



Welcome to Health and Social Care Level 3

The Health and Social Care team would like to wish you a warm welcome to Bury College, we are here to support you to be successful and enjoy your studies.

You have joined us at an unprecedented time for the Health and Social Care industry with more people needing to access Health and Social care services due to the current pandemic. Due to this high demand more staff have been needed to support service users needs whether that is as a nurse in a hospital or a HCA in a care home.

During your course, we will support you to develop the vital skills and qualities needed to assist you in getting a job in the Health or Social Care sector or progressing onto university.

You can be sure of a positive future with us, as you will develop your resilience, commitment, collaboration and communication skills to prepare you for industry.

This booklet has been designed to support your transition into college in readiness for a new exciting challenge. It includes lots of information about job roles in the Health and Social Care sector, recommended TV shows and films to watch, and some subject specific activities to give you an idea of what a Health and Social Care course will involve for you to complete. Please complete as much as you can, as you will be required to show this to your tutor during your induction.

We look forward to meeting you soon.

The Health and Social Care Team.

Programmes to watch linked to Health and Social Care

Films:

- **To the bone** – (Age 15 Netflix) Eating disorders/anorexia *Diet and appearance*
- **Wonder** - (PG) Inspiring story of a boy with facial differences who enters the fifth grade, attending a mainstream elementary school for the first time. Coping with being different. *Coping with life/life events*
- **Hidden figures** – (PG) Anti-discrimination. *Care values*
- **Still Alice** – (12A) Story of a woman living with Alzheimer's disease. *Illness/Disorders*
- **My sister's keeper** – (12A) "The only way to save your daughter is to sacrifice her sister". Anna has never been given a choice: she was born to be her sister Kate's bone marrow donor and she has always given Kate everything she needs. *Relationships/family*
- **Three identical strangers** – (12A) Identical triplets become separated at birth and adopted by three different families. Years later, their amazing reunion becomes a global sensation. *Relationships/family*

TV programmes:

- **Babies : their wonderful world** – BBC. Explores how the first 2 years of life shapes the adults we become. *Infancy development/lifestages*
- **The secret life of 4 and 5 year olds** – Channel 4. Great for looking at *childhood development/lifestages* (especially socialisation skills)
- **Old people's home for 4 year olds** – Channel 4. How the company of 4 year olds helped to improve the mood, mobility and memory of the elderly. *Lifestages.*
- **Born to be different** – Channel 4. The pressures and joys of bringing up a disabled child <https://www.channel4.com/programmes/born-to-be-different/> *Disability/infancy and childhood/life events.*
- **Harvey and me** – BBC One. Katie is helping Harvey find a suitable college for him to continue with his education.
- **Speech journey** – You Tube. <https://www.youtube.com/watch?v=jt7y1IM2jOM> How children learn to talk from birth to 5 years old. *Intellectual development*
- **The restaurant that makes mistakes** – Channel 4. Volunteers living with some form of dementia run a pop-up restaurant in Bristol. *Middle - Old age/disorders*
- **The big hospital experiment** – BBC. A group of volunteers embark on a social experiment, with a shortage of staff, how can they help on the frontline of the NHS? *Care values/Health care services*

