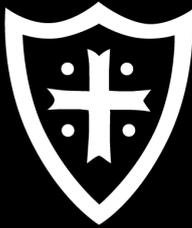


Course  
Transition

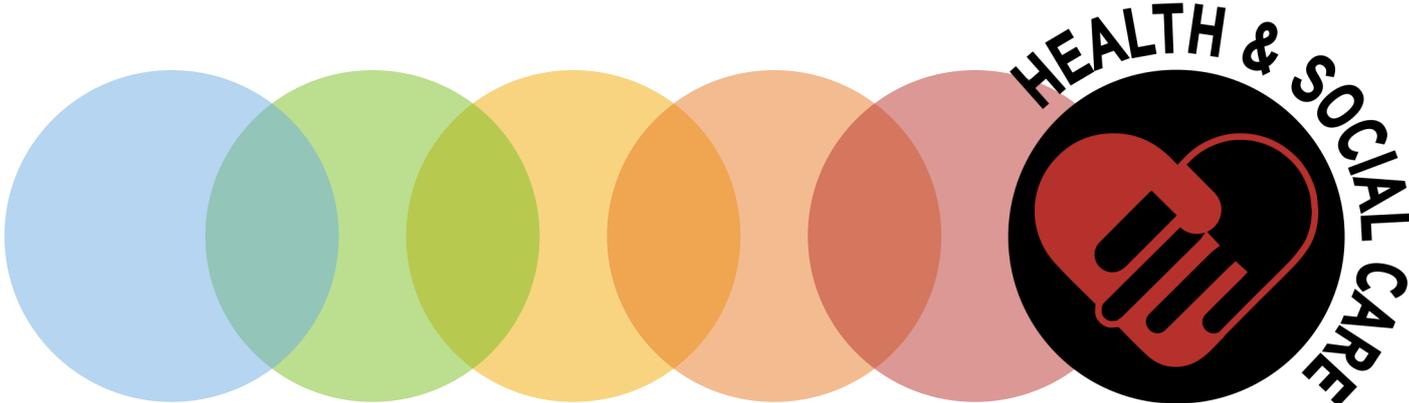


**Bridging the Gap**  
*from School to College*



**Warlingham**  
Sixth Form College

**Year 11 > Year 12 Transition**  
**Summer Term 2021**  
**CTEC Health & Social Care**



# TABLE OF CONTENTS

	Page No
	Course Overview 1
	Our Expectations 2
	Using Cornell Notes 3
	Complete 4
	Review and Revise 5
	Watch 6
	Listen to 7
	Read 8
	Research 9
	Appendices / Resources 10



# COURSE OVERVIEW

## **Course Title: Cambridge Technicals Level 3 Extended Certificate in Health and Social Care**

### **What do we study?**

The Health and Social Care sector currently employs 1.48 million people and will have half a million extra jobs available by 2030. As a result, the Cambridge Technicals Extended Certificate in Health and Social Care has been designed in collaboration with experts spanning the breadth of the sector. It focuses on the skills, knowledge and understanding that today's universities and employers demand.

Health and Social Care is an exciting qualification **equivalent to one A Level** which covers areas including equality, diversity and rights in health and social care; health, safety and security in health and social care; anatomy and physiology for health and social care; personalisation and a person-centred approach to care and safeguarding.

You will consider the real impacts to people living with conditions or illnesses such as the social, financial and psychological impacts, not just the signs, symptoms and treatment of faceless conditions or illnesses. You will also learn about the legislation and guidance supporting health and social care, so that you can ensure the people you are working with in the future are not only able to access all the care and support they are entitled to, but are also able to protect themselves from any harm or abuse whilst at work.

### **Units**

The following six units are covered over the two year course:

**Unit 1: Building positive relationships in Health and Social Care** (Coursework)

**Unit 2: Equality, diversity and rights in Health and Social Care** (Written paper, 1 hour 30 minutes)

**Unit 3: Health, safety and security in Health and Social Care** (Written paper, 1 hour 30 minutes)

**Unit 4: Anatomy and physiology for Health and Social Care** (Written paper, 2 hours)

**Unit 10: Nutrition for health** (Coursework)

**Unit 13: Sexual health, reproduction and early development stages** (Coursework)

Please note that all written examinations can be attempted twice.

### **Possible Careers and Higher Education**

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points. Students of Health and Social Care often go onto university/college or into employment in the following areas: nursing, midwifery, radiography, education, police, probation service, social work, mental health, counselling and health promotion.

