

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

## Part A - Bridging Work Task

This is a fantastic opportunity to expand your understanding of Health and Social Care as you prepare for enrolment and start at Franklin in September.

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

The work will take you around **9 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, bring this along to your first lesson in September.</p> <p>If you didn't attend the Taster Day, don't worry. It 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 give 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 childcare 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></ol>

	<p>3. Why is it important that written communication is accurately recorded in the patient's care plan or medical notes?</p> <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: LQBT</b></p> <ol style="list-style-type: none"> <li>1. What is meant by the term LQBT? (reference needed)</li> <li>2. Give an example of a LQBT.</li> <li>3. Give an example of how a residential care home worker can ensure that a resident's LQBT needs are met.</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 – giving examples for 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><u>do not</u></b> write about food.</li> </ol> <p><b>Task 3:</b>  <b>Create one leaflet per condition:</b>  Asthma: <a href="https://www.nhs.uk/conditions/asthma/">https://www.nhs.uk/conditions/asthma/</a>  Alzheimer's Disease: <a href="https://www.nhs.uk/conditions/alzheimers-disease/">https://www.nhs.uk/conditions/alzheimers-disease/</a>  Chronic Obstructive Pulmonary Disease (COPD):  <a href="https://www.nhs.uk/conditions/chronic-obstructive-pulmonary-disease-copd/">https://www.nhs.uk/conditions/chronic-obstructive-pulmonary-disease-copd/</a></p> <p><b>In leaflet include and answer the following questions using the links above</b></p> <ol style="list-style-type: none"> <li>1. Overview of the condition</li> <li>2. Symptoms of the condition</li> <li>3. Treatments available</li> <li>4. Causes</li> <li>5. How it is diagnosed</li> <li>6. Impact on daily life physically, emotionally and socially</li> </ol> <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 Public Health England: What is Public Health? - YouTube</p>
<b>Massive Open Online Courses (MOOCs)</b>	<p>MOOCs are Massive Open On-line Courses</p> <p>You might enrol on this online course 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 some of the following topics:</b></p> <p>Unit 1: Building Positive Relationships in Health and Social Care  Unit 2: Equality, Diversity and Rights in Health and Social Care  Unit 3: Building Positive Relationships in Health and Social Care  Unit 4: Anatomy and Physiology for Health and Social Care  Unit 5: Infection Control  Unit 6: Personalisation and a person-centred approach  Unit 7: Safeguarding  Unit 9: Supporting people with learning disabilities  Unit 17: Supporting people with mental health conditions  Unit 19: Creativity and activity for adults  Unit 24: Public Health</p> <p><b>Studying this course will give you a wide range of skills:</b></p> <p>Academic writing &amp; referencing information sources  Researching  Application of knowledge  Teamworking  Communication  Professionalism  Time-management  Presenting</p> <p><b>Progression after this course:</b></p>
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	<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> <p><b>Websites</b>  <a href="https://www.nhs.uk/">https://www.nhs.uk/</a></p> <p><b>Books</b>  OCR Cambridge Technicals Level 3 Health and Social Care  Cambridge Technicals Level 3 Health and Social Care</p>