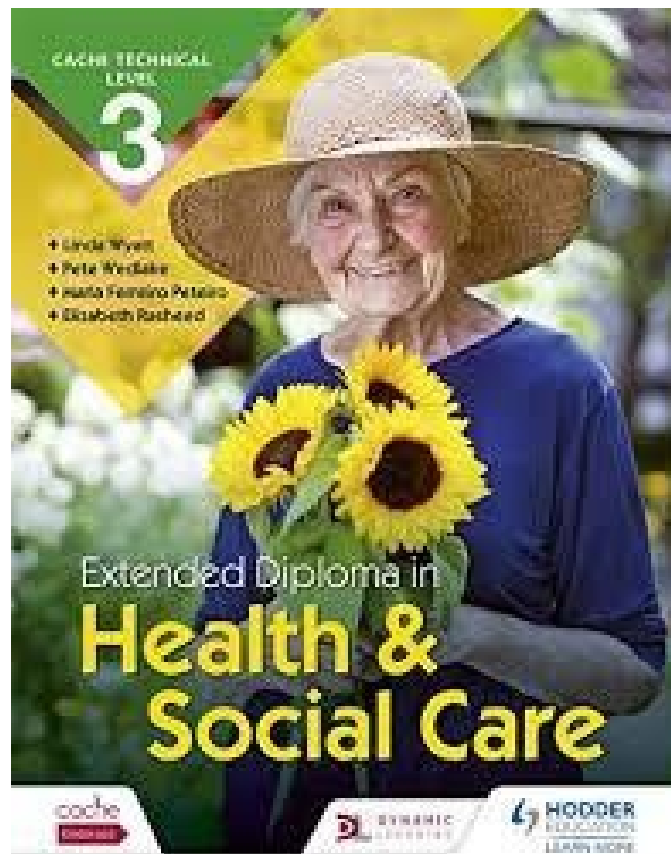
- **Britain's hidden hungry** – BBC. Investigates the growing importance of charity foodbanks to thousands of hungry people across the UK by following the stories of three users of a foodbank. *Diet and appearance*.
- **Supersize v Superskinny** – Channel 4. Dieting and extreme eating lifestyles. *Diet and appearance*
- **Rio Ferdinand: "Thinking Out Loud: Love, Grief and Being Mum and Dad"** Talks at Google.

<https://www.youtube.com/watch?v=qgoRcxm5BUk> *coping with life events*

- **Rio and Kate: becoming a step family.** Rio Ferdinand's fiancée Kate Wright integrates into the family as a step mum
<https://www.bbc.co.uk/programmes/m000f9sg> *Coping with life events/family units*
- **Driven : The Billy Monger Story.** The remarkable story of 18-year-old Billy Monger as he attempts to become the first ever amputee to race competitively in a single-seater racing car <https://www.bbc.co.uk/programmes/p06qx4gt> *Life events (unexpected)*
- **24 hours in A & E** – Channel 4. Emergency cases entering A & E. *Life events*
- **Health before the NHS – The road to recovery**
<https://www.youtube.com/watch?v=1y7zeZPfd8k> The shocking story of the health of Britain before the NHS. *Care values/health care services*
- **DIY S.O.S.** <https://www.bbc.co.uk/programmes/b006pnjk> Friends, family and local trades help to transform the homes of families with special needs across Britain. *Barriers to accessing services/physical barriers*
- **Crisis in Care: BBC Panorama** <https://www.bbc.co.uk/programmes/m0005jpf> Panorama reveals the failings of our social care system, as our population gets older and more of us need help with day to day living. *Old age/care services*
- **The Nine to Five with Stacey Dooley**
<https://www.bbc.co.uk/iplayer/episode/p06zhfvw/the-nine-to-five-with-staceydooley-series-1-2-caring-and-sharing> Stacey Dooley takes five teenagers to a care home for work experience. *Types of support/voluntary support/old age*
- **Katie Piper My beautiful face** – recovery after acid attack. *Self-esteem/selfconfidence/ lifestyle*



Recommended Reading course text book



CACHE Technical Level 3 Extended Diploma in Health and Social Care (Cache Level 3) Paperback – 30 Jun. 2017

by Maria Ferreiro Peteiro (Author), Elizabeth Rasheed (Author), Linda Wyatt (Author), & 1 more

Kindle Edition

£18.99

Paperback

£26.99

Health and Wellbeing





Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens. When we practice mindfulness, our thoughts tune into what we're sensing in the present moment rather than rehashing the past or imagining the future

'Just noticing'

This is a good warm-up for any session of mindfulness. All you need to do is sit still, listen, notice. You don't have to 'achieve' anything.