**Further information from:** Ms S Obmann, Subject Leader of Health and Social Care  
(s.obmann@warlinghamschool.co.uk)



# OUR EXPECTATIONS

## College Expectations for Academic Success

The College will work closely with all students and parents to create a purposeful, creative and stimulating environment in which students are encouraged to fully develop - both academically and personally.

We will expect you to take responsibility for your own behaviour and learning. The current College Committee along with the student body have discussed and agreed that students should commit to:

- Ensuring academic success through regular attendance and punctuality at all required registrations, lessons, supervised study lessons and Inspire Periods. Attendance which drops below 95% reduces Key Stage 5 performance by at least one grade, so it is taken very seriously.
- Completing all set tasks on time to the best of your ability, making full use of study periods and homework to enable you to meet all deadlines.
- Using study time effectively by bringing all required equipment and resources with you and making full and regular use of the College study rooms and LRC, respecting the need for silent studying conditions.
- Working closely with all your teachers to develop an effective working relationship based on mutual respect and discussing your work with them on a regular basis and meeting targets set.
- Developing your skills as an independent, self-evaluative learner and work closely with your tutor in monitoring and discussing your academic progress. As an independent learner, if you miss a lesson, it is your own responsibility to find the teacher and catch up with the work missed.
- Organising your work efficiently and effectively into folders for each subject, making full use of individual subject expectations and using Cornell Notes daily to ensure work in your folders is relevant and meaningful.
- Keeping mobile phones out-of-sight in all classrooms and during assemblies so that lessons are not disturbed and/or important information is missed.
- Attending all parents' evenings and arrange appointments with your teachers to discuss your progress and work.

## Course-specific Expectations for Academic Success

- Willingness to ask questions, share your opinions and ideas
- Being a active learner who is engaged with lessons and set work
- Reading and responding to feedback set out by your teachers
- Strong interest in research around the subject
- Learning exam techniques for Health and Social Care



# USING CORNELL NOTES

The Cornell Notes system is a note-taking system devised by Walter Pauk, an education professor at Cornell University. It is a proven method that establishes a more effective learning process.

It is designed to help the user think and reflect upon the notes they have made as well as making them more useful for revision purposes.

Please [click here](#) to watch a video that explains how to take Cornell Notes properly.

	DATE	MODULE/CLASS	TOPIC
<h2>CUES</h2> <p>(reduce &amp; recall)</p> <p>AIM</p> <p>reduce notes to essential ideas to practice recall</p> <p>WRITE SOON AFTER CLASS</p> <p><u>Step 1.</u> Review NOTES column + pull out:</p> <ul style="list-style-type: none"><li>- key words</li><li>- key concepts</li><li>- authors</li><li>- dates</li><li>- facts</li></ul> <p><u>Step 2.</u> Formulate questions based on your NOTES e.g. what are Pascal's 4 principles of complexity theory?</p> <p><u>Step 3.</u> Write these cues and questions in this column alongside the corresponding NOTES</p>	<h2>NOTES (record)</h2> <p>AIM</p> <p>record as many key points as possible</p> <p>TAKE DURING CLASS</p> <p>What do I write here?</p> <ul style="list-style-type: none"><li>- key words and ideas</li><li>- important dates/people/places</li><li>- diagrams/charts</li><li>- formulas</li><li>- examples/case studies</li><li>- critique - strengths/limitations</li></ul> <p>Top tips</p> <ul style="list-style-type: none"><li>- use bullet points instead of full sentences</li><li>- use symbols and abbreviations</li><li>- leave a line between ideas</li><li>- don't mindlessly copy from the slides or textbook - write in your own words where possible</li><li>- use a method that works for you. Take notes in a format that you understand so you can make sense of them later.</li></ul>		
<h2>SUMMARY (reflect &amp; review)</h2> <p>AIM</p> <p>review the main ideas + reflect on their importance</p> <p>WRITTEN AFTER CLASS</p> <p>Briefly summarise the main points from your notes. This section is useful when searching for info later.</p> <p>Think about:</p> <ul style="list-style-type: none"><li>- why is this info important?</li><li>- what conclusions can I draw?</li></ul>			



# COMPLETE

This transition document has been created to ease you into Year 12 Health and Social Care. The following tasks are designed to inspire you and get you ready for your care studies at Warlingham Sixth Form College.

