

**Blue Coat School**  
**Health and Social Care**  
**Bridging work**

**Introduction to the booklet**

The concept of the bridging unit is to support you with moving forward from GCSE to A level. For many students, this can be a really big change, and the bridging unit will support you by:

- Supporting you with understanding the course you will be taking
- Supporting you to understand how the course will help you to reach your long term goals
- Introduce you to activities which support you with the transition from GCSE to A level standard work

This will be achieved through;

- Having an understanding of the content of the course you have chosen
- Understanding the methods of assessment which are used as you work through the study programme
- Undertaking activities to prepare you for September and beyond which will include research tasks, clips to watch, questions to answer, case studies and information to read

The work you complete will be used as a starting point for the induction week of your learning so it is important to fully complete and keep it safe until you start school.

**Having an understanding of the content of the course you have taken**

Health and Social Care is a course which is run by the exam board EdExcel. The course is called a BTEC National (2016) course. You have two options on this course; the first is a BTEC Extended Certificate in Health and Social Care which is equivalent to one 'A' level. This means you will study four modules over 2 years. The second option is a BTEC Diploma in Health and Social Care which is equivalent to two 'A' levels. This means you will study eight modules over the 2 years of the course. Entry onto the course is based upon the sixth form entry criteria and you do not have to have studied Health and Social Care at GCSE level to access the course.

The learning for both courses is a mixture of whole class teaching, independent work, reading and activities which are designed to give you a good depth of knowledge, develop

your skills and enable to show your high level of understanding in different ways. Both courses put you as the learner at the heart of the process with your teacher offering the support and adjustments you need to make the best possible progress over time.

### **Reading Activity 1**

Below is a link to the Health and Social Care Specification. Please take time to read the information on either the extended certificate or the diploma section depending upon which course you are choosing to do.

<https://qualifications.pearson.com/en/qualifications/btec-nationals/health-and-social-care-2016.html>

### **Reviewing your reading Activity 2**

Once you have viewed the information on the course you have chosen to study, make a note of any questions you have which you would like to ask in the first lesson.

### **Understanding the methods of assessment which are used as you work through the study programme**

The Health and Social Care course will be assessed in two different ways. The first method is through the completion of coursework which will be done after the completion of specific units (the specification will have informed you which units this will apply to). The second method is examination based, whereby you will take an examination to show your knowledge, skills and understanding of a specific unit of study (the specification will have informed you which units this would apply to). Depending upon which course you choose, some of the units you study are called 'mandatory' units, which mean they are units which have to be studied as part of the course.

Your overall grade will be decided upon all your unit grades put together. For BTEC, you will then be given a D\*(Distinction star which is the highest grade you can achieve and means you have attained a distinction in all of your units), D (Distinction), M (merit), P (pass), U (unclassified – this means that you have not scored enough points to achieve a grade in the subject).

### **Undertaking activities to prepare you for September and beyond which will include research tasks, clips to watch, questions to answer and information to read**

As previously mentioned to prepare you for the course you will now be asked to complete a range of activities which will develop your knowledge, skills and understanding in preparation for starting in September. All of the work you have completed should be brought to school on the first lesson where we will go through and share your findings as a whole group

### **Research Activity:**

- a) Choose one of the roles below which you think you might be interested in, or choose a role of your own:
  - G.P
  - Paediatric Nurse
  - Diabetic Consultant
  - Midwife
  - Care home manager
  - Healthcare assistant
  - Community Nurse
  - Community carer
- b) Make a note of the role you have chosen
- c) Research into your chosen role and create a leaflet or a media of your choice which you can share during your first lesson which;
  - Includes the name of the role you have researched
  - Identifies the qualifications you need to have in order to work in this role
  - The salary range which linked to the role
  - The different jobs you will be doing within the role
  - The different people you will be working with as part of the role
  - What additional training is available to support you with progressing and gaining promotion in the role
  - The positive and negative aspects of working with the role
  - Your personal opinion of the role from the research you have completed

### **Knowledge, skills and understanding Activity**

It is important to have a good local knowledge of the services in your area, and in particular how equality is maintained within the services which individuals may need to access. This knowledge activity will broaden your knowledge about this topic and give you an opportunity to create an extended answer for you to share with your peers in the first lesson.

- a) Access the equality information about University Hospital Coventry in the link below:  
<https://www.uhcw.nhs.uk/our-organisation/equality-diversity/>
- b) Read the information carefully to get an overview of all of the different elements which contribute to the information which needs to be taken into consideration when embedding equality into an organisation.
- c) Once you have read the link, have a look through the information under the other headings you can see to find additional information which you feel is relevant to helping you answer the question and could help you show a greater depth of knowledge.

