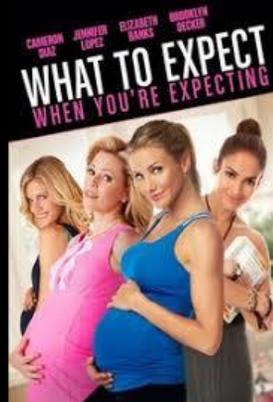
Brain on Fire



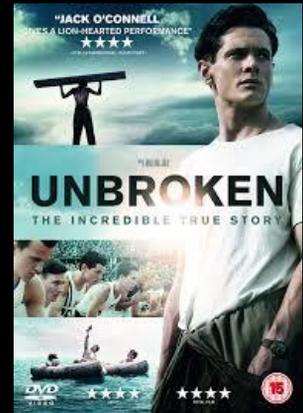
Theory of Everything



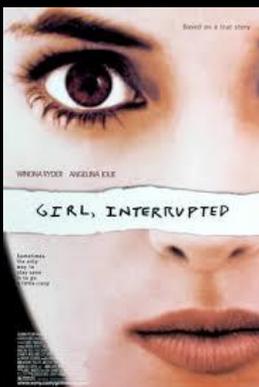
What to expect when you're expecting



Unbroken



Girl, interrupted



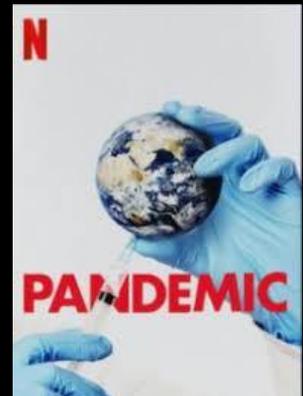
Call the Midwife



13 Reasons Why



Pandemic: How to prevent an outbreak



Recommended Watching for Health and Social Care

# Beyond NETFLIX

Elizabeth is Missing

Rio & Kate: Becoming  
a Step family

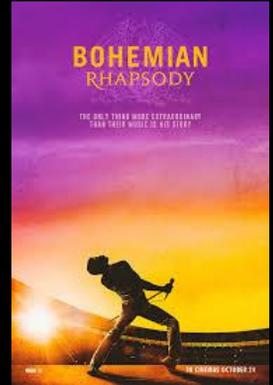
Jesy Nelson: Odd  
one out

Bohemian Rhapsody

BBC iPlayer



DVD



Confessions of a  
Junior Doctor

Born to be  
different

Secret life of... Year  
Olds

Still Alice

4 On Demand



DVD



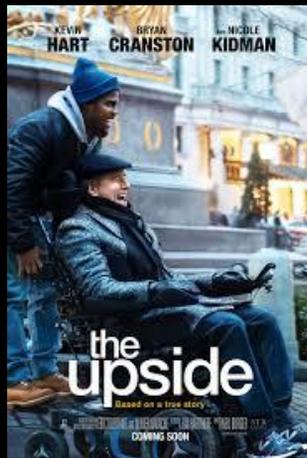
The Children Act

The Upside

Beautiful Boy

Miss you Already

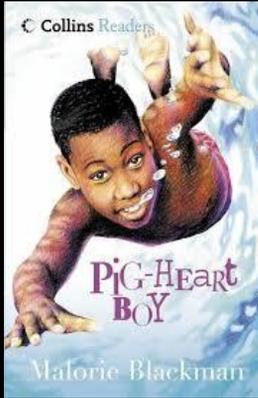
Amazon Prime



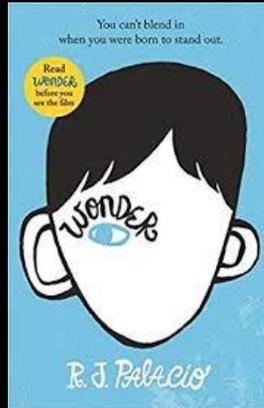


# Beyond NETFLIX

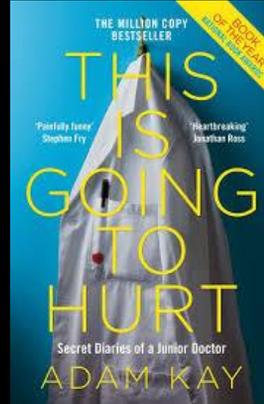
**Pig Heart Boy** by Malorie Blackman



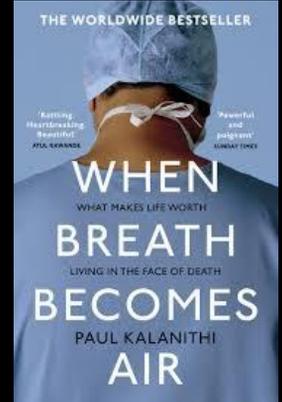
**Wonder** by R.J. Palacio



**This is Going to Hurt** by Adam Kay



**When Breathe becomes Air** by Paul Kalanithi

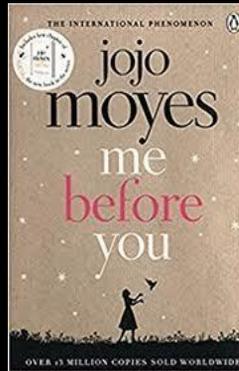


Further Reading

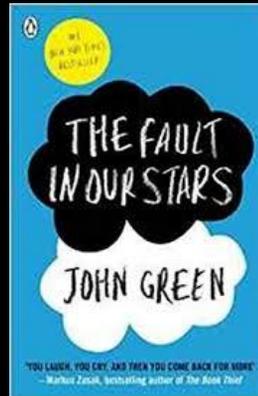
**The Hate U Give** by Angie Thomas



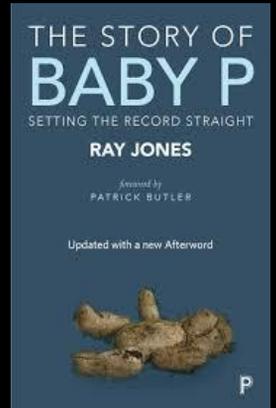