Practical Activity

Guidance Time: 5 Minutes. Close your eyes. Smile gently to loosen your facial muscles. Then let your face relax. Notice what it feels like to be sitting still, doing nothing. Bring your awareness to any sounds in the room or outside. Don't describe them – just notice them. You may notice such things as your tummy rumbling; cars approaching, passing, and moving away; voices outside, loud or quiet; the heating systems, air conditioning, floorboards or furniture creaking; footsteps passing; a door closing; birdsong; dogs barking; leaves rustling; distant music; shouts; etc. If you notice that your thoughts have drifted off, then gently return your attention to listening and noticing. When the timer sounds, or when you are ready, open your eyes. Consider how you feel, physically and emotionally. Stand up. Stretch.

Reflection:

Just noticing - If you keep a journal, you may like to jot down some initial thoughts. How long did you spend on the activity? What kinds of sounds did you notice? What changes did you notice, in your physical or mental state? What was the experience like, overall, for you? Any other thoughts or observations?

Mindful 'Warm up' To Study

Use a short pre-study meditation as a 'warm-up' for your mind, just as you would warm up before doing strenuous exercise. You can do this before any class or independent study session. It is especially useful if you have focused reading to do, or if you are writing an assignment, working on maths problems or doing creative work.

Guidance

Time: 5–10 minutes just before study

Choose your meditation. This could be Mindfulness of Breathing, Metta, a walking meditation, or other exercises. Decide which would most benefit your study in this moment.

Appreciate the meditation or exercise for its own value, as time set aside to prepare your mind for the study task ahead.

Focus on the meditation – your breath if you are doing a Mindfulness of Breathing, your walking if that is the focus. Your aim at this point is just to maintain that focus – not to think ahead about what you are going to do with the study task. There is time for that afterwards.

However, as this is a 'warm-up to study' meditation, if your mind wants to leap ahead and get on with study, great! Go with the energy to study. You can always take a few minutes later to 'warm up' again if needed.

Things to watch for ...

Whether you are trying to 'race through' the warm-up meditation in order to get on with study. It is good if you are now keen to get on with your study – although in general, be mindful of meditation when meditating, and studying when studying, rather than looking ahead.

Whether you found it easy or difficult to remain focused during the warm-up and what kinds of things distracted your attention.

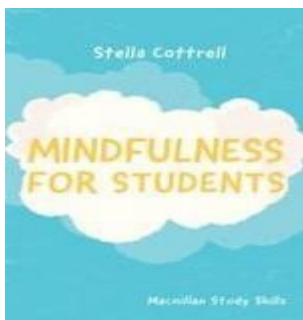
Considering whether you need to deal with whatever is preoccupying or distracting your mind before starting to study – sorting out an urgent task; eating if you are hungry; changing your clothes if they feel uncomfortable for study; getting a drink if you are thirsty, etc.

Doing some exercise, or even some housework if you live at home, to work off excess adrenaline

Tuning in to an aspect of your motivation for study, such as your curiosity about something you are about to read, or interest in what you might discover.

Dividing your study into shorter sections so that you can retain a better focus on each.

