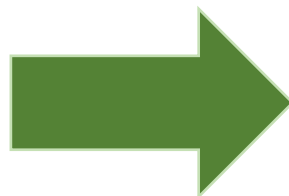


Y11 – Y12

BTEC Diploma (x2) in Health and Social Care

Part 1 - Compulsory content that will be tested in an initial assessment when you start college.

Human Lifespan Development



Health and Social Care

Full Name

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What will I be studying?

In this unit you will develop your knowledge and understanding of patterns of human growth and development. You will explore the key aspects of growth and development, and the experience of health and wellbeing, and will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. You will also learn about a number of theories and models to explain and interpret behaviour through the human lifespan.

In this unit, you will explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals. You will study the interaction between the physical and psychological factors of the ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years.

How will I be assessed?

You will be assessed through an External assessment, this will be carried out in January and Re-sits taken in the June

Key Words

Please research the following key words and demonstrate your own understanding by completing the table below.



Key Word	Internet Definition	Your Definition
Lifespan		
Growth		
Development		
Socialisation		
Maturation		
Physical		
Intellectual		
Emotional		
Social		
Attachment		
Socio-economical		
Nurture		
Environmental		

Research Task 1 -

Outline the principles of growth....

Outline the principle of development....

Explain the differences and how growth and development interrelate.....

Describe what is meant by unpredictable and predictable life events giving examples of both

Describe what is meant by a milestone and give two examples

Research Task 2 - One of the most important factors in human development is knowing what life stage the person is going through as Physical, Intellectual, Emotional and Social characteristic changes during each one. Because this is so important you are to research and complete the table below.

Life stage	Ages between	Example of a characteristic Physically, Intellectually, Emotionally and Socially
<ul style="list-style-type: none"> • Birth and Infancy 		P I E S
<ul style="list-style-type: none"> • Childhood 		P I E S
<ul style="list-style-type: none"> • Adolescence 		P I E S

<ul style="list-style-type: none"> • Early Adulthood 		<p>P I E S</p>
<ul style="list-style-type: none"> • Middle Adulthood 		<p>P I E S</p>

Research Task 3 - There are a lot of changes that happen to your throughout you physical development one of the most major ones being puberty. You are to research the changes that take place during puberty and also the hormones involved, and then complete the following work

What is the hormone which rises in males during puberty?

What is the hormone which rises in females during puberty?

Primary Sexual Characteristics – changes in puberty	
Female	Male
Secondary Sexual Characteristics – changes in puberty	
Female	Male

Theorists in Human Lifespan Development

Research task 3 - Throughout the unit you will be research how specific theorists have studied the development of humans for years. The research you carry out is imperative in answering exam questions. Therefore you are tasked to research the below theorists and complete the table below, and then answer the exam questions set.

Theorist	Name of theory or subject studied	Outcomes or findings of their studies
1. Piaget	Theory of Schemas	
2. Piaget	Cognitive Development	
3. Gessell	Maturation Theory	
4. Bowlby	Attachment Theory	

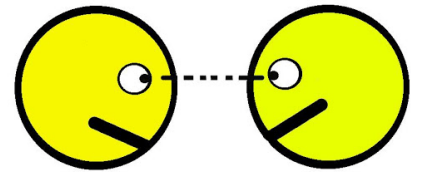
Part 2 – Strongly recommended additional content which will not be tested in the initial assessment but will support you in gaining more subject knowledge.

Unit 6

Work Experience in Health and Social Care



Eye-Contact



Full Name

Contents

What will I be studying in Unit 6?

About you

Key Words

Risk Assessment Activity

Anti-discriminatory Practice

Key Legislations

What will I be studying?

If you are thinking about a career in health and social care, then work experience is a good way of making you aware of the tasks and activities you may be required to carry out. This unit will help you reflect on and develop your personal attributes and skills required for work in this sector, and extend your knowledge and understanding of the responsibilities of health and social care professionals.

In this unit, you will learn about the benefits of work experience in health and social care. You will examine how work experience can help you to develop personal and professional skills, such as communication and teamwork, and to understand more about the expectations of different professional roles. You will develop a plan to support your learning in placement and you will monitor your progress with a reflective journal. This is a practical unit which will support your work experience placement in health and social care and provide a foundation for you to develop, apply and reflect on knowledge and skills in a realistic situation.