**Me Before you** by Jojo Moyes



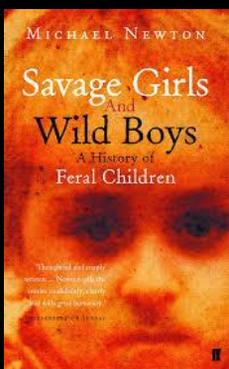
**The Fault in Our Stars** by John Green



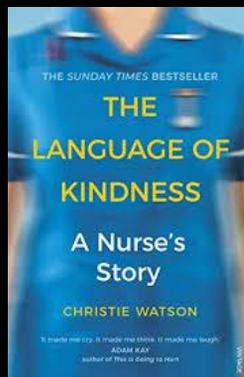
**The Story of Baby P** by Ray James



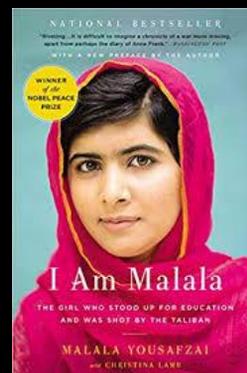
**Savage Girls and Wild Boys** by Michael Newton



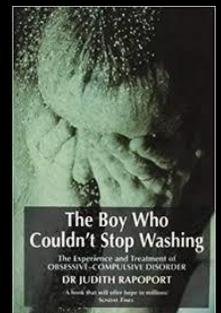
**The Language of Kindness** by Christie Watson



**I am Malala** by Malala Yousafzai



**The Boy Who Couldn't Stop Washing** by Dr Judith Rapoport



Recommended Reading for Health and Social Care

Yes some of these are also films, if you prefer!

# Health and Social Care in the Media



It is important to make the public realise about the issues which are prevailing in society relating to health and social care. One way in which public awareness is raised about health and social care in general and issues that exist within the health and social care sector is through the media.

Your task is to pick AT LEAST...

- x2 Films
- x2 Documentaries

You will then be asked to write an essay OF 1500 WORDS with the following title: **'Discuss the portrayal of Health and Social Care within the media'**

You must watch/read the some of the examples on the previous slides you have picked and create notes to help with your essay. Consider the following:

- What issues, if any, are being raised in the stimulus?
- How does the stimulus present H&SC?

