**Bridging work**

**Subject:** **Health and Social Care**

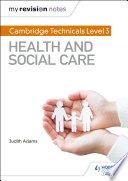
**Teachers**: Miss Fitt & Miss Woodman

Bridging the Gap Work will not only develop key content knowledge for the subject it will also help reassure you that this subject you have selected is for you. We want you to be successful and study a course that interests you. Although you have fewer subjects there are different skills at A-Level and the volume of work is greater because the depth and detail is more demanding.

The great thing about Cambridge Technicals is that they still give you a choice of opportunities once you’ve completed them. The three choices open to you are: Employment, where you can put your new practical skills towards generating an income Further education, such as a higher-level qualification at school or college Higher education, such as a degree course at university. Access to higher education is possible if you take the Level 3 qualifications because they have UCAS points.

The course offers a range of centre assessed units: , as well as examined units on: Equality, diversity and rights; Health, safety and security; Anatomy and physiology, has resulted in focused qualifications.

**Enhance your students' practical skills and develop their key content knowledge with this proven formula for effective, structured revision.**

You may wish to purchase the following books to help you: -

* **My Revision Notes: Cambridge Technicals Level 3 Health and Social Care** (ISBN: 1510442294, 9781510442290)
* [**Cambridge Technicals Level 3 Health and Social Care**](http://www.hoddereducation.co.uk/Product?Product=9781471874765) (ISBN:9781471874765)

**Additional Guidance:**

• Work may be word processed or handwritten. All work must be added to your exam exercise book in September for revision.

• All work must be completed, ready for checking in September.

• All exam questions should be completed in full. These should then be self-assessed using the mark scheme provided.

**Equipment List for September:**

* Pens, Pencils and Highlighters
* A4 Ring binder and folder dividers (if you would prefer not to use and exercise book)
* Revision cards (optional)

**Aim of Bridging Work:** The aim of this bridging work is to help you make the transition to Level 3 health and social care. This work should help enhance practical skills and develop key content knowledge for the subject. It will also help produce some revision resources to be used throughout the course.

**Task 1**

The aim of task 1 is to gain an understanding of the different environments/settings within health and social care.

**Health environment:** Practitioners and organisations that provide diagnostic, preventative, remedial and therapeutic services in different settings.

**Social care environment:** Professionals and organisations that provide care, support and protection to adults, young people and children at risk, or with needs arising from illness, disability, old age or other circumstances that place people at a disadvantage in society.

**Childcare environment:** Practitioners and organisations that work with children from birth–13 years in their own homes, in nursery or pre-school settings, schools, out-of-school clubs and activity clubs.

**1a:**

**Task**: Write each setting listed below in the correct column in the table.

**Extension:**

Complete this task in a creative way, e.g poster with photos, mind map, powerpoint presentation,

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Different environments within health and social care:** | | | | |
| Childminder | Dentist | Pharmacy | Nursing home | Optician |
| Coach | Theme Park | Mini Bus | Theatre | Super Market |
| Drop-in centre | Creche | Children’s home | Support Group | Medical Centre |
| Breakfast club | School | Health centre | Clinic | Support group |
| Ambulance | Shopping Centre | Religious Setting | Taxi | Cinema |
| Boat | Park | Leisure Centre | Restaurant | Train |
| Day centre | GP surgery | Nursery | Primary School | Hospital |
| Community centre | Residential home | Parent/toddler group | Retirement home | Social services department |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Health environment:** | **Social care environment:**  . | **Childcare environment**:  . | **Public environments** | **Transport** |
|  |  |  |  |  |

**1b:**

**Task:** Research and create a job description/outline for a worker within health, social and childcare environments (3 job descriptions in total)

**Information to consider**: job title, place of work, job outline, responsibilities, skills needs, qualifications needed.

Information can be presented as a mind map, lists, powerpoint etc.

**Tip**: research job vacancies to help with this detail.

**Task 2**

The **Third Sector** are charitable organisations that have a role to play in safeguarding and promoting health, safety and security for their employees as well as individuals who require their help and support. Example organisations include Barnardo's, Age UK, Childline, MIND and Mencap.

**Task**: Research two *third sector* organisations and create a brief information sheet/poster (no more than A5) to explain its purpose.

**Extension:** Complete the information sheet on a charity that has not been previously listed.

Useful Links:

<https://www.ageuk.org.uk/westsussexbrightonhove/activities-and-events/crawley/>

<https://www.westsussexmind.org/>

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

<https://www.barnardos.org.uk/shops/our-shops/crawley>

**Task 3:**

Legislation is a collection of laws passed by Parliament. Legislation is upheld through the courts, which may prosecute individuals or organisations if they break the law. Legislation is in place to ensure that everyone's health, safety and security is safeguarded. This includes all those who live in, work in and visit health, social care and child care settings

**Task:** Research the following 17 legislation and create a word processed revision resource of your choice (PowerPoint, poster, mind map, table). For each legislation make sure you identify the key aspects/features.

**Legislations:**

1. **Health and Safety at Work Act 1974**
2. **Management of Health and Safety at Work Regulations 1999**
3. **Food Safety Act 1990**
4. **Food Safety (General Food Hygiene) Regulations 1995**
5. **Manual Handling Operations Regulations 1992**
6. **Reporting of Injuries, Diseases and Dangerous Regulations (RIDDOR) 2013**
7. **The Data Protection Act 1998**
8. **Control of Substances Hazardous to Health (COSHH) 2002**
9. **Civil Contingences Act 2004**
10. **The Care Act 2014**
11. **The Health and Social Care Act 2012**
12. **The Equality Act 2010**
13. **The Mental Capacity Act 2005**
14. **The Children Act 2004**
15. **Human Rights Act 1998**
16. **Children and Families Act 2014**
17. **Safeguarding Vulnerable Groups Act (SVGA) 2006**

Useful links:

<https://www.cqc.org.uk/guidance-providers/regulations-enforcement/legislation>

<https://www.legislation.gov.uk/ukpga/2022/31/contents/enacted>

<https://nhsproviders.org/topics/governance/key-legislation>

\*Information can also be found in the additional resources attached (book scans, revision books)

**Extension:**

Describe how legislation 1-9 promote health, safety and security in health and social care settings.

**Task 4:**

Answer the following Exam Questions:

Once you have completed them to the best of your ability use the mark scheme to help mark them.

**Question 1:**

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**Question 2:**

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**Question 3:**

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**Mark Scheme Answers**

**Question 1 Mark Scheme:**

|  |  |
| --- | --- |
| **Answer** | **1 Mark** |
| * Childline, * Children in Need, * Save the Children.   **Accept any local children’s charities**  **MUST BE SPECIFIC FOR CHILDREN** and not generic (eg MIND, Water Aid) or to other groups in the population, (e.g. Age UK) | |

**Question 2 Mark Scheme:**

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**Question 3 Mark Scheme:**

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