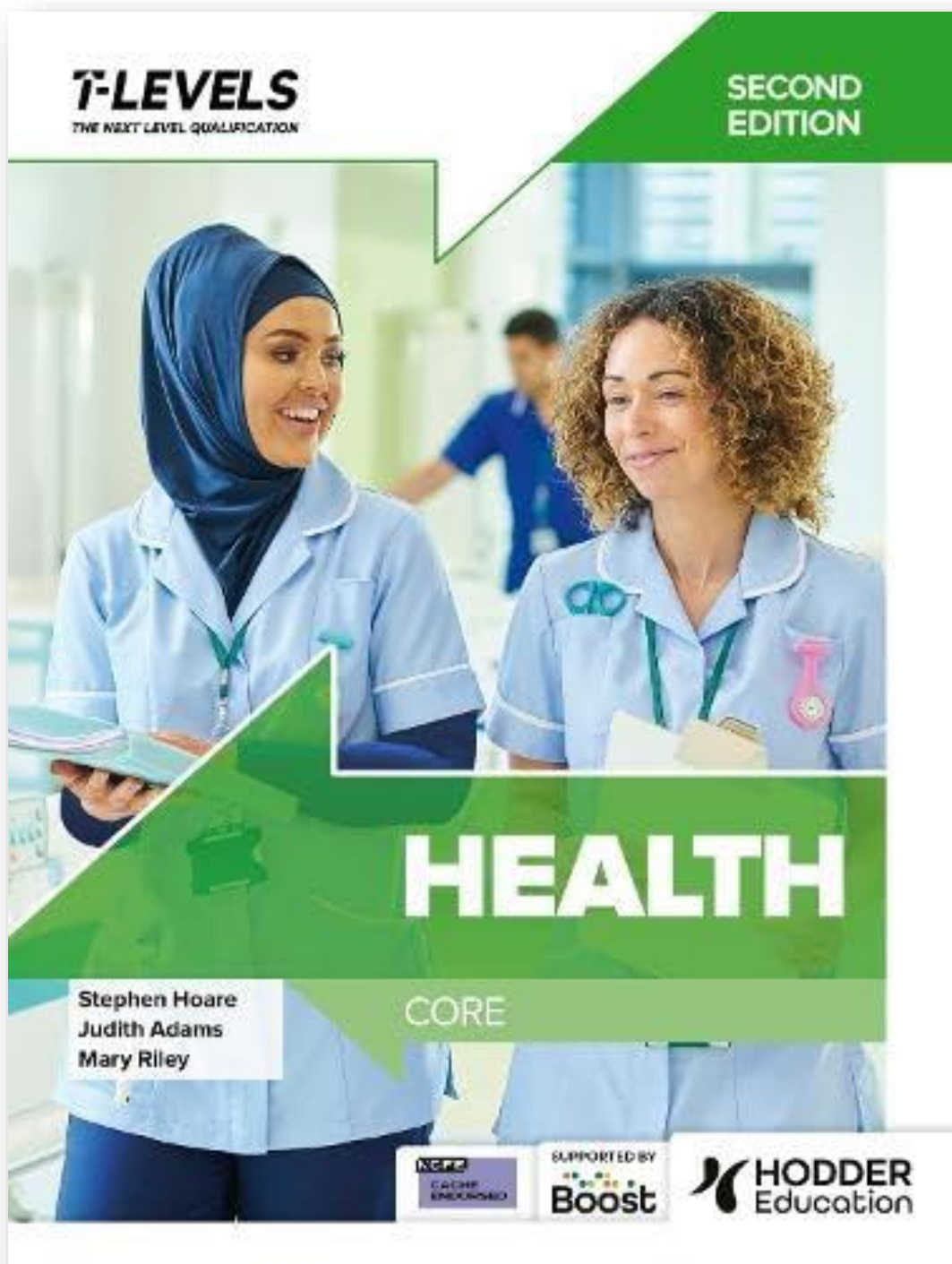


# T-Level Health; Supporting Adult Nursing Induction



Introduction to Sixth Form  
Name: \_\_\_\_\_

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# What will I be studying?

The course in **Year 1** is assessed by two exams, indicated below and you're A3 sheet as the green and blue columns. In addition, there is a written assignment element indicated in the pink column.

The green column is referred to as **Core A** and is about working in the health care sector, which includes topics like person-centred care, legislation, safeguarding and codes of conduct. This is an exam unit – 12<sup>th</sup> June 2025

The blue column is referred to as **Core B** and is the science section of the course, so it looks at physics, chemistry and biology with a large chunk being anatomy and physiology.

The pink column is an assessment called and **ESP, Employer Set Project** and that is an exam task you have 16 hours to complete and involves role play with you as a health care worker and a case study that requires a suitable care plan. This written and videoed evidence of skills.

The final yellow column is of **practical work** which supplements your learning through activities.