A work experience placement will prepare you for further study in a variety of higher education programmes. It is often a requirement for progression to higher education, and is a component of degree courses in the sector such as social work or nursing.

How will I be assessed?

You will be assessed through internal assessments (*coursework*) and through observations of your practical skills/competencies (*work experience*).



About You

1. Have you completed any work experience?
(Please circle)

Yes

No



If you said 'yes' then please complete Q2 & Q3. If you said 'no' then please skip to Q4.

2. What was your job role, what setting did this experience take place in, and what were your duties?
3. What skills and qualities did you develop from this experience?

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4. If you could choose to gain work experience from a setting, where would you like this to be and what duties would you be responsible for, what will this involve?

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Key Words

Please research the following key words and demonstrate your own understanding by completing the table below.



Key Word	Internet Definition	Your Definition
Hazards		
Active listening		
Safeguarding		
Equality		
Diversity		
Confidentiality		
Dignity		
Disclosure and Barring Service (DBS)		
Person-centred Approach		
Reflective Practice		
Policy		
Procedures		
Health Promotion		

Risk Assessment

To complete the Risk Assessment, please choose a room in your house, or a park, or an outdoor setting. You need to identify hazards that can potentially harm others and complete the template below (an example hazard has been completed for you below based on a school trip to support you).

What are the hazards?	Who Is At Risk	How can this cause harm?	Level of Risk			Control measures to be taken to reduce risk level to as low as reasonably practicable Severity (S) = 1-4 Likelihood (L) = 1-4 Risk (RR) = S x L	Controlled Level of Risk		
			S	L	RR		S	L	RR
1. Slips, Trips & Falls	Students & Staff	Uneven floors, spills, obstacles, lack of housekeeping, cleaning methods – causing injuries, bruising, fractures.	3	2	6	Students shall be advised of hazards at commencement of trip. Provider shall ensure the premises are in a safe condition, with good standards of housekeeping. Rules of work areas should be clearly stated at commencement, and adhered to.	2	1	2
2.									
3.									
4.									
5.									
6.									

Anti-discriminatory practice	How are the anti-discriminatory practices promoted for your activity
Ethical principles	
Putting the individuals you are creating the campaign for at the heart of provision	
Providing active support consistent with the beliefs, culture and preferences of the individual	
Supporting individuals to express their needs and preferences	
Empowering individuals	
Promoting individuals' rights, choices and wellbeing	
Balancing individual rights with the rights of others	
Dealing with conflicts	
Identifying and challenging discrimination	

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Anti-discriminatory Practice

Please complete the right-hand column based on how each aspect of anti-discriminatory practice is promoted. Use the internet to support you.

Key legislations

Please complete the right-hand column outlining each legislation and regulation. Use the internet to support you.

Legislation/regulations	Outline legislations and regulations
Health and Safety at Work etc. Act 1974	
Control of Substances Hazardous to Health (COSHH) Regulations 2002	
Food Safety Act 1990	



Legislation/regulations	Outline legislations and regulations
<p>Food Safety (General Food Hygiene) Regulations 1995</p>	
<p>Manual Handling Operations Regulations 1992</p>	
<p>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995</p>	
<p>Data Protection Act 2018 with GDPR</p>	

Legislation/regulations	Outline legislations and regulations
Management of Health and Safety at Work Regulations 1999	



Summer Independent Learning: Unit 5 – Meeting Individual Care and Support Needs

Topic	Task	Watched video clip/s (✓)	Completed worksheet (✓)
1. Equality and diversity	Watch the video clip and then complete worksheet 1 https://www.youtube.com/watch?v=Q6eqOBOqESM		
2. Skills – listening	Watch the video clip and then complete worksheet 2 https://ed.ted.com/best_of_web/foptnjVE#watch		
3. Empathy	Watch the video clip and then complete worksheet 3 https://ed.ted.com/best_of_web/sFgrZpHc#watch		
4. Legislation – Human Rights Act 1998	Watch the video clip and then complete worksheet 4 https://www.youtube.com/watch?v=BOc-fpC1bak		
5. Personalised care	Watch the video clip and then complete worksheet 5 https://www.youtube.com/watch?v=RXOd-7rn6so		
6. Multi-disciplinary working	Watch the video clip and then complete worksheet 6 https://www.youtube.com/watch?v=bENp2ImhORw		
7. Confidentiality	Watch the video clip and then complete worksheet 7 https://www.youtube.com/watch?v=ngErlvzGNE		
8. Managing personal information	Watch the video clip and then complete worksheet 8 https://www.youtube.com/watch?v=xbVfzMSztJ8		

Extra Task! Click on the link below to complete the 5 minutes quiz and find your NHS career

<https://www.healthcareers.nhs.uk/FindYourCareer>

Worksheet 1: Equality and Diversity

Draw a line between the term on the left and the correct definition on the right.