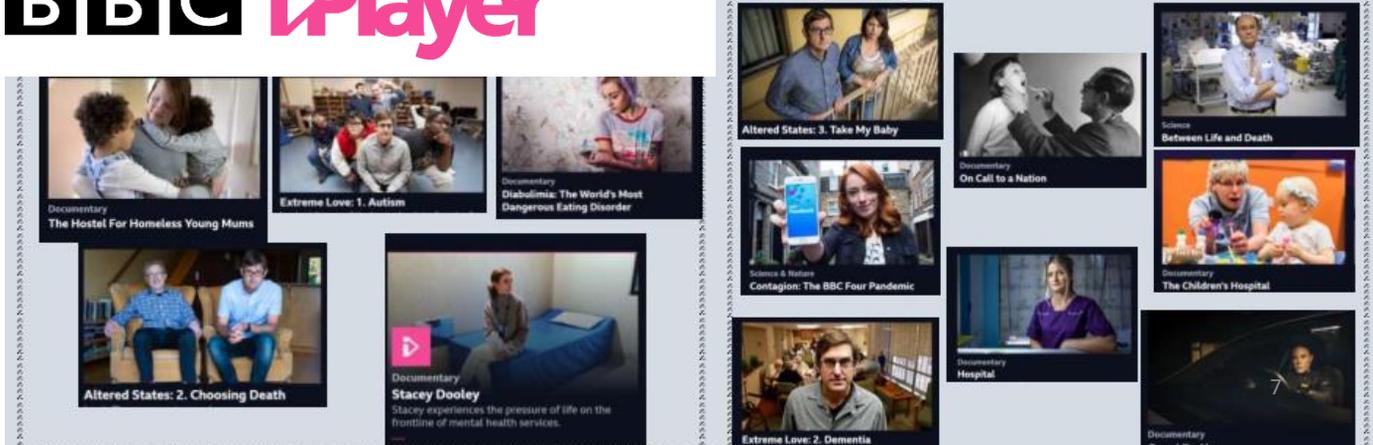
Is the stimulus informative/helpful and why?

- Are there any quotes/scenes etc that stand out to you and why?
- How effective is the stimulus in raising public awareness about H&SC/Issues?

This list is NOT exhaustive there may be other questions/ideas you wish to consider as you watch or read.



Documentary Suggestions:





# GLOSSARY

**Task:** Research and define the following words which are central to the Modern Britain unit. Then, draw a symbol to summarise the term and help you remember it.

Term	Definition	Symbol
Adolescence	An important status change following the onset of puberty during which a young person develops from a child into a adult.	
Advocate		
Attachment		
Care package		
Clinical Commissioning Groups (CCGs)		
Development		
Discrimination		
Diversity		
Empathy		
Ethical		



# GLOSSARY

Term	Definition	Symbol
Fine Motor Skills		
Growth		
Holistic Approach		
Milestone		
Nature		
Nurture		
Risk Assessment		
Safeguarding		
Self-Concept		
Self-Esteem		10

Research a list of Health and Social Care jobs/ medical terms for each letter of the alphabet



A B C D E F G H  
I J K L M N O P  
Q R S T U V W  
X Y Z ! ?



**A**

**B**

**C**

**D**

**E**

**F**

**G**

**H**

**I**

**J**

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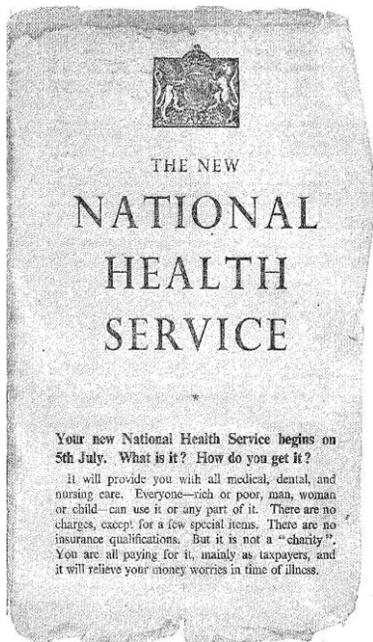
**V**

**W**

**X**

**Y**

**Z**



## History of the NHS

Make a leaflet outlining the history of the NHS

Include sections on:

- Healthcare before the NHS
- When/ why the NHS was produced
  - What the NHS does
- Significance of the NHS
- How is the NHS different in other countries



### The Beveridge Report, 1942

In 1942, a plan had been presented by William Beveridge, a senior civil servant, detailing key areas for post-war reconstruction, aimed at establishing a national system of welfare for the people. It identified ‘five giants’ that were to be overcome: want, disease, ignorance, squalor and idleness.

When the Beveridge Report first appeared, it was welcomed by all the parties. There was broad agreement that protection needed to be provided for all members of society, and so when Labour came to power in 1945, they implemented the proposals in this report, thereby establishing the welfare state, a system which all governments after 1951 accepted in its essentials. This common acceptance became known as **consensus**.

Giant	The 1945 Labour Government’s Solution
Want	To be ended by National Insurance. The National Insurance Act created a system whereby the government, employers and employees all paid for insurance which would pay out in the event of unemployment, sickness, maternity and retirement.
Disease	To be ended by a comprehensive health service. The National Health Service Act provided free medical and hospital treatment for all (the NHS).
Ignorance	To be ended by an effective education system. The Labour Party continued to support the Conservative’s 1944 Butler Education Act which provided free education within grammar schools, technical schools or secondary schools.
Squalor	To be ended by slum clearance and rehousing
Idleness	To be ended by full employment

The idealism that inspired the government’s welfare programme came at a heavy financial cost, which added to the financial burdens it inherited in 1945.