T-Level Health Year 1 delivery plan 2024-2025 based on a 17 hours timetable

Core A June Exam [6 & 3 hour split 2 teachers] Working (June 12 <sup>th</sup> 2025) [9 hours a week]	Yr 1	Employer Set Project (ESP) May 12 <sup>th</sup> 2025 (2 hours)	Core B June Exam Science (Jun 19 <sup>th</sup> 2025) [6 hours per week]
<b>A1.4</b> Codes of conduct <b>A5.9</b> Responsibilities of employees <b>A1.1</b> Organisational policies, aims and procedures <b>A2.1</b> Quality standards and audit processes <b>A1.3</b> Principles of clinical practice <b>A1.6</b> The difference in qualifications <b>A1.6</b> Progression <b>A2.2</b> Diversity of employers and organisations <b>A2.2</b> Primary, secondary and tertiary healthcare tiers: <b>A2.3</b> Factors that impact on access and barriers. <b>A2.4</b> Using of different developments in technology. <b>A2.5</b> Origins of the healthcare <b>A3.1</b> Mental Capacity Act <b>A2.6</b> Key principles of the Care Act <b>A3.3</b> Regulatory bodies <b>A2.7</b> Healthcare sector in relation to care provision. <b>A2.7</b> National, organisational and dept policies <b>A2.8</b> Funding <b>A2.8</b> Evidence-based <b>A2.10</b> Multidisciplinary/agency <b>A2.11</b> Job descriptions and person specifications <b>A2.12</b> Career pathway technical, occupational maps <b>A2.13</b> Impact of external factors <b>A3.1</b> Key legislation and regs <b>A2.3</b> Risk Assessment 5 stages <b>A3.4</b> Hazardous situations <b>A3.3</b> Health and safety of work is promoted <b>A4.1</b> Workplace health and safety regulations, duty of care <b>A4.2</b> Specific health & safety regulations, regulatory bodies <b>A4.3</b> Responsibilities of trained first aiders <b>A4.4</b> Resuscitation rules <b>A4.5</b> Manual handling regulations and training <b>A5.1</b> Good practice in scientific and clinical settings <b>A2.3</b> What is a SOP <b>A5.3</b> Importance of SOPs <b>A7.4</b> cascade SOPs <b>A5.3</b> Impacts of not regularly cleaning <b>A7.8</b> Not servicing kit <b>A7.7</b> Calibrate and test equipment <b>A7.8</b> Escalate concerns <b>A7.9</b> Order and manage stock <b>A7.10</b> Consequences if not <b>A5.1</b> Collect data: quantitative and qualitative methods <b>A5.2</b> Collecting and record info <b>A5.3</b> Detail and legitimacy: <b>A5.4</b> Pro's + cons of sources <b>A5.5</b> Technology recording and data: <b>A5.4</b> Personal Information, Data Protection Act 2018, GDPR <b>A5.6</b> Ensure confidentiality <b>A5.8</b> Restrictions for social media <b>A5.9</b> Pro's + cons if systems integrated working <b>A5.10</b> Security measures <b>A5.11</b> Info not stored securely <b>A9.1</b> Approach to healthcare, person's health, comfort & wellbeing <b>A9.2</b> Recognise the signs and symptoms of pain and discomfort <b>A9.3</b> Working in a person-centred way <b>A9.4</b> Prevention agenda, <b>A9.5</b> Health promotion <b>A9.6</b> Coping/motivation <b>A2.14</b> Approaches <b>A9.7</b> Lifestyle choices <b>A9.8</b> Holistic approach to healthcare <b>A9.9</b> Purpose of signposting individuals to interventions <b>A1.1</b> Aspects of care requirements in different life stages <b>A1.2</b> Supporting people to <b>A9.10</b> Impact of the ageing process. <b>A1.1</b> Role in relation to record keeping and audits. <b>A6.2</b> Personal Information is collected <b>A6.3</b> Types of Information. <b>A6.4</b> Abbreviations <b>A6.5</b> Reporting systems <b>A6.6</b> Share info. <b>A6.7</b> Formats for the sharing of information <b>A6.8</b> Record keeping <b>A6.4</b> Physical and mental function <b>A6.5</b> Values; NHS constitution <b>A6.6</b> Person-centred Agenda <b>A6.7</b> Communication techniques <b>A6.8</b> Relevant legislation <b>A6.9</b> Person-centred care <b>A6.10</b> Mental health conditions <b>A6.11</b> Promote self-care. <b>A6.12</b> Death and bereavement <b>A6.13</b> Professional dying phase <b>A6.14</b> Bereavement + families <b>A6.15</b> & Cs compassion <b>A6.16</b> Promoting the & Cs demonstrating person-centred care skills <b>A6.17</b> Safeguarding in relation to providing person-centred care <b>A6.18</b> Importance of managing relationships and boundaries	<b>DBS