- d) Once you have read the information;
- i) Develop a table to identify and note key information which will help you to answer the question: 'Health Care at University Hospital Coventry puts equality at the heart of its care. Do you agree with this statement? Give reasons and examples to support your point of view.'
  - ii) Once you are happy that you have organised and planned your answer, write an extended answer to the question. Please see the help and guidance to support you through this process.

**Help and guidance:**

The information below will support you in completing the written section of the work:

- Make sure that when you are creating your table that you have a clear structure for your information to go into, so questions to think about:
- What is going to be in your introduction – you might think about including what equality is, why is equality important, how does equality link to the University Hospital Coventry?
- What is going to be in your main body – what are the key acts which University Hospital Coventry has to include? From the information how important does the hospital take equality as part of Health and Social Care provision, what evidence do you have of this both positive and negative?
- What is going to be in your conclusion – overall what is your opinion in terms of do you agree or disagree with the statement, making sure you include reasons and example to fully support your point of view.

**Case study Activity**

**Background:**

Jacob is nine years of age and lives in Coventry. He attends a local primary school in Walsgrave. Jacob has been diagnosed as having sickle cell disease and this has led to him having very poor attendance at school due to crises caused by his illness. He spends a lot of time being admitted to hospital which is difficult for both him and his family.

**Questions for knowledge:**

1. What is sickle cell?
2. What is a sickle cell crisis?
3. How does the condition occur?
4. How does sickle cell affect the health and wellbeing of a person?
5. What treatment is available for sickle cell?
6. What can the side effects of the treatment be?

7. What can be put into place in a school setting to support a student with sickle cell?

**Application of knowledge questions:**

1. How might the disruption to Jacob's development in his school work be minimised?

Help and guidance:

Think about what things can be put into place by a school to support Jacob when he is in school, hospital or having to stay at home.

2. How can home, school and hospital support Jacob with his social and emotional needs?

Help and guidance:

Consider the impact upon the social and emotional development of Jacob from your investigation of the questions for knowledge.

How can this be supported at all times wherever he is. For example, could technology be used to support this? If so, how? What else could be put in place to ensure that Jacob can have contact with his friends and family?

3. How might Jacob's condition and his frequent absences from school affect his appetite, behaviour, learning, social and emotional needs over time?

Help and guidance:

Consider each area in turn and create a paragraph which:

1. Says why the area would be affected
2. How it would be affected
3. To take you answer even further, what could be put into place to help minimise the impact of each one
4. Make sure you also link the ideas to sickle cell where it is relevant which will increase the complexity of your answer even further

**The importance of local voluntary organisation in Health and Social Care activity**

Voluntary organisations have become a very important part of British society in plugging the gap in Health and Social Care where government funded services are not able to meet the demands placed upon them. In recent years, the government has begun to give a small level of support to voluntary organisation as it now recognises the important part which they plan in supporting the health and wellbeing of people. For example, in the case of Covid19, the support from local voluntary services has been at the heart of the community and filled the gaps left when other services become overwhelmed such as the NHS and food providers. This activity is to support your knowledge of the voluntary sector and the role they play and give you the opportunity to practise your evaluation skills.

Step 1: Either research or select a local organisation you know which is a **local voluntary organisation**

Step 2: Find out the following information in as much detail as you can;

- When was the organisation founded?
- Who was the founder of the organisation?
- Why was the organisation founded?
- What sector of the population does your organisation work with?
- What are the aims of the organisation?
- How is the organisation funded?
- How are people involved in the organisation, and what different roles do people do?
- How are decisions made in the organisation?
- How has the organisation changed from when it was set up to the present time?
- Five other important facts about the organisation you have chosen which you would like to include in your work.

Step 3: Create a PowerPoint presentation or another method of your choice to share the information you have found.

Step 4: Evaluate the work of the organisation

#### Help and guidance:

Explain from your findings what you feel the organisation does well and give reasons and examples for your key points.

Explain from your findings what you feel the organisation does not do so well and give reasons and examples for your key points.

Overall, how effective is the organisation in carrying out the role it does and where could improvements be made to make it even more effective.

#### **Selecting relevant research and identifying the purpose activity**

1. Use the link below which will navigate you to the Million Women Study website

<http://www.millionwomenstudy.org/introduction/>

2. Identify from the link one piece of published research which you are happy to work with
3. Carefully read the research piece and ensure you fully understand it before you move onto the next part of the activity.
4. Explain in your own words what the overall purpose of your chosen research piece was. Include evidence and/or quotations from the published work to support your answer. Aim to write your response in between 350 and 500 words.