

Y12 – Y13

BTEC Extended Certificate (x1) in Health and Social Care

Summer Independent Learning

You need to complete the work for Unit 14 during progression week and upload your work to the assignment point on Teams by Friday 1st July.

Instructions:

These tasks are for students who are studying the *Extended Certificate in Health and Social Care*.

You have 2 tasks to complete. **ALL** tasks are **compulsory** and you will be expected to **provide evidence** that you have completed all tasks in your first lesson in September. Your work can be hand written or word processed.

1. Subject tasks – Unit 2 and Unit 14.
 - Time to complete: 5 hours
2. Tutorial task (see the separate tab on the college website for this).

Unit 2 – Working in Health and Social Care

What will I be studying?

This unit will help you to understand what it is like to work in the health and social care sector. When working for an organisation in this sector, you will have important responsibilities that you need to understand and carry out. These include maintaining the safety of and safeguarding individuals with health and social care needs, making sure that you properly handle their personal information and preventing discrimination towards them. You will need to understand how you will be accountable both to these individuals and the regulatory bodies that represent people who work in the health and social care sector. It is necessary for you to understand how your work will be monitored when you carry out a specific role such as nurse or social worker.

You will begin by looking at the range of roles and general responsibilities of people who work in health and social care settings. You will learn about the organisations that provide services in this sector, and the different settings in which these services are delivered according to the needs of the service user. You will learn about the ways these services are provided and about the barriers that can prevent people from getting the services they need. You will learn about working with people with specific needs, including ill health, learning disabilities, physical and sensory disabilities, and the needs of people who occupy different age categories.

This unit will cover the skills you need to work in these areas of health and social care.

How will I be assessed?

A written exam in May 2023.

Roles and responsibilities

If I asked you to name a healthcare professional, it is likely that you would say 'doctor' or 'nurse'. But do you know what these professionals do on a day-to-day basis?

Task 1: Jot down your ideas in the table below.

Doctors	Nurse

Task 2: Next use a different coloured pen to add in information you find from researching these roles online. Remember to use UK based websites e.g. NHS.

Task 3: Research the role of a midwife and add your findings below:



Specific responsibilities - ensuring safety

Ensuring safety - how people who work in health and social care ensure safety for individuals and staff through:

- o use of risk assessments
- o safeguarding and protecting individuals from abuse
- o illness prevention measures, to include clean toilets, hand-washing facilities, safe drinking water
- o control of substances harmful to health
- o use of protective equipment and infection control
- o reporting and recording accidents and incidents
- o complaints procedures
- o provision of first-aid facilities.

Choose two ways of ensuring safety from the list above and explain **how** these would keep service users and staff safe in a health and social care setting (e.g. a hospital).

1.

2.

Settings - Hospital

Task 1: Answer the questions -

1. What care services are provided in a hospital?
2. Who can access hospital services?
3. How can a service user access hospital care?

Task 2: Watch the documentary -

[\(202\) What Goes Into Running A Major UK Hospital? \[4K\] | The Secret Life of the Hospital | Spark - YouTube](#) (1 hour)

Settings - Residential care

Task 1: Answer the questions -

1. What care services are provided in a residential care setting?
2. Who is cared for in this setting?
3. How can a service user access residential care?

Task 2: Watch the video clip -

[\(202\) Day in the Life of Home Care - YouTube](#) (8 minutes)

Regulating health and social care organisations - Care Quality Commission (CQC)

Use the CQC website [Care Quality Commission \(cqc.org.uk\)](http://cqc.org.uk) to answer the following questions:

1. What is the purpose and role of the CQC?
2. What are the four themes in the CQCs strategy?
3. What are the fundamental standards of care?
4. Who do the CQC inspect?
5. How do the CQC regulate care services?

Service users - learning disabilities

[Learning disabilities - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Produce a PowerPoint slide to explain the issues that a service user with a learning disability may have. Include examples of daily living tasks that they may need support with.

The consequences of poor working practices

Research the case of Star Hobson.

- Briefly outline the case.
- What did the review find had gone wrong?
- What are the changes that have been recommended in the review?

Present your work as an article for the college magazine.

Unit 14: Physiological Disorders and their Care

What will I be studying?

If you have ever been ill then you will know how important it is to receive the right treatment and care in order to make a full recovery. It is essential for workers in the health and social care sector to understand the nature of physiological disorders and how to provide appropriate treatment and care. This includes being aware of the causes and effects of physiological disorders, as well as the roles of different professionals involved in providing treatment and care for service users.