admin</b> <b>Planning research, how to source information Task 1</b> <b>CNS national statistics (B1.25, B1.26 and A9.5)</b> <b>Local Health Profiles: CSS</b> <b>Public Health England</b> <b>Make Every Contact Count (A9.6)</b> <b>NICE Introduction (A11.2)</b> <b>Guest speaker in (to motivate)</b> <b>Core planning, person-centred approach Roper-Logan Theory</b> <b>Meeting individuals physical, intellectual, emotional, social and cultural needs (A8.4 &amp; A9.8)</b> <b>Multidisciplinary Teams, what what's why? when? (A2.10)</b> <b>Overview of capacity (A8.1) and B2 health conditions eg. Parkinson's (B2.19) or diabetes (B2.16)</b> <b>Support specific charity support Task 2B</b> <b>CSS Harvard referencing</b>	<b>B1.1</b> Principles of cell theory <b>B1.2</b> The different types of cells that make up living <b>B1.3</b> The structure and function of the organelles. <b>B1.4</b> The function complex multi-cellular organisms <b>B1.11</b> The cell surface membrane, exchange, transport. <b>B1.5</b> Light microscope, calculation magnification <b>B2.5</b> Components, functions cardiovascular system <b>B2.6</b> The process of the cardiac cycle. <b>B2.7</b> coronary heart disease (CHD), biology and Impact <b>B2.8</b> Components and of the respiratory system <b>B2.9</b> Asthma and COPD <b>B2.10</b> Chronic obstructive pulmonary disease (COPD) <b>B2.11</b> Volume ratio affect the rate of exchange <b>B2.11</b> Components, functions of the digestive system. <b>B2.13</b> Molecular structures of the large <b>B2.12</b> Cellular transport absorb glucose + amino acids. <b>B1.3</b> Functions of enzymes <b>B2.13</b> Crohn's disease, the biology and Impact <b>B2.6</b> Components, functions of reproductive systems <b>B2.7</b> The role of hormones <b>B2.8</b> Endometriosis, the biology and Impact <b>B2.9</b> The process of in-vitro fertilisation (IVF) <b>B1.4</b> Function of mitosis in nuclear division within cells <b>B1.7</b> Purpose of each stage of the cell cycle <b>B1.12</b> Deoxyribonucleic acid (DNA), (RNA) <b>B1.13</b> Relationship between DNA and RNA <b>B2.1</b> Structure, function of the musculoskeletal system <b>B2.2</b> The process of muscle contraction <b>B2.3</b> Rheumatoid arthritis the biology and Impact <b>B2.4</b> Muscular dystrophy disease, biology and Impact <b>B2.10</b> Role and functions of the renal system <b>B2.21</b> and <b>B1.26</b> homeostasis osmoregulation <b>B2.22</b> chronic kidney disease (CKD), biology, Impact	
<b>A9.1</b> Approach to healthcare, person's health, comfort & wellbeing <b>A9.2</b> Recognise the signs and symptoms of pain and discomfort <b>A9.3</b> Working in a person-centred way <b>A9.4</b> Prevention agenda, <b>A9.5</b> Health promotion <b>A9.6</b> Coping/motivation <b>A2.14</b> Approaches <b>A9.7</b> Lifestyle choices <b>A9.8</b> Holistic approach to healthcare <b>A9.9</b> Purpose of signposting individuals to interventions <b>A1.1</b> Aspects of care requirements in different life stages <b>A1.2</b> Supporting people to <b>A9.10</b> Impact of the ageing process. <b>A1.1</b> Role in relation to record keeping and audits. <b>A6.2</b> Personal Information is collected <b>A6.3</b> Types of Information. <b>A6.4</b> Abbreviations <b>A6.5</b> Reporting systems <b>A6.6</b> Share info. <b>A6.7</b> Formats for the sharing of information <b>A6.8</b> Record keeping <b>A6.4</b> Physical and mental function <b>A6.5</b> Values; NHS constitution <b>A6.6</b> Person-centred Agenda <b>A6.7</b> Communication techniques <b>A6.8</b> Relevant legislation <b>A6.9</b> Person-centred care <b>A6.10</b> Mental health conditions <b>A6.11</b> Promote self-care. <b>A6.12</b> Death and bereavement <b>A6.13</b> Professional dying phase <b>A6.14</b> Bereavement + families <b>A6.15</b> & Cs compassion <b>A6.16</b> Promoting the & Cs demonstrating person-centred care skills <b>A6.17</b> Safeguarding in relation to providing person-centred care <b>A6.18</b> Importance of managing relationships and boundaries	<b>Feedback</b> <b>Effective critical evaluation of core plans, Group task, analysis and give feedback on core plans practice, Task 3A C5 &amp; C52</b> <b>Tasks 1-3a</b> <b>Mock