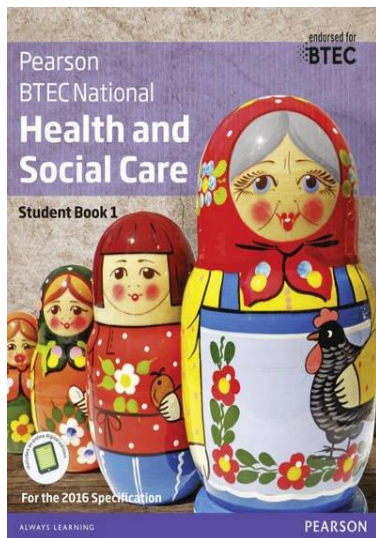


# BTEC Level 3 HSC Transition pack



This pack contains a programme of activities and resources to prepare you to start BTEC Level 3 HSC in September.

## Book Recommendation



The Student Book and ActiveBook has clearly laid out pages with a range of supportive features to aid learning and teaching:

- **Getting to know your unit** sections ensure learners understand the grading criteria and unit requirements.
- **Getting ready for assessment** sections focus on preparation for external assessment with guidance for learners on what to expect. Hints and tips will help them prepare for assessment and sample answers are provided for a range of question types including, short and long answer questions, all with a supporting commentary.
- **Pause point** features provide opportunities for learners to self-evaluate their learning at regular intervals. Each Pause point feature gives learners a Hint or Extend option to either revisit and reinforce the topic or encourage independent research or further study skills.
- **Case study** and **Theory into practice** features enable development of problem-solving skills and place the theory into real life situations learners could encounter.
- **Assessment practice** features provide scaffolded activities that help prepare learners for assessment. Within each assessment practice activity, a Plan, Do and Review section supports learners' formative assessment by to making sure they fully understand what they are being asked to do, what their goals are and how to evaluate the task and consider how they could improve.
- **Dedicated Think future** pages provide case studies from the industry, with a focus on aspects of skills development that can be put into practice in a real work environment and further study.

## Work Experience

As part of your timetable you will have day release because you need to have completed 100 hours of work experience. You will begin work experience in September 2019 and will be required to complete 2 pieces of coursework: one on the preparation; one later that covers the professional and personal progress that you have made.

It is worth attempting to gain some relevant work experience over the summer holidays, or at the very least making enquiries into where you can go on your placement. This will be covered by Miss Marquess during the Welcome Day.

## Videos

<https://www.youtube.com/watch?v=7OuuviCk89Q>- a Child of our time Quiz.

[https://www.youtube.com/watch?v=zRPM\\_pqaPp4](https://www.youtube.com/watch?v=zRPM_pqaPp4)- Care Values and Health professionals

<https://www.youtube.com/watch?v=-JP4wAvZkMo> – Inside the living body - long but a good

<https://www.youtube.com/watch?v=4p2IGvklCDw> BBC documentary Panorama. Behind closed doors. Elderly care home exposed. \* **Shocking upsetting content**

## Student Tasks:

### TASK ONE- Reading:

Read a minimum of physical development across the lifestages (upto top of page 12):

<https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/HealthAndSocialCare/BTEC/BTEC NationalsHealthandSocialCare2016/Samples/Student-Book-1/BTEC-National-in-Health-and-Social-Care-Unit-01-web-ready.pdf>

### TASK TWO- Research: Learn these key terms:

<u>Primary research</u>	Research compiled directly from the original source, which may not have been compiled before. Learners are expected to understand the advantages and disadvantages of different primary research methods.
<u>Qualitative research</u>	Descriptive data, such as data drawn from open-ended questions in questionnaires, interviews or focus groups.
<u>Quantitative research</u>	Data in numerical form which can be categorised and used to construct graphs or tables of raw data.
<u>Secondary sources/research</u>	Published research reports and data, likely to be based on analysis of primary research.

Use the web links below to read a recent piece of Health and Social care research. These are web sites which you will find useful for this course- save them.

<https://www.nice.org.uk/>

<https://www.nihr.ac.uk/>

<https://www.cqc.org.uk/>

<https://www.gov.uk/government/organisations/public-health-england>

<https://www.scie.org.uk/consultancy/research>



Protecting and improving  
the nation's health

**NIHR** | National Institute  
for Health Research

Regulated by



**TASK THREE- Reading:**

Attachment and emotional resilience

Case Study Jade is 8 years old and is a looked-after child. This means that she is being looked after by the local authority rather than her own parents, so has been placed with several foster families since she was taken into care. Although her real parents live locally, she has been taken away from them because the local authority social services feel that her parents are not capable of looking after her and keeping her safe. Her parents agree with this decision as they are both drug addicts and know that they have always neglected her. They both love Jade, but because of their addiction they spend all their money on drugs and are high most of the time. Instead of looking after her when she was a baby they were always out looking for ways to score or serving time in prison for theft. Jade was child-minded by whichever adult or child was available each day in the block of flats where her parents lived until she was taken into care at the age of 4 years. Jade feels an outsider with her foster family and wants to go back to live with her own parents like her classmates do. She continually misbehaves and causes trouble at home. She finds it hard to make friends at school and often falls out with her class mates. They don't like her because she is either being rude and aggressive towards them and the teacher or else she is sullen and withdrawn

1. What is it about Jade's early childhood that has caused her to have difficulties forming friendships and relationships with others?

2. Why do you think Jade behaves as she does?

3. What are the likely effects on Jade's:

● ability to deal with disappointments? \_\_\_\_\_

● confidence? \_\_\_\_\_

● sense of security? \_\_\_\_\_

● ability to overcome problems? \_\_\_\_\_

● ability to trust others? \_\_\_\_\_

● ability to become autonomous? \_\_\_\_\_

● future relationships as an adult? \_\_\_\_\_

4. What can her foster parents do to help her? \_\_\_\_\_

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## **TASK FOUR**

### **Health care professionals**

Below is a list of Health care professionals. Put together a job profile for each Health care professional to develop an understanding of how their job role and responsibilities.

- Doctor
- Nurse
- Midwife
- Social worker
- Physiotherapist
- Dietician
- Radiographer
- Paramedic
- Dental hygienist
- Care worker
- Pharmacy Technician
- Health professional
- Health visitor
- Mental health worker

<b>Job title</b>	<b>Job overview</b>	<b>Work with</b>	<b>Responsibilities</b>