Please complete the following:

1. Complete the **Review/Revise** activities on this guide.
2. Have a go at doing the **HSC Bridging Unit 2** and **Unit 3** booklets by clicking the following links: [Unit 2](#), [Unit 3](#)
3. Send this work to Ms Obmann and introduce yourself. It would be great to hear from you!
4. Have a look at the **Read, Listen and Watch pages**. Choose any that take your fancy and have a go at reading, listening and watching them! All of these are designed to give you a little extra knowledge and understanding for your studies in Health and Social Care.
5. Have a go at one or a few free courses as suggested on the Research page of this guide.
6. Purchase the **Revision Guide** for this subject.

We are very much looking forward to welcoming you to a new school year and working with you to develop in our subject. If you have any questions feel free to contact the Health and Social Care Team.

## 1) Ms Obmann (Subject Lead)

s.obmann@warlinghamschool.co.uk

## 2) Mrs Sayers (Subject Lead of Psychology and Teacher of Health and Social Care)

c.sayers@warlinghamschool.co.uk





# REVIEW / REVISE

It is highly recommended you complete this revision to give you the best possible foundation for Year 12 studies in Health and Social Care.

## Unit 2: Equality, diversity and rights in Health and Social Care and Unit 3: Health, safety and security in Health and Social Care

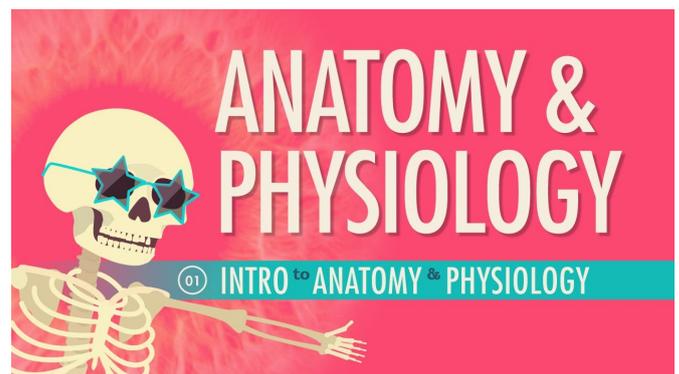
There is a significant overlap between the content learned for the KS4 Cambridge Nationals Certificate in Health and Social Care and the KS5 Cambridge Technicals Extended Certificate in Health and Social Care. As a result, it is recommended that if you took the course, you should review your notes and revision maps for the examined **R021 Essential Values of Care for use with Individuals in Care Settings** unit, particularly in regards to rights, values, legislation, security measures and safety procedures.

If you have not got hold of these resources at home, please click on the following links: [Knowledge Organiser 1](#), [Knowledge Organiser 2](#), [Knowledge Organiser 3](#), [Knowledge Organiser 4](#) and [PowerPoint on legislation](#). Use these links to make Cornell notes and consolidate your knowledge.



## Unit 4: Anatomy and physiology for Health and Social Care (Written paper, 2 hours)

In Unit 4 we learn about all the different bodily systems including: the cardiovascular system, the respiratory system, the digestive system, the nervous system, the endocrine system and the sensory systems. It would be very helpful for you to review any biology or PE notes you have on these systems.



Additionally, you can use the playlist for Crash Course Anatomy & Physiology which is an AMAZING resource!

[https://www.youtube.com/playlist?list=PL8dPuuaLjXtOAKed\\_MxxWBNaPno5h3Zs8](https://www.youtube.com/playlist?list=PL8dPuuaLjXtOAKed_MxxWBNaPno5h3Zs8)



# WATCH

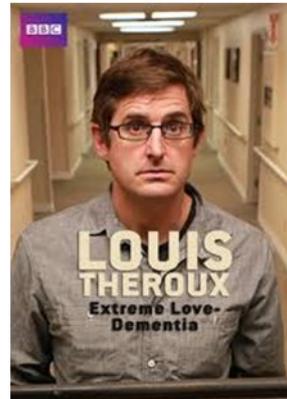
Babies



Marriage Story



Louis Theroux: Extreme Love, Dementia



Five Feet Apart



Brain on Fire



Theory of Everything



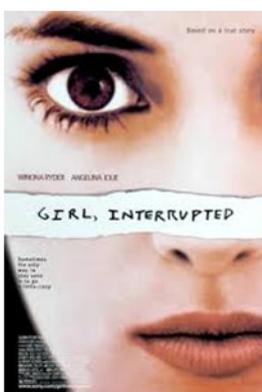
The Children Act



Born to be different



Girl, interrupted



Call the Midwife



Confessions of a Junior Doctor



Pandemic: How to prevent an outbreak



For further suggestions, please [click here](#).