exam Task 1 - 3 hours</b> <b>Mock Interview Task 2a-3 hours</b> <b>Digital skills to develop a presentation, notes page Task 3a, recorded and reflective reviews to improve C52 C54</b> <b>Presentations of Core A/B content C56</b> <b>Task 3B practice, reviewed</b> <b>Review of reflective journal use</b> <b>Revise Gibbs reflective cycle, complete feedback and developing feedback</b> <b>Improvement plans Reflection and evaluation</b> <b>Task 4 C54</b> <b>Bring it together, SEP</b> <b>Mock 2b healthcare plan - 2.5 hours</b>	<b>[[&lt;44 hours only for Dec]]</b> <b>B2.6</b> Components, functions of reproductive systems <b>B2.7</b> The role of hormones <b>B2.8</b> Endometriosis, the biology and Impact <b>B2.9</b> The process of in-vitro fertilisation (IVF) <b>B1.4</b> Function of mitosis in nuclear division within cells <b>B1.7</b> Purpose of each stage of the cell cycle <b>B1.12</b> Deoxyribonucleic acid (DNA), (RNA) <b>B1.13</b> Relationship between DNA and RNA <b>B2.1</b> Structure, function of the musculoskeletal system <b>B2.2</b> The process of muscle contraction <b>B2.3</b> Rheumatoid arthritis the biology and Impact <b>B2.4</b> Muscular dystrophy disease, biology and Impact <b>B2.10</b> Role and functions of the renal system <b>B2.21</b> and <b>B1.26</b> homeostasis osmoregulation <b>B2.22</b> chronic kidney disease (CKD), biology, Impact	
<b>A10.1</b> Techniques infection control <b>A10.2</b> handwashing steps <b>A10.1</b> Disinfecting <b>A10.4</b> Procedures for cleaning, <del>sterilisation</del> <b>A10.5</b> Antimicrobial resistance <b>A1.1</b> Safeguarding, the key principles of safeguarding <b>A1.2</b> Legislation, policies, procedures support the safeguarding <b>A1.3</b> Vulnerable to harm or abuse: <b>A1.4</b> Different types of abuse and harm <b>A1.5</b> Types of protective signs of abuse, or harm <b>A1.6</b> Action to take if abuse is suspected or disclosed <b>Mock A and Mock B revision</b>	<b>Mock A and Mock B revision</b>	<b>B1.4</b> Microorganisms <b>B1.5</b> Types of pathogen and conditions/disease <b>B1.14</b> Ways in which pathogens may enter the body <b>B1.7</b> Infectious diseases <b>B1.16</b> Definition of an antigen and an antibody <b>B1.19</b> & <b>B1.20</b> Body's response to invasion <b>B1.21</b> Cell-mediated immunity and antibody immunity <b>B1.8</b> T/B cells <b>B1.21</b> Physiological measurements, parameters <b>B1.23</b> Bodily reacts to injury and trauma <b>MOCK EXAM</b> <b>B1.24</b> Considerations of using (MRI) scanning	
<b>A11.7</b> Action to reduce the chances of abuse: <b>A1.1</b> Meaning of patient safety and clinical effectiveness <b>A1.9</b> Radicalisation, signs, the Prevent strategy <b>A1.10</b> Importance of positive behaviour, maintain safety <b>A1.11</b> Types of support for managing positive behaviour <b>A1.12</b> Conflict of Interest, honest acting with integrity		<b>B2.30</b> Difference between benign, malignant tumours <b>B2.31</b> Development, impact, management of cancer <b>B2.32</b> Epidemiology and specific terminology <b>B1.26</b> Epidemiology Information and evaluate strategies <b>B1.27</b> Health promotion helps to prevention and control <b>B2.28</b> Homeostasis terminology revision <b>B1.30</b> Classification systems of diseases and disorders <b>B1.31</b> Types and properties of ionising radiation <b>B1.32</b> Definitions of half-life <b>B1.33</b> International system of units (SI) <b>B1.34</b> Convert units of measures. <b>B1.35</b> Using significant figures and science notation	
<b>Map up</b> <b>Mock A&amp;B exam practice and ESP 2 weeks practice</b> <b>MOCK EXAMS</b>	<b>April</b>	<b>(EASTER)</b> <b>ESP pre-release 4<sup>th</sup> April 2025</b>	
<b>Revision</b> <b>Mock A &amp; B Exam Practice</b> <b>ESP tasks</b>	<b>May</b>	<b>ESP Tasks 12<sup>th</sup> - 23<sup>rd</sup> May 2025</b> <b>16.5 hours</b> <b>Revision for exams</b>	<b>Mocks and target revision in between ESP assessments</b>
<b>Mock practice and targeted revision</b> <b>Exams v Core A 12<sup>th</sup> June 2025 2.5 hours</b>	<b>Jun</b>	<b>Target revision</b>	<b>Mock practice and</b> <b>Core B 19<sup>th</sup> June 2025 2.5 hours</b>