Term		Definition
Principle		Treating a person or group of people differently from others
Value		All being treated fairly so can access services of equal quality that meet their personal needs
Skills		A strongly held opinion stored in the subconscious mind
Quality		A judgement of what is important in life on which we base our actions and behaviour
Equality		An unreasonable feeling against a person or group of people
Diversity		The beliefs, language, style of dress, ways of cooking, religion, ways of behaving etc. shared by a particular group of people
Discrimination		A basic belief as to how to behave that underpins all our actions
Belief		A personal attribute or characteristic that is part of an individual's personality
Culture		The ability to do something well
Prejudice		A variety or range of differences

- Did you know all these definitions or did you have to guess some of them?
- Try covering up the right-hand column and see if you can remember each definition.
- Without looking at the answers, write down and explain the difference between **discrimination** and **prejudice**.



Worksheet 2: Skills – listening

1. What is 'active listening'?

2. What does the process of active listening involve?

3. Try the activity below with a family member.

Reflect

Work with a partner and decide who will be the speaker and who will be the listener. The speaker should tell the listener about a recent visit to a health care service, such as the dentist or doctor. They should talk for three minutes. The person listening must listen carefully and they are not allowed to take any notes or to interrupt. The listener has to repeat what they have heard. The listener must then reflect on how well they feel they have listened. The speaker will then feed back whether they agree or not, and say why. The speaker then reflects on whether they spoke clearly and used appropriate language so that the listener could understand what was being said. Swap and repeat the activity, this time taking the other role. Do you think that you could have been a better listener and/or speaker?

Worksheet 3: Empathy

Further reading:

<https://www.psychologytoday.com/gb/basics/empathy>

<https://www.healthwatch.co.uk/blog/2019-03-13/four-ways-empathy-can-improve-patient-care>

Challenge! <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3411203/>

[How empathic are you? Complete the quiz to find out!](#)

<https://psychology-tools.com/test/empathy-quotient>



Poster task! Design a poster to explain what empathy is. Use examples to show why empathy is important in health and social care settings.

Worksheet 4: Legislation – Human Rights Act 1998

- The Human Rights Act originated in the European Convention of Human Rights after World War 2.
- The UK incorporated this into the Human Rights Act which became law in 2000
- Citizens who feel their human rights have been violated can apply for a judicial review in the British courts and a judge will decide if a public authority has acted illegally. Alternatively an individual can simply sue the public authority concerned for damages if he/she feels their human rights have been violated.
- The Human rights Act does not override other national laws. All courts can do is make a 'declaration of incompatibility' which may encourage the relevant government to change the law to bring it in line with the Human Rights Act.

The articles of the Human Rights Act

Below is a list of the main articles of the Human Rights Act. Under each one try to think of an example of something which would violate that article of the Human Rights Act.

A summary of the main articles

Article 2: The right to life

Eg The UK government cannot send a person back for trial to another country where they could face the death penalty.

Article 3: Prohibition of torture

Article 4: Prohibition of slavery and forced labour

Article 5: The right to liberty and security

Article 6: Right to a fair trial

Article 7: No punishment without law

Article 8: Right to respect for private and family life

Article 9: Freedom of thought, conscience and religion

Article 10: Freedom of expression

Article 11: Freedom of association and assembly

Article 12: The right to marry and found a family

Article 14: Prohibition of discrimination

Some of these rights are qualified. This means that the government can restrict these rights under certain circumstances. The government would have to show there was a legal basis for the restriction or interference and that its actions were necessary and proportionate. (E.g., a group of people who assembled to start a riot or commit a violent act could be dispersed by the police who could argue that this was a valid legal restriction on the right to freedom of association and assembly.)

Conflicting human rights

Sometimes the rights of two groups conflict in terms of the Act and courts may have to decide which set of rights to uphold. Consider the following examples and decide whose rights you would support.