# LISTEN TO

## #46 Why Nursing? With Hope McNulty on **Adulting** by Oenone Forbat

Oenone speaks to Hope McNulty, who is currently finishing her studies to become a nurse. They talk about what nursing really is, how the career differs from our preconceptions and lots more.

<https://podcastgang.com/podcast/adulting-by-oenone-forbat/348064146537882>



## Think Local Act Personal

Caroline Speirs interviews Clenton Farquharson to find out about his experiences as both someone who accesses health and care services as an advocate for people's rights. He offers his insights on what staff working across health and social care can do to work in a more person-centred way and challenges us all to think differently about accessibility, language, the Care Act and of course his beloved Birmingham City FC.

[https://www.thinklocalactpersonal.org.uk/\\_assets/audio/Shifting-the-Centre-of-Gravity-Making-place-based-person-centred-care-a-reality.mp3](https://www.thinklocalactpersonal.org.uk/_assets/audio/Shifting-the-Centre-of-Gravity-Making-place-based-person-centred-care-a-reality.mp3)



**Helpful Social Work** podcast aims to help social workers to learn, think and act with integrity so that people who need social work get help that will transform their lives. Each month we look at topics that matter to social workers.

<http://www.helpfulsocialwork.com/>



**HELPFUL  
SOCIAL WORK**

**The Food Medic** podcast is hosted by medical doctor, personal trainer, blogger, and author, Dr. Hazel Wallace. In this podcast you will hear from leading experts in their field who share evidence based advice on how we can live healthier lives and cut through the confusing information that we find online.

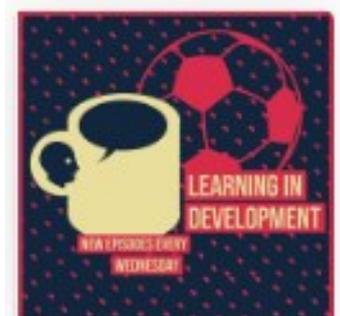
<https://podcasts.apple.com/gb/podcast/the-food-medic/id1397209446>



## Learning in Development

Passionate people exploring and chatting about child & youth development .

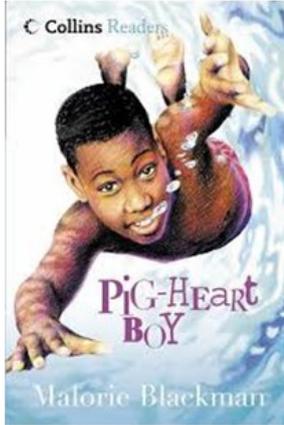
<https://www.listennotes.com/podcasts/learning-in-development-whyatt-osullivan-Q0JZoYiEybT/>



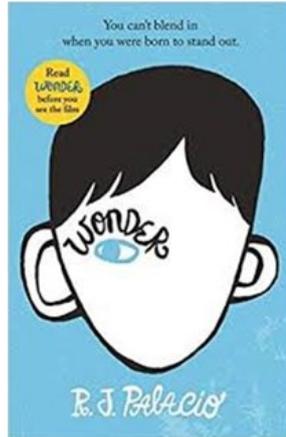


# READ

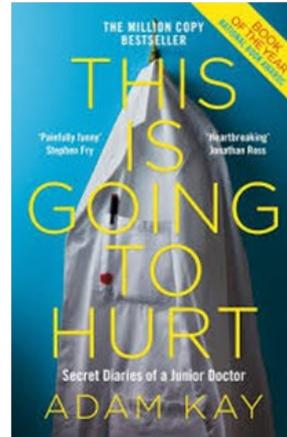
*Pig Heart Boy* by Malorie Blackman



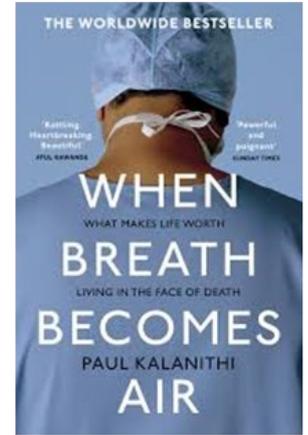
*Wonder* by R.J. Palacio



*This is Going to Hurt* by Adam Kay



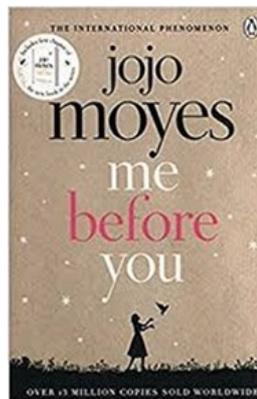
*When Breathe becomes Air* by Paul Kalanithi



