Cambridge Technicals Health and Social Care Level 3

Below are a list of tasks for you to do in preparation for starting Health and Social Care. It is up to you how you present them, however, I might suggest you do it on a word document and save them. The reason being you may be able to use it in your work at a later date. I also recommend saving any good resources you find online / interviews you have with people / books you find (?). This could save you a lot of time in the future.

Why am I doing these tasks?

In your coursework you will be expected to apply theory to practice. Explain how something relates to a specific setting, compare settings, analyse the impact in a setting, for example.

The exams also give a lot of scenarios in a variety of settings / job roles. Having a good understanding of these will, again, help you relate theory to practice.

Tips

- You and I are service users. We go to the doctors, the dentist, the opticians and probably many more places. If you are struggling, put yourself in the position of the service user.

- If you know someone who works in one of these sectors, talk to them. You will gain so much from this.

- There are lots of good 'you tube' clips out there – take a look – just don't forget to write it down in case you want to look at it again later in the course.

Task 1

What jobs are there in Health, Social Care and Early Years Settings?

1. What is **Health Care**?

2. What is **Social Care**?

3. What is **Early Years Care**?

4. Research 10 jobs within each setting. Include:-

   - The **type** of setting;
   - The job **title**;
   - **Where** that individual might work;
   - The **roles** and **responsibilities** of the job (keep it brief).

You may want to set it out in a table, as follows…..

Jobs in Health Care

Job Title	Where might they work?	Roles and Responsibilities
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Then do the same for Social Care and Early Years.

Tip – try and get a variety of job roles and don't just look at the NHS for job roles in Healthcare. Avoid 'nurse, senior nurse, ward nurse' for example. There are so many jobs out there, perhaps you'll find one that interests you.

Task 2

Research your Chosen Job Role

I am hoping you picked this course because you have an interest in pursuing a career in one of the sectors. If you know what you would like to do, go for that job role. If not, pick one that you researched that seems of interest.

Research and make notes on the following……..

1. What is the **job title**?

2. **Where** could you work? *This may be more than one place.*

3. What **qualifications** to you need to get the job?

4. How much could you get **paid**? What is the current starting salary? Does it progress?

5. What are the **roles** and **responsibilities** of the job? *Go into a bit more detail than you did in Task 1.*

6. What **skills** and **qualities** do you think you will need to be successful in this job role? Why? *For example, will you need patience? Why?*

7. What **type of service users** might you come into contact with? *Young? Old? Specific needs?*

8. Come up with a **scenario** that you might face in this job. What skills and qualities do you think you will need to be successful? Why? *For example, if you are a dentist and dealing with a patient who has a fear of needles (about to have a tooth out), how might you overcome this?*

Task 3

Communication

Save any good sources you find!!!

There are so many ways we communicate.

1. What are the following **types** of communication? *Explain each.*

   Do they help specific service users? **Who**? *Giving an example might help answer this.*

   Why is it so important that a care setting offers a **variety** of ways to communicate? *Think how you would feel if you couldn't hear, for example and no one offered sign language. How do you want to feel? Why?*

   - Verbal Communication;

   - Non-verbal Communication;

   - Written Communication (electronic and handwritten);

   - Makaton;

   - British Sign Language;

   - Braille;

   - Deafblind Language;

   - Signs & Symbols;

   - Technological Aids.

2. **Research and explain** the following *(I would copy images in where appropriate – they are helpful when explaining something)* :-

   - Tuckman's Stages of Group Interaction;

   - SOLER;

   - Argyle's Stages of the Communication Cycle.

3. Look on the **Norwich Hospital website** – how many ways to communicate can you find on there?

Task 4

Health, Safety & Security

Consider your school at the moment.

1. Can you list 5 procedures the school has in place to ensure yours and the staff's **health**?

2. Can you list 5 procedures the school has in place to ensure yours and the staff's **safety**?

3. Can you list 5 procedures the school has in place to ensure yours and the staff's **security**?

You may want to present this as three tables, for example…..

Security at Athena College

Security Measure	Reason for Security Measure
Sign in/out at reception	So the college is aware of who is coming in / out of the academy; can refer back to if needed; people are checked they are 'safe' to come on site before coming on.

4. **Refer back to your job role from Task 2**.

- What **potential hazards** could there be at work?

- What **policies and procedures** do you think the organisation has put in place to protect you while you are at work?

You could present this as a spider diagram or a table?

Example

*Myself, as a teacher - A potential **hazard** is I could pick up an infection / illness from staff / students. I know that Athena has a **policy** that if you have a particular illness / infection, you must **report** it to them, such as measles.*

Another potential hazard is I could hurt my back while lifting PE equipment. We have just had to complete online training for safe lifting.

Task 5

Anatomy & Physiology

Pick **6** of the malfunctions and answer the questions below on each one. *Try and get a malfunction from different body systems (Cardiovascular, digestive, etc)*. If you know anyone with the condition or who works in the healthcare or social care sector who works with individuals who have these malfunctions, talk to them – they will give you so much information! Better than any textbook.

Hypertension	Angina	Asthma	Emphysema
Irritable Bowel Syndrome	Coeliac Disease	Gallstones	Arthritis
Stroke	Multiple Sclerosis	Diabetes	Osteoporosis
Glaucoma	Deafness	Cirrhosis	Nephrotic Syndrome
Cataracts	AMD	Retinopathy	

1. **Name** the malfunction.

2. What **body system** does it relate to?

3. What **causes** the malfunction?

4. What are the **signs** an individual may have indicating they have a malfunction?

5. How is the malfunction **diagnosed**?

6. What **treatment** could be offered?

7. **How** does this treatment help the body to function 'normally'?

