

2021-2022

TCOLC Sixth Form

Yr11 – 12 Transition Activities

Subject: Level 3 BTEC Health and
Social Care



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

During year 12/13, you will complete two exam based units, unit 1 and unit 2. These units are both assessed through an external examination. 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 send it to me via email once it is complete.

If you need any support with this please email me: lpatel@cityleicester.leicester.sch.uk

Part 1

Unit 1: Human Lifespan Development

Students 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**

a. 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	

b. Task: what are the age ranges and key **physical features/changes 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		

c. 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?

d. Task: Using this table and your general knowledge (you can research if you need to) how can the following life events affect a person's **emotional** and **social** development? I have included one example.

Life Event	Positive Emotional & Social Impact	Negative Emotional & Social Impact
Having a baby	<ul style="list-style-type: none">• A sense of love and belonging• Family and friends to support	<ul style="list-style-type: none">• Low self-esteem if struggling to cope and questioning whether you are doing things right• Social isolation because of tiredness
Getting Married		
Redundancy (no longer being needed for work – loss of job)		

Promotion at Work		
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e. 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>

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:	
EBI - Closing the gap:	
Student comment:	

Part 2

Unit 2: Working in Health and Social Care

Students will 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**

a. 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	

b. 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?

c. 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	

d. 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	

e. 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>

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	
WWW:	
EBI 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?

Teacher Feedback	
WWW:	
EBI Closing the gap:	
Student comment:	