

OCR Cambridge Technical Health and Social Care

THS Sixth Form

SAFETY
DEVELOPMENT
EQUALITY
CARING
PERSON
HEALTHY LIFESTYLE
ACTIVE
FAMILY
WELLBEING

WORLD
POWER
IMPACTS

MEDIA



Welcome to Health and Social Care

OCR Cambridge Technicals Level 3

You have probably chosen this course, as you are interested in finding out more about a future in health and social care; maybe you are interested in a career in nursing or a therapy of some description. Maybe you are interested in a career in education, maybe you want to enter the police force. Whatever your motivation is for being here and in this session, we are going to explain some of the key ideas you will be learning about over the next two years

If you are passionate about helping people and it is important to you that you make an impact every single day, and then you are on the right course for success. Taking this course in health and social care allows you to nurture your desire to help others, and at the same time, take the vital steps to earning a living.

Remember: the type of help needed in the health and social care industry expands across various sectors, meaning that no matter what your talent is, you will be able to do some good.

This course will offer you an exciting opportunity to fuse the study of health and social care settings into one subject.

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.

We will examine how to offer specific, person-centred care and support and build positive relationships with the people you are working with, so that their needs and requirements are met whilst they maintain control of their own care and support.

We will also learn about the legislation and guidance supporting health and social care, so that they can ensure the people they are working with 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.

What are the OCR Cambridge Technicals?

The Cambridge Technical course is a vocational qualification at Level 3 for students aged 16+. They are designed with the workplace in mind and provide a high-quality alternative to A-levels. Vocational education is not just about results but also about educating people in the knowledge and skills required for employment and for the community as a whole. It is also about developing the behaviours and attributes needed to progress and succeed in education and in work.

The Cambridge Technical in health and social care has been developed to meet the changing needs of the sector, and prepare you for the challenges you will face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technical focuses on the skills, knowledge and understanding that today's universities and employers demand. You will practically apply your skills and knowledge in preparation for further study or the workplace.

Although the course is a mixture of coursework and examination elements, this is by no means an easier option. The course requires you to develop organisation, written and verbal communication and to remain dedicated from start to finish. The students that succeed on the course are those who communicate with their teachers, are organised to meet deadlines and those who are motivated to succeed within academia.

What skills and knowledge will I learn?

- professional and personal skills through interactions with people who work in the sector or require care or support
- theoretical knowledge and understanding to underpin these skills
- specific, person-centred care and support
- the ability to build positive relationships with the people you are working with so their needs and requirements are met whilst they maintain control of their own care and support

You will take six units, made up of mandatory and optional units. The mandatory units cover essential topics such as how to develop effective communication techniques for working in health and social care, equality; diversity and rights in health and social care; health safety and security in health and social care and a biological focus of anatomy and physiology for health and social care.

To give you a broad understanding of health and social care the two optional units we will be pursuing will focus on the first which is sexual health, reproduction and early development stages and second is a unit on nutrition.

How will I be assessed?

Your course is made up of six different modules. Three are tested by an examination and three are assessed by individual portfolio (coursework).

Achievement at unit level is graded as Pass, Merit or Distinction.

Examination units contribute 60% to the qualification grade.

The units studied are below:

Unit number	Unit title	Assessment
Unit 2	Equality, diversity and rights in health and social care	Exam
Unit 3	Health, safety and security in health and social care	Exam
Unit 4	Anatomy and physiology for health and social care	Exam
Unit 1	Building Positive relationships in health and social care	Coursework
Unit 13	Sexual health, reproduction and early stages development	Coursework
Unit 10	Nutrition for health	Coursework

Equivalent Grading

Cambridge Technical Level 3 Award	Overall A Level Grade
Distinction*	A*
Distinction	A
Merit	C
Pass	E

Health, Safety and Security

What does it mean to be 'safe'? Safety and being safe is a basic human need. Consciously or subconsciously, we all take practical steps to stay safe. All individuals have the right to work in a safe environment and individuals who require care or support have a right to be safe in health and social care contexts. As a result, there are responsibilities that practitioners must actively promote in order to provide and maintain a safe environment for colleagues and the individuals who require care and support. This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies with health and social care settings.

Anatomy and Physiology

We eat, we breathe and we control our bodies, as well as responding to the external environment, but why and how? This unit will help you to understand why these essential processes are so important in maintaining life. You will learn about the structure and function of some of the cells and tissues involved, but how they form organs and body systems that then have to interact to ensure that the body can provide the conditions necessary for thought, co-ordination, movement and growth. This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. You will also understand the part played by organs such as the pancreas, liver and kidney. You will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears. Unfortunately, things do go wrong and each system has well-known diseases and disorders. In addition, as individuals grow older, they are likely to be affected by malfunctions because of degeneration. Some of these will simply be inconvenient; others will be life-changers. You will understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible.