## BREAKING NEWS!

### Review of service provision 'long overdue'

The Tamworth Herald has learnt that the local authority is planning a review of service provision in our area; health social care and early years services will all be assessed as part of the review, which many say is long overdue.

Although the following information has yet to be confirmed, we understand that experts in each of the health, social care and early years sectors will be carrying out investigations into the range of services which are currently available, including whether or not they are sufficient for the needs of the community.

In the past we've reported on several instances where complaints have been filed against services and their employees, so a review of ways that services could increase accessibility and job roles is included in the review.

It's understood that the review will last several weeks, so we'll keep you posted...

You have been appointed as one of the experts who will be investigating a service in your local community. You need to choose a:

- A health service
- A social care service
- An early years service

### Task 1: The roles of people who work in care services

As part of your investigation you are going to produce a 'day in the life of' (or equivalent) profile of a care worker who works with services users in a Health Service, Social Care Service and Early Years Service.

- First of all, select a care worker relevant to the service you are investigating who spends most of their day working with services users.
- Describes their role within the service.
- Explain their day to day tasks, making sure you include:
  - How they meet the health, developmental and social care needs of clients as part of the tasks they perform
  - How they follow the values of care that are expected in that service.
- Explore the different skills and qualities this direct care worker needs – why are they important?
- Consider different qualification pathways which are needed to become their direct care worker, evaluate these pathways.

## **Task 2: The needs of clients and the types of services that exist to meet their needs**

You must think about the needs of clients that use the service chosen:

- Explain their physical, intellectual, emotional and social needs.
- What other services are available locally to meet their needs?
- Explain why these services are available in your community – think about the demographic factors which might have led to a particular service being introduced.
- If clients have more than one need, explain how services meet their different needs – for instance, do they work together to meet the needs of clients? If so, how do they work together? What methods of communication do they use?
- How well are clients' needs being met?

## **Task 3 – How services can be obtained and possible barriers to accessing services**

You need to understand that there are different ways in which people can obtain the service. You must consider:

- Methods of referral – use a range of examples to demonstrate your understanding

The service should be accessible to clients. They become accessible when a service makes sure that there are not any barriers.

- Carry out an investigation into how the service has removed barriers. You must consider:
  - Physical barriers
  - Psychological barriers
  - Financial barriers
  - Geographical barriers
  - Cultural barriers
  - Language barriers
  - Resource barriers
- Explain the possible effects of barriers on their service users.
- Evaluate your findings and make recommendations for improvements.
- How has the removal of barriers empowered their service users?
- Identify a piece of legislation which is relevant to the service; what impact has this legislation had on the service?

# Optional Extension Task:

## Health and Social Care in a Pandemic.

At the moment, we are living through a time when health and social care services are needed more than ever! Those who have chosen this as a profession have stepped up to look after those affected by the COVID-19 pandemic. You will be seeing on the news constant stories about the amazing work that is going on in the British NHS and Care system and this task is your opportunity to find out more about pandemic control in the area and also the work of the World Health Organisation (WHO) in organising a global response. This will require you to research and understand why the steps have been taken around us and how this fits into the global picture.

*As this is an extension task you can complete as much of this as you like or are able to but this level of thinking and also detail will help build the skill required for distinction or distinction\* in your level 3 course.*

**Task 1** – What is the role of health promoters?

You will need to read through the following information and complete some research in order to explain the roles of the following organisations in maintaining the health of the population:

**World Health Organisation (WHO).**

**Department of Health**

**Public Health Agency**

**Clinical Commissioning Groups (CCGs)**

**Health professionals**

*Find out about the organisation of public health promotion within MK.*



# The role of Health Promoters

## Aims

Health promoters aim to improve the health of individuals and the population and reduce health inequalities globally, nationally and locally.

## Global health promotion

The World Health Organization, within the United Nations promotes and protects good health worldwide, by providing information about disease outbreaks, co-ordinating crisis intervention and the response to humanitarian emergencies; establishing International Health Regulations and an international system of classifying diseases.

National, regional and local health structures in England include the

- Department of Health
- Public Health Agency
- Clinical Commissioning Groups (CCGs)
- Health professionals

In England, the Department of Health (DH) leads, shapes and funds health and care while Public Health England protects and improves the nation's health and well-being, and reduces health inequalities. Local authorities are responsible for public health and do this through health and well-being boards which include representatives for all CCGs in the area, among others. Health and well-being boards assess the needs of their local community through Joint Strategic Needs Assessments (JSNAs) then agree priorities in Joint Health and Well-Being Strategies (JHWSs). Together JSNAs and JHWSs form the basis of commissioning plans for public health for CCGs.