Mindfulness for Students

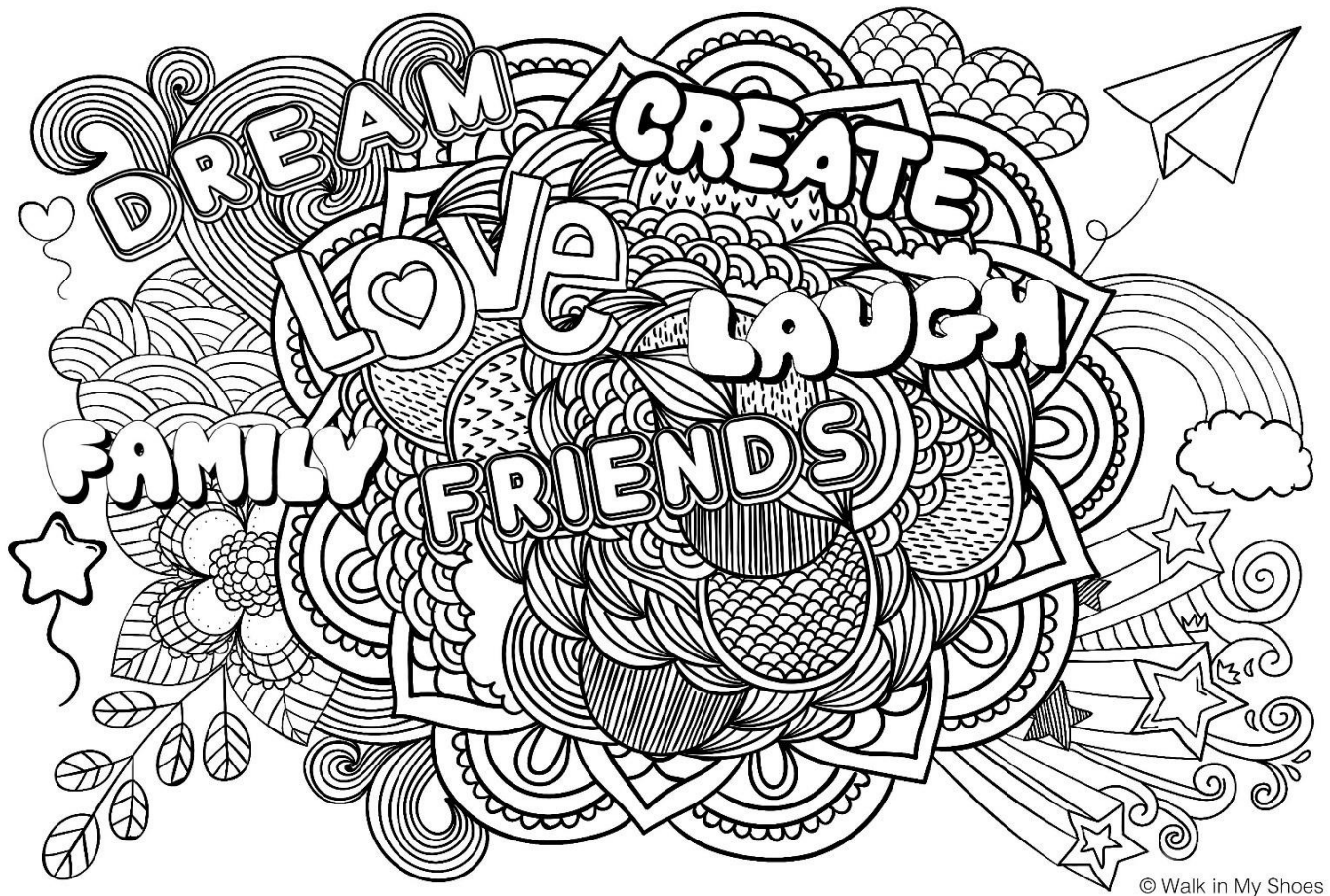


Author: Stella Cottrell Publisher: Macmillan Education UK

Apps to Try



Mindfulness Colouring



10 feel-good songs about going your own way



When things get tough, music can have the incredible ability to pick us up again. Music has the ability to completely shift our mood and, honestly, is there much better than turning up the volume on a tune that you know is guaranteed to get you bopping along?

From new favourites to golden-oldies, here are some of the best feel-good songs all about the power of backing yourself and chasing your dreams.

1. For the First Time, Best Coast
2. Get Off My Cloud, The Rolling Stones
3. That Don't Impress Me Much (triple j Like A Version), HAIM
4. Better Things, The Kinks
5. Good as Hell, Lizzo
6. Go Your Own Way, Fleetwood Mac
7. Respect, Aretha Franklin
8. I Won't Back Down, Tom Petty
9. I Will Survive, Gloria Gaynor
10. Shake it Out, Florence + The Machine

Introduction to Safeguarding In Health and Social Care



Key Message: What makes people vulnerable?