# NETFLIX

Babies



Heal (USA)



Louis Theroux:  
Extreme love,  
Dementia



Five Feet Apart



Brain on Fire



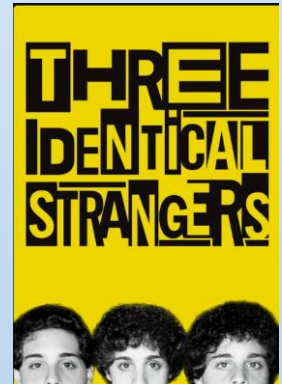
Theory of  
Everything



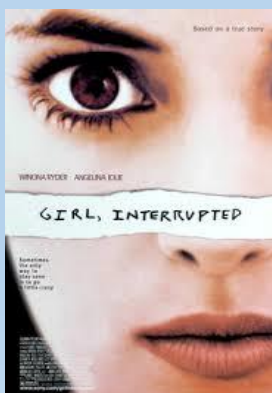
Humans;  
Body Systems



Three identical  
strangers



Girl, interrupted



Call the Midwife



13 Reasons Why



The Game  
Changer (2018)



Recommended Watching for T-Level Health

# Beyond NETFLIX

Elizabeth is Missing



Katie Price;  
Harvey and Me



Jesy Nelson:  
Odd one out



Stacey Dooley  
9-5 Care Home



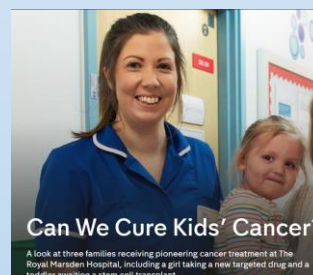
24 hours in  
A&E



Born to be  
different



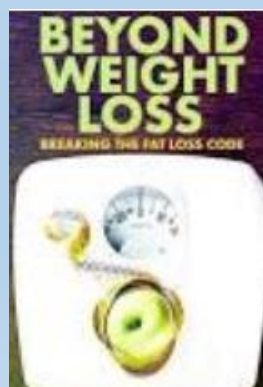
The Royal  
Marsden



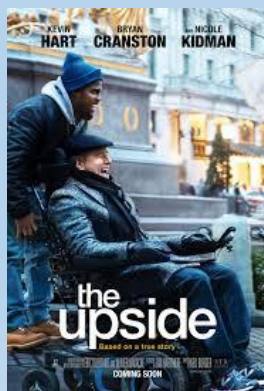
Losing it: Our  
mental health



Beyond weight  
loss



The Upside



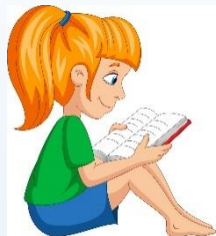
ALLELUJAH



Miss you  
Already

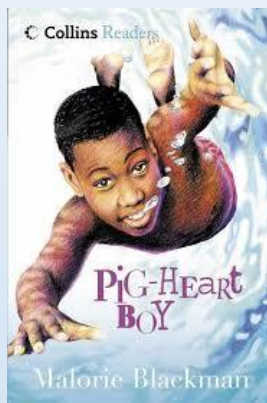




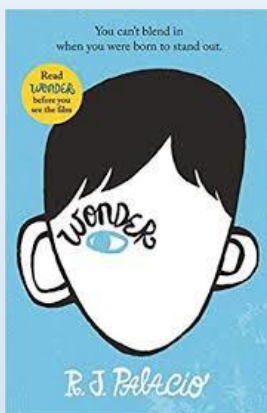


# Beyond NETFLIX

**Pig Heart Boy by  
Malorie Blackman**



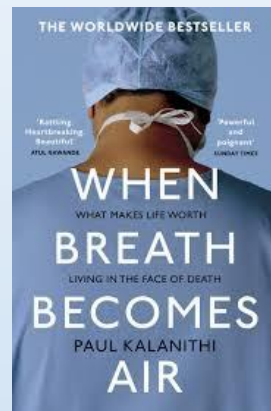
**Wonder by  
R.J. Palacio**



**This is Going to  
Hurt by Adam  
Kay**



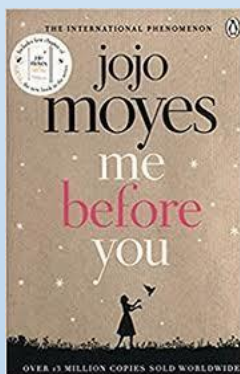
**When Breathe  
becomes Air by  
Paul Kalanithi**