***Task 2: Why do you think is necessary for local authorities to have control over the needs of the people in their area? For instance, think about the people living in Milton Keynes and then compare that to the population living in Exeter; do they have the same needs? What would their focus for health be on?***

*Have a look at Somerset CCG, they are having a funding crisis due to the high proportion of elderly residents needing care.*

# Approaches to promoting public health and well-being

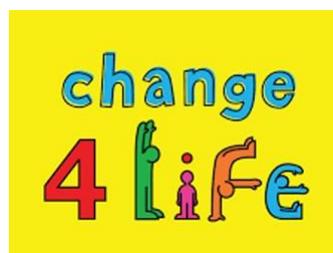
Promoting public health and well-being includes:

1. Monitoring the health status of the community and identifying those most at risk, e.g. children, unemployed, older people, minority ethnic groups.
2. Health surveillance programmes.
3. Targeted education and health awareness and health promotion programmes.
4. Socio-economic support to reduce health inequality between individuals and communities, e.g. winter fuel payments, free school meals, housing support.
5. Improving access to health and care services.
6. Co-ordinating national and local services.
7. Disease registration to inform of health trends and for strategic health planning.
8. Statutory duty to notify certain communicable diseases e.g. measles, tuberculosis (in this case COVID-19).

**Task 3 – Find examples of the British Government and relevant agencies putting these measures into practice; e.g. what have they done for those receiving free school meals? How have they identified those most at risk and supported them?**

**Task 4: Compare Britain’s response to at least one other country and its response to the pandemic. Assess the strengths and weaknesses in each approach to looking after public health.**

Challenge: Look at least 3 news articles from a variety of sources and consider what they say about the British approach to the pandemic. Do you think it could have been improved? Justify your suggestions.



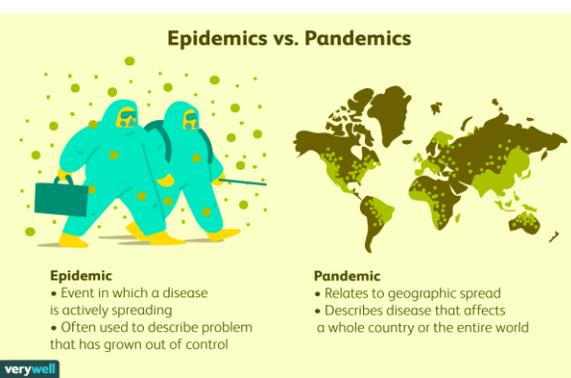
# Pandemic Phases

2018 marks the 100th anniversary of one of the largest public health crises in modern history, the 1918 influenza pandemic known colloquially as “Spanish flu.” The intensity and speed with which it struck were almost unimaginable – infecting one-third of the Earth’s population, which at the time was about 500 million people. By the time it subsided in 1920, tens of millions people are thought to have died. By 1952, it was decided that an influenza surveillance system was needed for the “collection, correlation, and distribution of information regarding occurrence, epidemiology and laboratory findings”. This is known as the Global Influenza Surveillance and Response System (GISRS). It was predicted that the next pandemic would most likely be caused by influenza.

This has lead WHO to conduct and watch outbreaks of strains of flu and cold across the world and create detailed reports on the readiness of countries and also to map out the stages of a pandemic and main actions to be taken in order to minimise the impact of this type of event.

**Task 5: Below is a link to the WHO pandemic phase descriptions; use these alongside research on the response to the COVID-19 Pandemic in order to complete the table on the next slide.**

[https://www.who.int/influenza/resources/documents/pandemic\\_phase\\_descriptions\\_and\\_actions.pdf](https://www.who.int/influenza/resources/documents/pandemic_phase_descriptions_and_actions.pdf)



Phase	WHO Suggested Actions	UK Actions	Effectiveness of response	Recommendations for future pandemic planning
1				
2				
3				
4				
5				
6				
Post Peak				

# Passport to Sixth Form

## Check list

Use this list to make sure you have everything you need to hand in in September in order to start your Level 3 Health and Social Care.

Essay about representations in the media, page 7.

Complete at least 6 sections of the learning log, page 8.

Completed glossary of key terms, page 9-10.

Filled in A-Z of Health and Social Care, page 11.

Leaflet on the history of the NHS, page 12.

Breaking News page 13 and 14

*Optional, Extension task – Current events – Health and Social Care in a pandemic, page 16*