HEALTH AND SOCIAL CARE STEP UP TO POST 16 CHALLENGE

Minimum Subject Entry Requirements: OCR Cambridge National in Health and Social Care Level 2 Merit or above if studied, as well as a minimum of 5 subjects at grades 9-5 Including English and Maths.

OCR Level 3 Extended Diploma entry requirements: Minimum of 5 subjects at grades 9-4 Including English and Maths, as well as OCR Cambridge National in Health and Social Care Level 2 Merit or above if studied

Challenges 1-3 must be completed by all students wishing to study Health and Social care in September. Challenge 4 is an additional challenge for those who will be studying the new extended diploma in September (full time course).

Challenge 1 (To be completed by all students)

For each legislation identify its main points and explain who it protects and how. Give 1 written example or 1 link to a UK based newspaper article demonstrating its use in a health and social care or early years setting.

<table>
<thead>
<tr>
<th>The Care Act 2014</th>
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<tbody>
<tr>
<td>Mental Health Act 1983</td>
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<td>Mental Health Act 2007</td>
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<td>Mental Health Capacity 2005, including deprivation of liberty safeguards 2009</td>
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<td>Health and Safety at Work Act 1974</td>
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Challenge 2 (To be completed by all students)

Building positive relationships in health and social care
Professional relationships are paramount to the delivery of safe and effective care and support. An understanding of these relationships, and how they are formed, is essential if you are considering pursuing a career in the health and social care sector

TASK: Discover how many different practitioners a GP might have to interact with.
You should:
- List the practitioners (minimum of 5)
- Briefly describe each job e.g. a Phlebotomist is a professional who...
- Explain the link between the GP and the professional e.g. A GP would work with a Phlebotomist when...

Write a fact sheet on the NHS
- When was it created?
- How much money does it take to run?
- What are its strengths?
- What are its weaknesses?
- What problems / challenges is it facing at the moment due to Covid-19, here you can use extracts from newspaper articles to back up the points you are making.
- What do you think will change in the next 5 years?

Challenge 3 (To be completed by all students)

Care values in health, social and early year’s settings are just as important as rights, however they are very different. Below is a list of care values for health, social and early years settings.

You need to create a document (table / bubble map) to help you remember each care value and an example of how it is achieved.
E.g. – maintaining confidentiality is achieved by health care workers not gossiping about patients, not leaving documents lying around and not discussing patients loudly where others can overhear.

(Care Values for Health and Social Care ONLY)

- Promoting equality and diversity
- Maintaining confidentiality
- Promoting rights and beliefs

(Care values for Early Years ONLY)

- Ensuring the welfare of the child is paramount
- Keeping children safe and keeping a healthy and safe environment
- Working in partnership with parents/guardian and families
- Encouraging children’s learning and development
- Valuing diversity
- Ensuring equality of opportunity
- Practising anti-discrimination
- Ensuring confidentiality
- Working with other professionals
- The Reflective Practitioner

Challenge 4 (To be completed only by those studying the new Extended Diploma in September)

A Infection control – Personal Protective equipment (PPE)
Research when the following types of PPE must be worn and why they must be worn; find examples in health and social care settings. At the moment with covid-19 this is very applicable, and your research will be very relevant.

- Face masks
- Eye protection (goggles)
- Disposable gloves
- Disposable aprons
- Isolation rooms

B Infection Control
Research and explain the meanings of the following common terms which are used in relation to infection control;

- infection
- contamination
- disease
- hazard analysis
- carriers
- environmental controls
- food-borne illness
- virus
- bacteria
- standard precautions

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