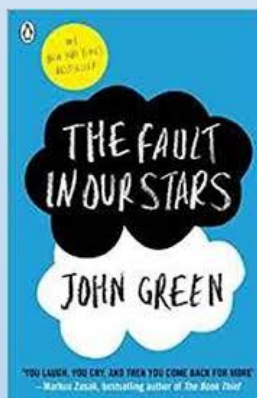
**The Hate U  
Give by Angie  
Thomas**



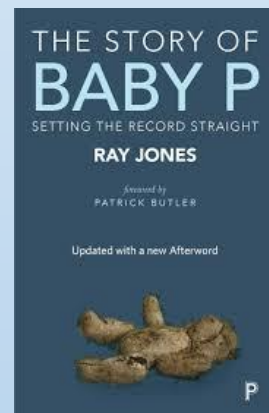
**Me Before  
you by Jojo  
Moyes**



**The Fault in Our  
Stars by John  
Green**



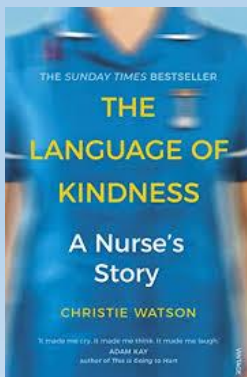
**The Story of Baby  
P by Ray James**



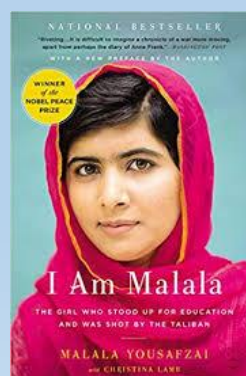
**Katie Price; Harvey**



**The Language of  
Kindness by  
Christie Watson**



**I am Malala by  
Malala  
Yousafzai**



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



**Recommended Reading for T-Level Health**  
Yes some of these are also films, if you prefer!

Resources: <https://www.resources.com/teaching-resources/shop/HSCresources>

# Beyond NETFLIX



Follow

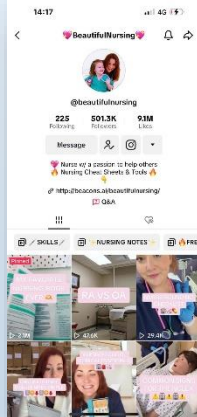


Follow

@midwifemama



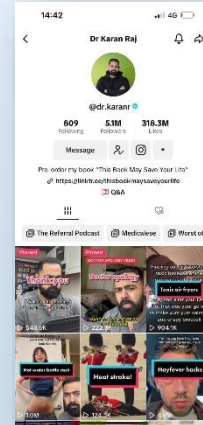
@beautifulnursing



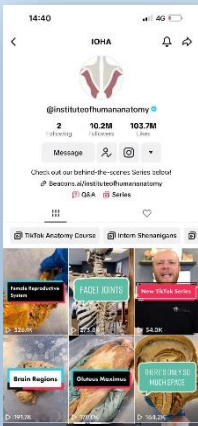
@leilaincredible



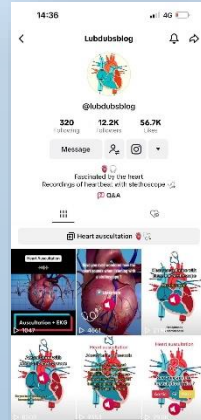
@dr.karanr



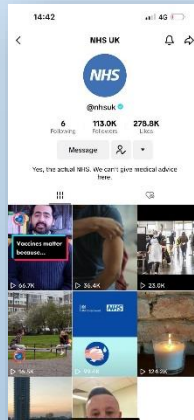
@instituteofhumananatomy



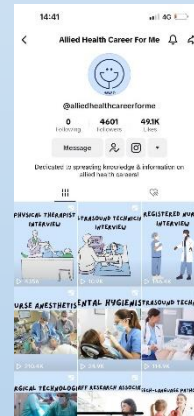
@lubdubsblog



@nhsuk



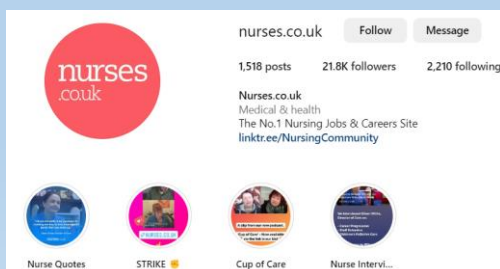
@alliedhealthcareforme



Instagram

Nurses.co.uk

@nursezara\_uk



If you have any others, you think are good, let us know 😊

# Health and Social Care in the Media



It is important to have a **broad understanding** of health care and social issues which affect services and professionals working for the NHS. One way of raising your awareness is to **prepare you before your course** starts with summer learning using different forms of media.

Your task is to pick...

- 2 Films
- 1 Book
- 2 Documentaries

You are then tasked with writing a report which is to be a minimum of half an A4 page with the following title: **'Discuss the issues [in the film/book or documentary] and impact on health care provision'**

You must watch or read using examples on the previous slides or another media resource relevant to your learning.

Consider the following:

- What issues, if any, are being raised in the stimulus? E.g. dementia
- How does the stimulus present health? E.g. care for people with dementia
- Explain why the topic of the media source is relevant to your learning and whether you think it is helpful and why?

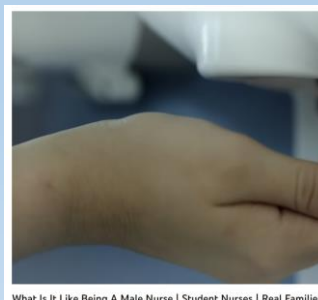
This list is NOT exhaustive there may be other questions/ideas you wish to consider as you watch or read – it would be lovely to share with us all.