Case A

A group of animal rights protestors have been demonstrating outside a research establishment which does experiments on animals. They have also found the home addresses of some of the scientists who work there and have on occasions demonstrated outside their homes. They argue that they have the rights to freedom of expression (Article 10) and freedom of assembly (Article 11). The scientists argue that they have the right to privacy and home (Article 8) and try to persuade the police to stop the protests.

Case B

An evangelical Christian couple own a hotel. They strongly believe that homosexuality is forbidden by the bible and have imposed a ban on gay people staying in their hotel. They claim that this is their right under Article 9 (Freedom of thought, conscience and religion). A

gay couple seek to challenge this ban in the courts, claiming that it amounts to a form of discrimination contrary to Article 14.

Note down your ideas about these two cases below:



Some ways that the Human Rights Act has been applied to healthcare in the UK:

- Elderly and vulnerable patients who were badly mistreated in an NHS hospital were given justice (and some compensation) after a public inquiry found there was a failure of the NHS system at every level;
- Patients have the right to determine what is in their best interests;
- Medical staff can't ignore parents' objections to the treatment of their children;
- Hospitals must protect vulnerable patients at risk of suicide; and
- People detained because of their mental health have legally enforceable rights.

Worksheet 5: Personalised care

Click on the link below to read the article and then answer the following questions.

<https://www.england.nhs.uk/ourwork/patient-participation/patient-centred/planning/>

1. What is personalised care and support planning?

2. What are the benefits of personalised care and support planning?

3. Is there a set template for what a personalised care and support plan should look like?

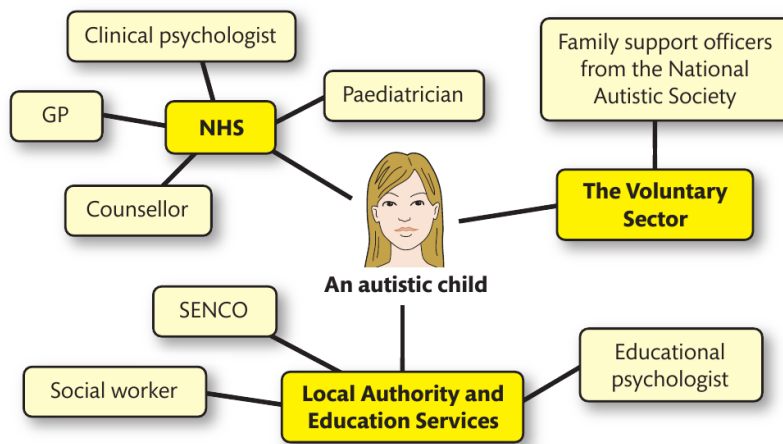
4. Summarise the 5 criteria that a personalised care and support plan must meet.

5. Identify the 3 key features of a personalised care and support plan.

Worksheet 6: Multi-disciplinary working

A multi-disciplinary team is made up of professionals from the **same** service who have **different roles**. These professionals work together to support an individual or a family facing complex situations. For example, for someone diagnosed with cancer, the team might be made up of an oncologist, a radiologist, a haematologist, a dietician, a clinical nurse specialist and other specialist nurses.

A multi-agency team is made up of professionals from **different** health and social care services. For example, a local authority service might work with NHS services and a charity to help support a service user.



Read the case study and answer the questions:

Case study

Maria's story

When Maria was 27 years old she was involved in a serious road traffic accident, and has to use a wheelchair. She is now 33 years old and stays at home to look after her 5-year-old son and 3-month-old daughter. Her husband Sven, works on a production line in a local factory and has just been diagnosed with bowel cancer. He needs radiotherapy and chemotherapy. Sven has been told that he may need

an operation later on and regular tests to make sure the cancer has not spread to other parts of his body.