8. What **impact** do you think this malfunction could have on an individual's life? Consider their physical, intellectual, social and emotional needs (PIES). *You might find this easier to give a specific example?*

Tip

The NHS website is very good!!

Task 6

Infection Control

Save any good sources you find!!!

I think we would be silly to not relate this to **Covid19** since we are all experiencing it at the moment. So,

1. There are different sources of infection – bacteria, fungi, yeast and viruses. What would you categorise **Covid19** as? **What** is it? How can it be **transmitted**?

2. What **measures** are being put in place across the country to try and control individuals becoming infected? Why do you think these measures have been put in place?

3. What **procedures** have you put in place to **manage yourself** and keep yourself safe? Why have you done this? *(Don't say because I was told to!)*

4. What is the proper way to **wash our hands**? Why do you think it is so important to follow these guidelines? Can you think of any places in health, social care or early years settings that you have seen hand washing posters BEFORE the Covid19 hit us?

5. We have heard the NHS and government talk a lot about **personal protective equipment** (PPE). Can you name 3 types of personal protective equipment and explain why they need to be worn?

6. Are service providers **disposing of equipment and waste** used by service users with Covid19 in a different way to service users that have not got the virus? How are they doing this? Why do you think they are doing this?

7. Why is so important to **report** any new cases of Covid19? What could the potential impact be if it wasn't reported? How would this happen?

8. How are other **countries** dealing with the pandemic? **Compare** our country to another. What are the **similarities** and **differences**? Do you **agree / disagree** with any? Why?

Task 7

Person Centred Care

Save any good sources you find!!!

1. Research the term '**person centred care'**.

2. Research **asylums** and **workhouses**. What were they? How were people treated years ago?

3. Look on our **Local Authority** website (**Norfolk County Council**). In the 'search' type in person centred care. Have a look at **personal budgets and direct payments**. Make notes on what they are.

4. Continue on the website and make any other notes related to person centred care that you think may be **useful later on**. Spend a bit of time looking and don't worry if you go off on a tangent – you may come across something worthwhile.

5. What is an **ECHP**? How can this help an individual? Can you give an example?

6. Look up the terms **Decentralisation** and **Commissioning**. What do they mean?

7. Think of an **example** of **you** in a health, social care or early years setting. Write it down. Do you think you were offered person centred care? Why? If not, what did the service provider(s) do or not do? How could they have overcome this?

8. Give **three other examples** of person centred care in health, social care or early year's settings. How does it help the individual?

Task 8

Safeguarding

1. There are different **types of abuse**:- physical, sexual, emotional /psychological, neglect, financial, institutional, bullying, discrimination and exploitation / mate crime. **Define** each.

2. What is **safeguarding**?

3. Do you know what safeguarding procedures are in place to **keep you safe** at school? What are they? How do they work?

4. Why is it so important that service providers work **together** (multiagency working) when safeguarding individuals? Can you give an example to show your understanding?

5. What is the **Children's Act 2004 – Every Child matters**? How does it help safeguard children?

6. Go onto the **Norfolk County Council website**. In the 'search' area type in **safeguarding**. What is the Deprivation of Liberty Safeguard? Why is this important?

7. Staying on the website, how can you **report a concern**? Why is this so important?

8. Continue to look at the website at any of the information associated with safeguarding. There is a lot so you don't need to go through each one. See if you can find a bit more information on safeguarding **policies and procedures** in Norfolk. Make any notes you think might be useful later on.

9. What is the **Public Interest Disclosure Act 1998** (the "whistleblowing" Act)? Why is this so important? How does it protect people?

10. Go onto the **Downham Market Academy / Athena** website. Can you find any information on **safeguarding**? What? Is it clear and easy to follow?

Task 9

Public Health

Let's go back to **Covid19**.

1. What are the **Public Health Acts** 1848, 1936, 1961, 1984? Why do you think they have been continuously updated?

2. What is the **Public Health Act** (control of diseases)1984 and (infectious diseases) **Regulations 1988**? Why are they so important now?

3. We have heard a lot on the news about **Public Health England**. Who are they? What do they do?

4. We have also heard a lot about the **World Health Organisation** (WHO). Who are they and what do they do?

5. What is the **current government strategy** to minimise the amount of people picking up Covid19? What procedures have been put in place? How has the information got out to the public so quickly? How might social media play a huge part in getting information out to the public compared to years ago?

6. The government is spending a lot of money, as are other countries, in finding a **vaccination** for Covid19. What is a vaccine? How can it help? Can you give an example of another vaccination and how it helps minimise individuals contracting the infection / disease?

Task 10

Civil Contingencies Act

If you find any good sources of information, log it to refer back to later on. It will save you a lot of time!

Staying with Covid19…..

1. What is the **Civil Contingencies Act 2004?**

2. **How** does it work?

3. What service providers work **together**?

4. What is **COBRA**?

5. How are different service providers **working together**? *This has been all over the news – what are the military doing? The police doing? As well as the healthcare workers?*

6. How and what service providers came together with the **flooding** this year? Why is this so important?

7. How and what service providers come together when there is a **terror threat**? Can you give an example? Why is this so important?

Task 11

Additional Research

Warning – these will be upsetting. However, it will give you a good understanding of the importance of having legislation, policies and procedures in place.

I recommend researching (what happened) and **making notes** on:-

- Winterbourne Care Home

- Researching Staffordshire Hospital

- Victoria Climbie and Baby P (Peter Connelly)

- Three Girls – BBC documentary / Netflix

- Stacey Dooley – On the Psych Ward – BBC 3

There are lots of websites / newspaper articles / you tube videos. Just don't forget to log any sources that you may use later.

I look forward to welcoming you in September!

Mrs Gunns