Barbara, the whole story



BBC Mental A History of the Madhouse FULL DOCUMENTARY



What is It Like Being A Male Nurse | Student Nurses | Real Families



# Learning Log

Record here any additional reading/viewing you are undertaking in order to show what you have been completing in order to prepare you for the course. Use the reading list on the previous slides you have been given for guidance on what you could you watch/read/research

Date	Title	Summary of content	My thoughts

# GLOSSARY

**Task:** Research and define the following words which are words you will need to use correctly. Then, end column summarise the term visually to help you remember it.

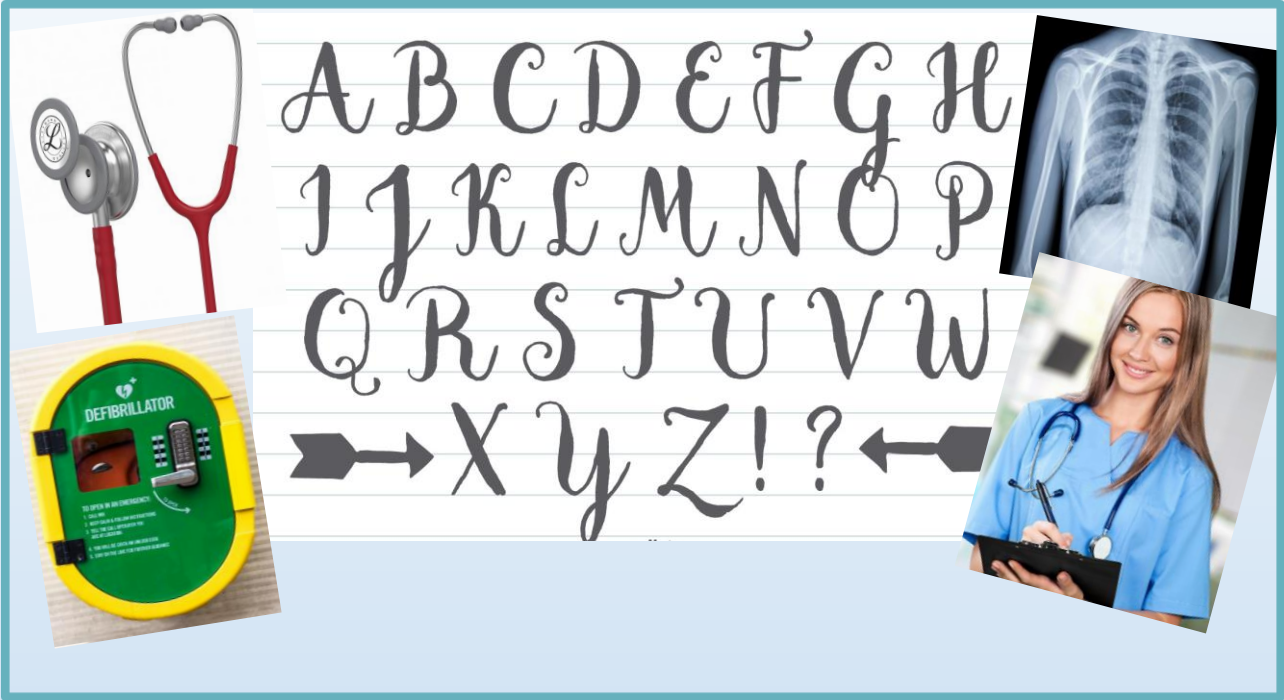
Term	Definition	Pic/image/draw
Adolescence		
Advocate		
Attachment		
Care package		
Clinical Commissioning Groups (CCGs)		
Discrimination		
Diversity		
Empathy		
Ethical		

# GLOSSARY

Term	Definition	Pic/image/draw
Fine Motor Skills		
Growth		
Holistic Approach		
Multi-disciplinary team		
Nature		
Nurture		
Risk Assessment		
Safeguarding		
Self-Esteem		

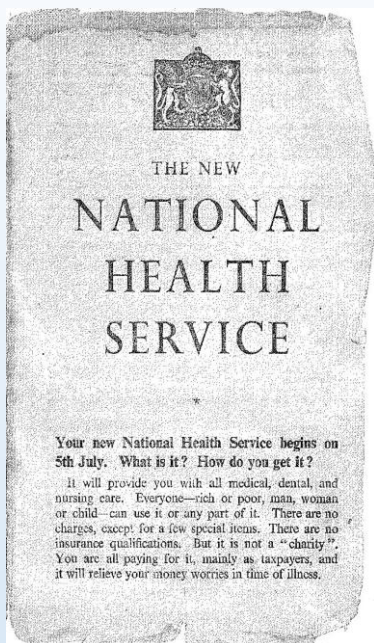


Research a list of Health and Social Care jobs/ medical terms for each letter of the alphabet



A  
B  
C  
D  
E  
F  
G  
H  
I  
J  
K  
L  
M

N  
O  
P  
Q  
R  
S  
T  
U  
V  
W  
X  
Y  
Z



## History of the NHS

Make a leaflet outlining the history of the NHS

Include sections on:

- Healthcare before the NHS
- When/ why the NHS was produced
  - What the NHS does
- Significance of the NHS
- How is the NHS different in other countries



### The Beveridge Report, 1942

In 1942, a plan had been presented by William Beveridge, a senior civil servant, detailing key areas for post-war reconstruction, aimed at establishing a national system of welfare for the people. It identified 'five giants' that were to be overcome: want, disease, ignorance, squalor and idleness.