Check your knowledge

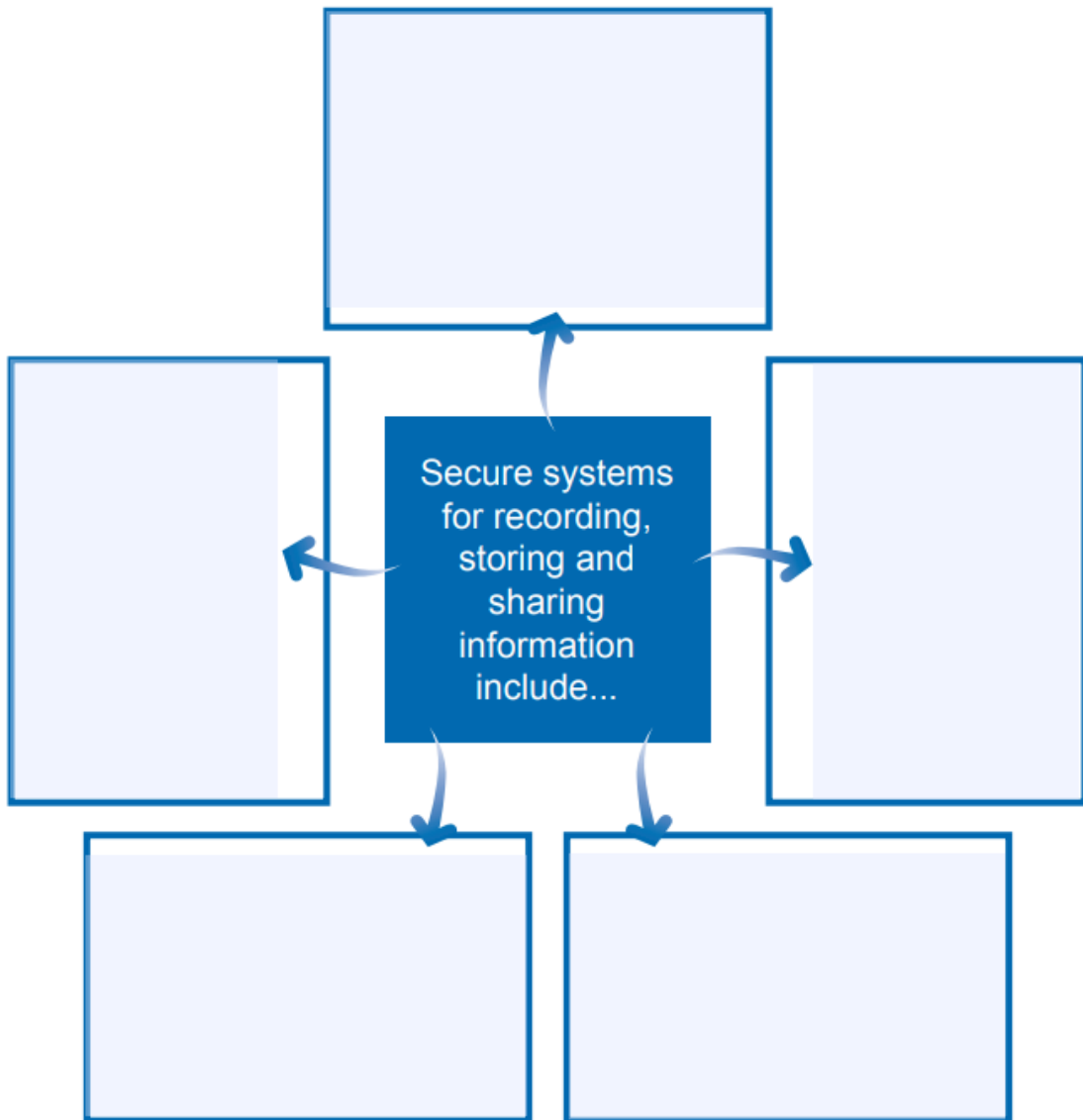
- 1 How do you think Maria will be feeling?
- 2 What practical problems will the family now face?
- 3 How could a multi-disciplinary team of voluntary sector workers help them?

Worksheet 7: Confidentiality

Concerns about confidentiality led to the **Caldicott Report**, published in April 2013. Originally, there were seven principles however an eighth has been added since. Find out what the eight principles are and jot these down below.

Worksheet 8: Managing personal information

Research task! Find out about secure systems used for recording, storing and sharing information in health and social care settings and jot these down in the diagram below.



Answers:

Worksheet 1

Answers: Term		Definition
Principle		A basic belief as to how to behave that underpins all our actions
Value		A judgement of what is important in life on which we base our actions and behaviour
Skills		The ability to do something well
Quality		A personal attribute or characteristic that is part of an individual's personality
Equality		All being treated fairly so can access services of equal quality that meet their personal needs
Diversity		A variety or range of differences
Discrimination		Treating a person or group of people differently from others
Belief		A strongly held opinion stored in the subconscious mind
Culture		The beliefs, language, style of dress, ways of cooking, religion, ways of behaving etc shared by a particular group of people
Prejudice		An unreasonable feeling against a person or group of people

Part 3 – Metacognition and the Study Cycle