In this unit, you will learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. You will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies. You will create a treatment plan for a service user with a specific physiological disorder. This will help you understand the treatment and support strategies involved, the contributions of different professionals and the importance of providing individualised care. This unit will form a good basis for higher education study in health and social work courses and nursing qualifications. The information and activities will also help to prepare you for a variety of careers within the health and social care sector.

How will I be assessed?

Two coursework tasks.

Key terms

Use the internet to find a definition for the key terms in the table below.



Key Word	Your Definition
Physiological	
Disorder	
Disease	
Treatment	
Diversity	
Inherited	
Diagnosis	
Investigation	
Care plan	

Research task – Diabetes

For the first coursework task you will need to research the signs, symptoms and causes of two physiological disorders. This task will help you prepare for this.

Produce an information leaflet about diabetes (include type 1 and type 2). You need to include the following information:

- What are the signs and symptoms of diabetes?
- What are the causes of diabetes?
- How is diabetes diagnosed?
- What are the treatments for diabetes?
- Which health and social care professionals are involved in caring for service users with diabetes?
- Where do service users go to receive treatment for their diabetes.

Your leaflet should be detailed and include images / diagrams.

Diagnostic tests

Refer back to your definition of 'diagnosis' and re-write it here:



Read the following information and then complete the activity on diagnostic tests.

Signs and symptoms of physiological disorders

A **diagnosis** is usually made by a doctor. When it is based on the **signs** and **symptoms**, it is sometimes called a **clinical diagnosis**. If the signs and symptoms could fit more than one disorder, a **differential diagnosis** is made. A family doctor might need another healthcare professional's opinion and so will make a **referral** to the appropriate professional or professional service.

Physiological disorders are characterised by the signs and symptoms experienced by the individuals suffering from the disorders.

- ▶ A sign is an objective indication of a disorder noticed by another individual, usually a parent or a spouse, or by a healthcare professional such as a nurse or doctor: for example a rash, pallor or a tremor.
- ▶ A symptom is a feature that an individual complains of, such as feeling dizzy, nausea, having a headache or a cough. A few characteristics can be both signs and symptoms, for example a lump – the doctor may notice a lump or an individual might complain of a lump. Distinguishing between signs and symptoms is academic and makes no difference to the individual, the clinician or the progress of the disease.

Investigative procedures for physiological disorders

When an individual is unwell, medical professionals carry out some general measurements to find out if there are any abnormal readings, and also to get a baseline for reference should the illness progress. Standard measurements taken routinely are body temperature, pulse rate, blood pressure and respiratory rate. These are recorded both numerically and graphically so that you can clearly see any variations.

Diagnostic procedures are useful when trying to make a diagnosis related to a specific body system e.g. biopsy, lumbar puncture, endoscopy.

Case study 1

Eric

Eric is 62 years old and has been a cigarette smoker all his life. He has recently experienced a persistent cough (sometimes with green sputum), breathlessness with physical exertion, wheezing, weight loss and extreme tiredness. His GP suspects that Eric may have Chronic Obstructive Pulmonary Disease (COPD) and has referred him to an oncologist for further diagnostic tests.

Describe some of the diagnostic tests that Eric might have and explain why they would be performed.

Hint: find out what COPD is and what an oncologist does.

Case study 2

Vanessa

Vanessa is 26 years old. She has always been fit and very active, but recently she has felt extremely tired, with no energy to do anything. She has also experienced some unexplained weight loss, bleeding gums when she brushes her teeth and multiple bruises on her arms and legs. Her GP suspects that Vanessa may have acute myeloid leukaemia and has referred her to an oncologist for further diagnostic tests.

Describe some of the diagnostic tests that Vanessa might have and explain why they would be performed.

Hint: find out what acute myeloid leukaemia is.

Case study 3

Ahmed

Ahmed is 58 years old. He has recently experienced a change in his bowel habits, with frequent diarrhoea over the past few weeks and some bleeding when he goes to the toilet. Ahmed has also experienced some unexplained weight loss, extreme tiredness and abdominal pain. His GP has recommended that Ahmed should be referred to an oncologist for further investigations.

Describe some of the diagnostic tests that Ahmed might have and explain why they would be performed.

Case study 4

Daisy

Daisy is 5 years old. She is an active child and attends the local primary school. Her mother has noticed that Daisy seems to be going to the toilet more frequently than usual and is always thirsty when she gets home from school. Daisy has also complained of feeling very tired and her mother has noticed that a cut on Daisy's finger has been taking a long time to heal.

Daisy's mother has decided to take her to the family GP. Describe some of the tests and investigations that Daisy might have and explain why they would be performed.