Safeguarding means keeping people safe from harm. Health and social care professionals must work together to safeguard service users and members of the public. This can involve:

- Protecting people from mistreatment
- Promoting their health and wellbeing
- • Providing safe and effective care.

Anyone can be vulnerable, however some groups are more likely to be vulnerable than others as they are more at risk of harm than others. Children, those who have mental or physical illness and the elderly are more vulnerable than others.

As Health and social care professionals you will have to safeguard vulnerable service users

Questions:

What is safeguarding?

Why do people need safeguarding?

Old People's Home for 4 Year Olds :

Watch a full episode on 4 OD or watch this clip
<https://www.youtube.com/watch?v=sB1ZJB6RPqo>

Why do we need safeguarding?

Elderly People



Children

Key Message: All service users need safeguarding

All services users may be vulnerable due to a number of factors including:

- Lack of understanding
 - Being too trusting
- Being physically weaker
- Being unable to defend self
- Being dependent on others
- Lack of physical coordination etc.

Before undertaking a social experiment like the people in the programme, the carers in the home and the nursery staff would work together to safeguard both groups. This would include ensuring all safety checks (DBS) were done on staff, assessments of the care home would be carried out as well as things like consulting with parents and other family members about the research project.

Questions: How did the staff safeguard the children and residents?

Key Message: How can you safeguard on your placement?

There are a number of laws in place which health and social care professionals will need to follow; as an aspiring professional you will need to follow these too as safeguarding is everyone's responsibility. Before you are allowed to work in a setting as a carer, the management will require you to undergo safeguarding training and also have a background check called a DBS clearance. On your placement you will need to follow these policies and legislation which will include procedures to maintain confidentiality as well as act to maintain a safe environment; this will include rules about social media activity about placement, and mobile phone use during placement.

Questions:

What is a DBS check?

Why were DBS checks introduced?

They used to be called CRB checks

What do you need to provide to have a DBS check?

What is GDPR?

Why should you, as a health and social care professional, not share details about people you are caring for (even if you know them/ their family) under GDPR rules?

Sociological Perspectives in Health and Social Care



Key Message:

Sociology is the study of social life, social change, and the social causes and consequences of human behaviour. Sociology is interested in the structure of groups, organisations within society, and how people interact within these contexts and how this affects health, wellbeing, mortality & morbidity rates.

Activity:

Social change includes topics that relate to inequalities; the causes of inequalities and changes made as a result of these inequalities.

With this in mind watch the film 'Made in Dagenham' (2010) and answer the questions below. Some of the questions will require you to do some research, there are marked with an (R).



Available on: [BBC iPlayer](#), Prime Video & Netflix

1. What do the terms mortality and morbidity rates mean?
 - A) Mortality rates are -
 - B) Morbidity rates are -

2. In 1968, how many woman compared to men were employed in the Dagenham Ford Factory?
 - A. What do the above figures tell us about working life in 1968?
 - B. At the beginning of the film how were the women labelled by the men in power?

3. In the film we learn a lot about social roles and how they have changed from the 1960s to how they are now. For example, gender roles are demonstrated in the film, we see that in society the majority of women stay at home and the men go to work, but when they do work they perform more 'feminine' tasks, sewing, rather than labour.

Can you think of two examples of gender roles that still stand in society today? Give clear examples and explain your answer.

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3.(R) In the 1970s, what was the difference in mortality and morbidity rates between men and women? You need to research to find this.

- Explain why you think this difference may have existed, you can use research to help with this answer.
- Now, look at the mortality and morbidity rates in 2019, what does current data show now?
- Why do you think the data is different? Give some examples.

4. What expectations were there for men and women in the 1970s?

- Where do you think these expectations come from?

Activity

Research old/past advertisements that show inequalities between genders. Think of children toys adverts, cleaning adverts, weight loss adverts.