When the Beveridge Report first appeared, it was welcomed by all the parties. There was broad agreement that protection needed to be provided for all members of society, and so when Labour came to power in 1945, they implemented the proposals in this report, thereby establishing the welfare state, a system which all governments after 1951 accepted in its essentials. This common acceptance became known as **consensus**.

Giant	The 1945 Labour Government's Solution
Want	To be ended by National Insurance. The National Insurance Act created a system whereby the government, employers and employees all paid for insurance which would pay out in the event of unemployment, sickness, maternity and retirement.
Disease	To be ended by a comprehensive health service. The National Health Service Act provided free medical and hospital treatment for all (the NHS).
Ignorance	To be ended by an effective education system. The Labour Party continued to support the Conservative's 1944 Butler Education Act which provided free education within grammar schools, technical schools or secondary schools.
Squalor	To be ended by slum clearance and rehousing
Idleness	To be ended by full employment



## Research task



Chose a professional from the following:

- Midwife
- Paramedic
- Paediatric nurse
- Oncology nurse
- Physiotherapist

You could choose your own idea from health and social care roles if you prefer.

Create a fact file for your chosen job role

You could include:

- A day in the life of.....
- General roles and responsibilities
- Routes into the role/ qualifications required
  - Skills & qualities
  - Average pay
  - Where they work
  - Who they work with

And anything else you think may be suitable



**Build your reference list – record your sources**



On 'The front line' .....

- What does it mean when people talk about being 'on the front line'?

Government declares a 'pandemic' .....

- What does it mean when people talk about the situation as a pandemic?

Job Role	Definition	Roles and Responsibilities
District Nurse		
Auxiliary Nurse		
Palliative Care		
Phlebotomist		
Domiciliary Carer		
Neonatal nurse		



# True or False?

Colour code the statements in order to show if they are true or false.

☐ True

☐ False

A district nurse will only work with the elderly.

A palliative care nurse will get involved with everyone who gets coronavirus.

A midwife works with babies and children up to 5 years

Domiciliary carers provide care in the home.

Only phlebotomists are allowed to take blood.

Auxiliary nurses help support other nurses to do their roles.

# Passport to Sixth Form

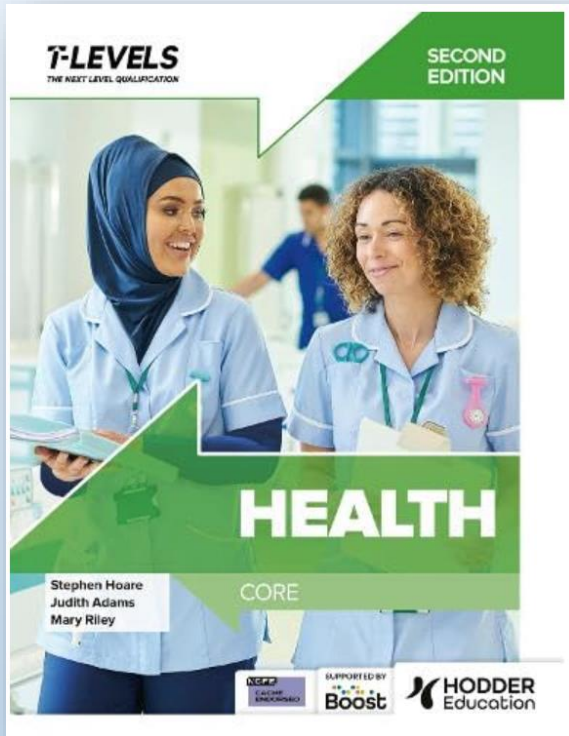
## Check list

**Use this list to make sure you have everything you need to hand in in September in order to start your T-Level Health course.**

- ☐ Report/review on your chosen film, documentary and book in the media, page 7.
- ☐ Complete at least a minimum of 5 sections of the learning log, page 9.
- ☐ Completed glossary of key terms, page 10-11.
- ☐ Filled in A-Z of Health and Social Care, page 12.
- ☐ Job role research from page 14
- ☐ Overview of job roles, page 15
- ☐ DBS evidence for application ahead of placements.
- ☐ Pen case with pens, high lighters, pencil and rubber.
- ☐ A positive attitude, a lovely smile and be ready to be yourself 😊



# Textbooks



amazon

Make sure this is the second edition book