Hint: find out what condition Daisy's symptoms are associated with.

Continuing Care

1. Read about NHS continuing care:

<https://www.nhs.uk/conditions/social-care-and-support-guide/money-work-and-benefits/nhs-continuing-healthcare/>

2. Then choose one of the case studies on page 28 and complete the NHS continuing care checklist - you will need to download the checklist from the web link:

<https://www.gov.uk/government/publications/nhs-continuing-healthcare-checklist>

3. You need to complete pages 10 - 20 based on your chosen case study.

Case study 1: Edna

Edna is 70 years old and has recently been hospitalised with an exacerbation (flare-up) of COPD. She is being assessed prior to discharge from hospital to her own home, where she lives alone. Edna can have some incidents of challenging behaviour, however, she is mostly compliant with all aspects of her care. She occasionally has difficulty with memory and decision making, which requires support, prompting or assistance. Edna can communicate clearly, but she requires prompts to motivate herself towards activity and to engage in care planning, support and daily activities. She is quite unstable when walking and she needs some assistance with her mobility. Edna needs reminding to eat regularly, however, she is fully continent of both urine and faeces and there is no risk of pressure damage or skin condition. Because of her COPD, Edna experiences frequent episodes of shortness of breath, which require the use of an inhaler, and this limits some of her daily living activities. She often needs prompting to use her inhaler, but she understands her treatment regime. Edna has a history of altered states of consciousness, but this is effectively managed and there is a low risk of harm.

Case study 2: Reg

Reg is 58 years old and is recovering from surgery for bowel cancer, which has left him with a permanent colostomy. He is being assessed prior to discharge from hospital to his own home, where he lives with his wife. He shows no evidence of confusion or challenging behaviour, however, Reg can experience periods of anxiety, although these respond well to reassurance. He is independently mobile and is able to communicate clearly. Reg eats well and is able to meet all his nutritional requirements. His colostomy care is currently problematic and this requires timely and skilled intervention, beyond routine continence care. As a result of this, Reg has a very sore skin condition around his stoma that requires daily monitoring to ensure that it is responding to treatment. Reg has no breathing issues and no evidence of altered states of consciousness. He has some episodes of moderate pain which follow a predictable pattern.

Case study 3: Iris

Iris is 82 years old and has Alzheimer's disease. She is being discharged from hospital following treatment for a skin infection, and she will be returning to the residential care home where she lives. Her behaviour is very challenging and she poses a predictable risk to herself and others. Her cognitive impairment includes frequent short-term memory issues and considerable disorientation to time and place. Iris finds it very difficult to make decisions and this puts her at high risk of neglect and health deterioration. She frequently experiences anxiety symptoms that have a severe impact on her well-being. It is very difficult to understand her communication and sometimes Iris is unable to reliably communicate, even when assisted. Iris has been assessed as being at high risk of falls. She needs supervision with meals to make sure she eats regularly and she is incontinent of urine, which requires monitoring to minimise risks. Iris has no issues with shortness of breath and there is no risk of pressure damage to her skin. Because of her cognitive impairment and frequent episodes of altered states of consciousness, Iris needs a skilled healthcare professional to administer her medication.

Treatment planning

Thinking about the service user in your chosen case study, produce a treatment plan as shown below.

<https://www.ageuk.org.uk/information-advice/care/arranging-care/care-needs-assessment/>
 What to consider when assessing care needs. (This is the 'assessment of care needs' section).

Your treatment plan must:

- assess the care needs of your selected service user
- include the factors that must be considered to meet the individual needs of your selected service user
- justify the recommendations in relation to the needs of your selected service user
- evaluate the advantages and disadvantages of different treatment options.

You can use the template provided below, or you can create your own.

Personal information Name: DOB: Name of GP:
Individual needs (including culture, religion, disability):
Presenting diagnosis and current symptoms:
Assessment of care needs:
Goals of treatment (outcomes):
Treatment options:

Healthcare professional involved in providing care:	
Scheduling and location for treatment and care:	Date for review:
Justification for the recommendations in the treatment plan (including how this plan meets the individual needs and wishes of the service provider and his/her family; how any potential barriers will be overcome and an evaluation of the advantages and disadvantages of different treatment options:	

Care planning

The care cycle has and 7 however 5 key which included. shown in diagram



planning between 4 stages there are stages should be These are the below.

Read the [MCA: Care](#)

article [planning.](#)

[involvement and person-centred care | SCIE](#) and then explain why it is important for service users to be at the heart of their care and how service providers can ensure this is the case.

Your summary should be around 500 words.