- Take a screen shot of an image that demonstrates these inequalities and provide an explanation of the advert.

Sociology Word Search Glossary

K V V Y E G O P J R E D N E G	BOURGEOISIE
T S K M S I X R A M B V I U W	SOCIETY
S W O B O U R G E O I S I E X	CLASS
I Y F U N C T I O N A L I S M	GENDER
N Y T I L A U Q E N I O H K B	FUNCTIONALISM
O C X S E V I T C E P S R E P	MARXISM
I L J T O H F E M I N I S M C	SOCIALISATION
T N A N K X N Y T R E V O P S	INEQUALITY
C D N B Y L J M R Y M X Q M T	LABELLING
A M Y T E I C O S S A L C W I	STIGMA
R Z A Q S L T H R H G C H H G	POVERTY
E J B K M G L Q K T W D B P M	INTERACTIONIST
T S O C I A L I S A T I O N A	PERSPECTIVES
N C X K J Y H L N D D C I Y Z	THEORY
I Y R O E H T E P G F B H T S	FEMINISM

Find the key sociological terminology in the word search and then create a glossary by adding definitions to each of the key terms listed below

Bourgeoisie	
Functionalism	
Marxism	
Socialisation	
Labelling	
Stigma	
Interactionist	
Feminism	
Inequality	
Proletariat	



Working in Health & Social Care



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Roles within Health & Social Care

- This qualification can take you into a variety of different roles within the health and social care sectors.
- You may already have an idea of what you want to do as a career, or you may still be undecided.

You may want to go on to university and pursue a career such as nursing, mental health practitioner, social worker, counsellor or paramedic.

You may want to work in the community, specialising in a service such as elderly, dementia, learning disability, mental health, drugs & alcohol or domiciliary care.

Task 1

Research a job role that you are interested in and create a factsheet to include the following:

Position	Essential skills & qualities
Job Description	Qualifications
Responsibilities	Salary



Infection Prevention and Control In Health and Social Care



Key Message: What are micro-organisms?

Micro-organisms are very small living things, that can make you sick.

They are very small and can only be seen using a microscope. It is important to remember; even if you cannot see these micro-organisms, they are still present.

When they get in our bodies, we do not know that we have it until symptoms start to arise, because our cells are being attacked.

Questions:

Can we see micro-organisms?



What are the different types of micro-organisms?

Key Message: Micro-organisms are everywhere!

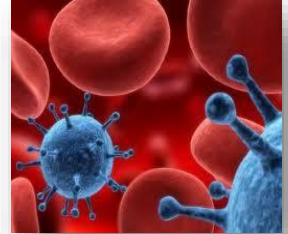
Microorganisms are everywhere. They are in the air we breathe, in the soil, on our desks, on the floor, on toys. They can sometimes be found in water and food but most importantly, micro-organisms are on our hands.

They get on our hands when we touch things that have germs on them; when we use the bathroom, go outside, touch animals. It's important to wash our hands often to remove micro-organisms from our hands.

Questions:

Where can we find micro-organisms?

Are micro-organisms on our hands?



Key Message: How do micro-organisms get on our hands?

There are two ways in which germs can get onto our hands. The first way is by coughing or sneezing into them, putting our fingers in our mouth or nose and even when we forget to wash our hands after using the bathroom.

The second way germs can get onto our hands is through objects. Germs can hide on objects because a person coughed or sneezed on them or if a person had germs on their hands and touched the objects. Germs can stay on objects for a very long time.

Questions:

How do micro-organisms get on our hands?

What are some things we can do to make sure we do not get micro-organisms on our hands?

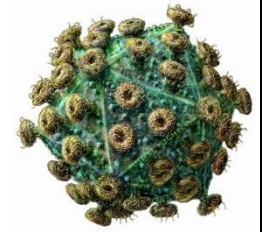


Key Message: How do micro-organisms get inside our bodies?

