

# CTEC Level 3 Health and Social Care (Double Award) Diploma

## Part A - Bridging Work Task

A fantastic opportunity to widen your understanding of Health and Social Care as you prepare for enrolment and for starting at Franklin in September.

Please complete the work and bring a copy either printed or electronically to your enrolment appointment with you.

The work will take you around **6 hours** so plan your time to best suit you.

<b>How do I complete and submit my task?</b>	<p>Complete the tasks on paper/handwritten or digitally and bring a copy either paper or electronically to your enrolment appointment, also take this to your first lesson in September.</p> <p>If you did not attend the Taster Day don't worry – this isn't essential for completing this work but, please ensure that you have completed this bridging work.</p>
<b>Introduction to your Bridging Task</b>	<p>This task will you an introduction to the first topics you can expect in September.</p> <p>Unit 1: Building Positive Relationships in Health and Social Care Unit 2: Equality, Diversity and Rights in Health and Social Care Unit 5: Infection Control</p>
<b>Task details</b>	<p><b><u>Task 1:</u></b></p> <p><b><u>P2 - Explain factors that can influence the building of positive relationships in health, social care or child care environments</u></b></p> <p><i>Prepare a written report that answers the following questions in written paragraphs under the headings given in bold below:</i></p> <p><b>Setting: Hospital</b></p> <ol style="list-style-type: none"><li>1. What is a hospital by definition? (reference needed)</li><li>2. Give examples of the care/ support that hospital staff (e.g. doctors, nurses) would give to service-users.</li></ol> <p><b>Factor 1: Verbal Communication</b></p> <ol style="list-style-type: none"><li>1. What is meant by the term communication? (reference needed)</li><li>2. What is meant by the term verbal communication? (reference needed)</li><li>3. Give an example of when practitioners (e.g. doctors, nurses etc) in a hospital would use verbal communication.</li><li>4. Why is it important that practitioners communicate verbally at an appropriate pace?</li></ol> <p><b>Factor 2: Written Communication</b></p> <ol style="list-style-type: none"><li>1. What is meant by the term written communication? (reference needed)</li><li>2. Give an example of when practitioners (e.g. doctors, nurses etc) in a hospital would use written communication.</li><li>3. Why is it important that written communication is accurately recorded in the patient's care plan or medical notes?</li></ol>

	<p><b>Setting: Residential Care Home</b></p> <ol style="list-style-type: none"> <li>1. What is a residential care home by definition? (reference needed)</li> <li>2. Give examples of the care/ support that hospital staff (e.g. care assistants) would give to residents.</li> </ol> <p><b>Factor 3: Religion</b></p> <ol style="list-style-type: none"> <li>1. What is meant by the term culture? (reference needed)</li> <li>2. What is meant by the term religion? (reference needed)</li> <li>3. Give an example of a religion.</li> <li>4. Give an example of how a residential care home worker can ensure that a resident's religious needs are met.</li> </ol> <p><b>Factor 4: LGBTQ+</b></p> <ol style="list-style-type: none"> <li>1. What is meant by the term LGBTQ+? (reference needed).</li> <li>2. Give an example of how a residential care home could celebrate LGBTQ+ and recognise diversity.</li> <li>3. Why is important that a residential care home celebrates LGBTQ+?</li> </ol> <p><b>Task 2:</b>  <b>Create a poster which explains:</b></p> <ol style="list-style-type: none"> <li>1. The chain of infection (6 different links – clearly showing how infections spread) – giving a description of each link.</li> <li>2. The structure and function of – Bacteria, Virus, Fungi and Yeast – with examples of infections that come from these. – Please be careful that you <b>do not</b> write about food.</li> </ol> <p>Use this link to help you: <a href="#">Chain of infection and microorganisms</a></p> <p>Please ensure that the work you produce for this task is yours and yours only, and you do not get anyone else to write this for you or use artificial intelligence to support the writing of this work.</p>
<b>Resources to help you with the Bridging Task</b>	<ul style="list-style-type: none"> <li>• See Links Above</li> <li>• Own Knowledge</li> <li>• NHS Website</li> <li>• Textbooks</li> </ul>
<b>Extension Tasks to stretch and challenge you</b>	<p>If you have completed the above to the best of your ability, try this extension task.</p> <p>Produce a detailed Description of what Public Health is? Use this link and UK Health and Security Agency: <a href="#">What is Public Health UK?</a></p>
<b>Massive Open Online Courses (MOOCs)</b>	<p>MOOCs are Massive Open On-line Courses</p> <p>You might enrol and complete the following about Health Epidemics:</p> <p><a href="https://www.edx.org/course/epidemics-i">https://www.edx.org/course/epidemics-i</a></p>

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## Part B – Preparing for Studying at Franklin

A fantastic opportunity to widen your understanding of the course.

<b>Examining Board and Specification</b>	<p>This course follows CTEC Level 3 Health and Social Care specification. OCR website, including the full specification: <a href="#">OCR CTECL L3 Extended Certificate Specification</a></p> <p><b>We cover the following topics:</b></p> <ul style="list-style-type: none"><li>Unit 1: Building Positive Relationships in Health and Social Care</li><li>Unit 2: Equality, Diversity and Rights in Health and Social Care</li><li>Unit 3: Building Positive Relationships in Health and Social Care</li><li>Unit 4: Anatomy and Physiology for Health and Social Care</li><li>Unit 5: Infection Control</li><li>Unit 6: Personalisation and a person-centred approach</li><li>Unit 7: Safeguarding</li><li>Unit 9: Supporting people with learning disabilities</li><li>Unit 17: Supporting people with mental health conditions</li><li>Unit 19: Creativity and activity for adults</li><li>Unit 24: Public Health</li></ul> <p><b>Studying this course will give you a wide range of skills:</b></p> <ul style="list-style-type: none"><li>Academic writing &amp; referencing information sources</li><li>Researching</li><li>Application of knowledge</li><li>Teamworking</li><li>Communication</li><li>Professionalism</li><li>Time-management</li><li>Presenting</li></ul> <p><b>Progression after this course:</b></p> <p>This qualification will allow you to study a wide range of courses at university, such as Adult Nursing, Child Nursing, Paramedic Science, Physiotherapy, Teaching and so on. The skills developed on the course will also support studies in the STEM field. There are many different career fields that students go into after studying Health and Social Care, such as teaching, health and social care, and within the early years.</p>
<b>Preparing for the course</b>	<p>Here are some helpful sources of information if you would like further information about the subject:</p>

**Websites**

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

**Books**

OCR Cambridge Technicals Level 3 Health and Social Care

Cambridge Technicals Level 3 Health and Social Care