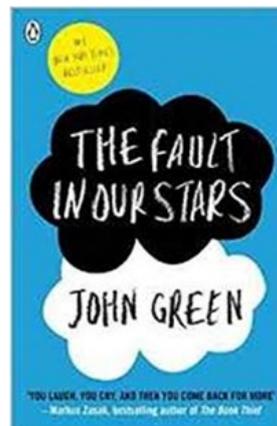
*The Hate U Give* by Angie Thomas



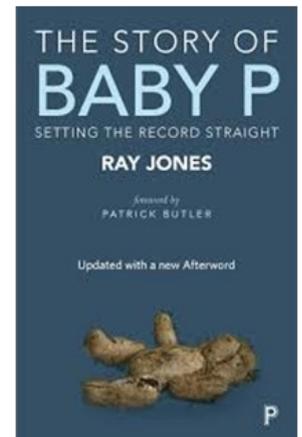
*Me Before you* by Jojo Moyes



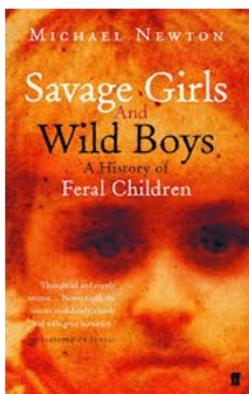
*The Fault in Our Stars* by John Green



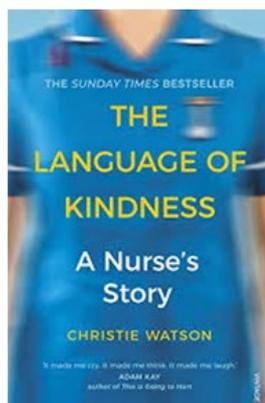
*The Story of Baby P* by Ray James



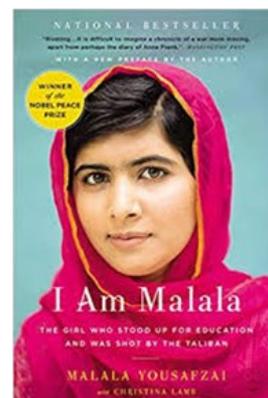
*Savage Girls and Wild Boys* by Michael Newton



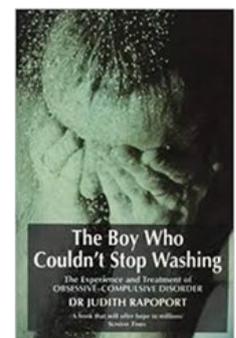
*The Language of Kindness* by Christie Watson



*I am Malala* by Malala Yousafzai



*The Boy Who Couldn't Stop Washing* by Dr Judith Rapoport





# RESEARCH

## Free Online Courses

You are strongly advised to continue to develop your knowledge and understanding in your chosen area of study and beyond, in your time transitioning between Year 11 and Year 12. You now have the opportunity to tailor your learning to your interests and future studies. This is what is more commonly known as **Continuing Professional Development (CPD)** and you will add to it throughout your working life.

To help you prepare for further study, we have put together a list of **free (mainly) online courses** which you may find helpful.



## Why should I study a course?

You really do get out what you put in!

Those who are particularly successful in the Health and Social Care exams and coursework undertake more wider reading and active learning. The same is true of the job market. You may find yourself up against some **serious competition when you go for job interviews.**



Many of the courses we will suggest are **certified** and you will be able to add them to your CV.

The information that you acquire may be useful in **future seminar, discussion or assignment work.**

Finally, you might just enjoy learning something new...

For free courses specific to Health and Social Care, please [click here](#).





# APPENDICES / RESOURCES

The textbook we will use for this course is:

## Cambridge Technicals Level 3 Health and Social Care (2016)

**Authors:** Sarah Rogers, Maria Ferreiro Peteiro, Judith Adams, Mary Riley, Pete Wedlake

**Publisher:** Hodder Education

ISBN: 9781471874765

The recommended revision guide for this course is:

## Cambridge Technicals Level 3 Health and Social Care —My Revision Notes(2018)

**Author:** Judith Adams

**Publisher:** Hodder Education

ISBN: 9781510442306

We are studying the OCR Cambridge Technicals Level 3 Extended Certificate in Health and Social Care. You can find the **specification** and **past papers** on the following website:

<https://www.ocr.org.uk/qualifications/cambridge-technicals/health-and-social-care/#level-3>