Micro-organisms get inside your body through the nose, mouth and eyes. If someone is coughing or sneezing, we can breathe them in. They can get inside your body if you have not washed your hands before eating your lunch.

Finally, micro-organisms could get inside your body by rubbing your eyes and not having washed your hands. Remember, if you have not washed your hands, you should not be touching your nose, mouth or eyes!

Questions:



Provide examples of how micro-organisms get inside your nose, mouth and eyes.

What can you do to prevent micro-organisms from getting inside your body?

Key Message: Micro-organisms make us sick.

When micro-organisms get inside the human body, they can make us unwell. Our body is equipped with white blood cells – whose job it is to fight off infection. Sometimes that can cause a fever (high temperature). When the infection starts to spread, we start feeling unwell.

Some micro-organisms cause stomach aches and vomiting, others cause a sore throat, runny nose and cough. When we are unwell, our body needs a lot of rest and fluids.

Questions:

Have you ever been sick? How did you feel?

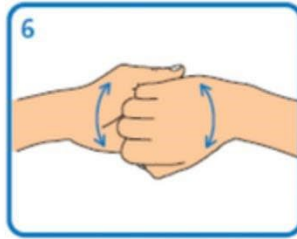


What are things you can do when you are unwell?

Handwash to Bohemian Rhapsody!!!



Because I'm easy come,
easy go, little high, little
low



Any way the wind blows
doesn't really matter to
me, to me



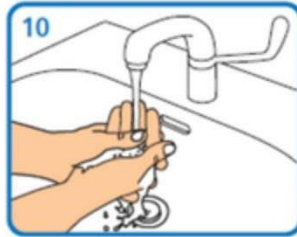
Mama, just killed a man



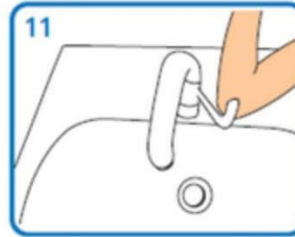
Put a gun against his
head, pulled my trigger,
now he's dead



Mama, life had just begun



But now I've gone and
thrown it all away



Mama, ooh, didn't mean
to make you cry



If I'm not back again this
time tomorrow

For those who prefer OASIS check out Liam handwashing!!

<https://www.youtube.com/watch?v=JQsKZfsp5y8>

WORK EXPERIENCE

Work experience is an integral part of your course that we will need you to begin before the October half term starts. To support with this process when we see you in the summer for your induction day we will need you to bring some of the information below to support your DBS. More details will be sent to you nearer the time but if you can start to think about it then it will really help to speed the process up. We have work-experience co-ordinators that can help but if you start to look at where you might like to go to local to where you live and be prepared to bring that information with you.

ID Documents required for DBS Certificate

You will need to provide a minimum of 3 documents. The more documents you provide the easier it will be to complete the form. You must provide at least 1 from the 4 listed here:

- ◆ Birth Certificate
- ◆ Any current and valid passport
- ◆ Biometric Residence Permit
- ◆ Driving Licence (Photo card and counterpart) full or provisional

If you provide 2 from the above list you will need to provide 1 from the list below (which must be dated within the last 3 months). If you only have 1 from the above list you will need to provide 2 from the list below:

- ◆ Adoption Certificate
- ◆ Bank or Building Society Statement (issued within 3 months)
- ◆ Credit Card Statement (issued within 3 months)
- ◆ Utility Bill (issued within 3 months)
- ◆ Benefit Statement eg Child Benefit, Housing benefit etc.
- ◆ EU National ID card
- ◆ Cards Carrying the PASS accreditation log
- ◆ Letter from Head teacher—UK used for 16-19 yr olds in full time education.

If you have a National Insurance number you will need to put this on your DBS application also. If you require additional information please call Debbie Fitton on 0161 280 8427.

There is also a uniform for placement that you will need to order but we can go through this at induction. Details below are for your information.

Cherokee Scrub Top – Caribbean Blue £19.00 (Includes vat & logo) Home Delivery £4.79