Equality, Diversity and Rights

Everyone is different and everyone has rights. Promoting equality and respecting diversity and rights in health, social care and childcare environments is essential in today's very diverse society. Whatever role you have, or aspire to, in health, social care or childcare, an effective practitioner must be able to provide care that meets the needs of individuals and that supports their rights. Many individuals who use health, social care or childcare environments can be vulnerable and dependent on others; this means that practitioners' attitudes, values and prejudices can significantly affect the quality of care individuals who require care or support experience. This unit will help you to understand the implications of diversity on practice and the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice. Strategies used to promote equality, respect diversity and support individuals' rights will be examined. You will develop your ability to recognise both good practice, and discriminatory practice, in care situations. You will develop your judgement and decision making skills to choose appropriate responses to care situations and determine a course of action to promote the equality, diversity and rights of individuals in care settings.

There are instances where students are able to re-take examination units apart from unit 3. The decision regarding retakes will be upon consultation with the teacher.

The examination is graded as Pass, Merit, Distinction. You will be given a target grade for this subject in the same way as you will receive for other A level subjects. If you are not reaching your target grade, we will undertake an intervention program with you.

Individual portfolio units.

There are three units that are portfolio based and you have to successfully undertake a number of independent tasks to complete each unit. Failure to complete any element of this will lead to you not being graded and not gaining a qualification. If you are having problems keeping up it is really important that you speak to your HSC teacher as soon as possible.

Building positive relationships

No work in the health and social care sector is completed in isolation. Professional relationships are paramount to the delivery of safe and effective care and support and 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. This unit aims to introduce you to the many different relationships that you will encounter within the health and social care sector; whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. By doing this unit you will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. You will be introduced to the concept of the person-centred approach, which will help with your relationship building skills.

Sexual health, reproduction and early development

Health and wellbeing is not just relevant when you are an adult; it is just as relevant when you are a child and, as this unit demonstrates, health and wellbeing is of vital importance even before you are born. How can you be sexually healthy? What types of contraception are available? These kinds of questions are essential in contributing to an individual's overall health and wellbeing. The health and wellbeing of an individual who is pregnant and the process of birth is impacted by many factors. How do you care for a new born? What needs does a new born have and how does this differ to a one-year-old? All these questions will be considered in this unit. This unit will look at the development from conception to a one-year-old child. On successful completion, you will have a sound understanding of the importance of sexual health and contraception. You will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.

Nutrition for health

Eating is a daily activity for most of us. How does what we eat impact our health? What is healthy eating? How do we promote healthy eating? As future practitioners, it is important to understand the impact of nutrition on well-being and health. Rising levels of obesity are leading to increases in heart conditions, diabetes and liver disease. To the NHS, the costs of treating ill-health caused by poor diet are soaring. Many health and social care practitioners are involved in the provision of meals, so it is important you understand and can explain good nutrition. This unit introduces nutritional health and the components of good nutrition. You will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.

Staff

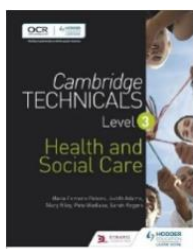
Mr Yates

Reading material

There is a wide range of textbooks appropriate for the teaching of this specification. Students are expected to read widely. It is recommended that students be aware of current state of healthcare and issues reported in newspapers and on television. There is an increasingly wide range of information available on the internet as well as books, the news and from voluntary organisations.

If eligible for the post 16 bursary, materials for the course can be ordered by the school on your behalf via bursary funding. Please ask in the sixth form office for details.

There is information about the course here: [OCR Cambridge Technicals Health & Social Care L3](#)



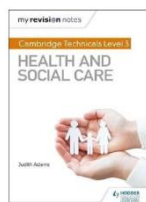
Main textbook

Approved by the Board and published by Hodder:

eTextbook - *Cambridge Technicals Level 3 Health and Social Care*

by Sarah Rogers, Maria Ferreiro Peteiro, Judith Adams, Mary Riley, Pete Wedlake (2016)

ISBN 9781471876783



Revision Guide

My Revision Notes: Cambridge Technicals Level 3 Health and Social Care

By Judith Adams, Hodder Education Group

ISBN 1510442308

Further suggested reading

Jasper M – *Beginning Reflective Practice* (Nelson Thornes, 2003)

McGee P – *Principles of Caring* (Nelson Thornes, 2005)

Miller J – *Care Practice for S/NVQ 3* (Hodder Arnold, 2005)

Nolan Y – *S/NVQ in Health and Social Care: Candidate Handbook* (Heinemann, 2005)

O'Hagan K – *Cultural Competence in the Caring Profession* (Jessica Kingsley, 2001)

Spector A – *Making a Difference* (Hawker, 2006)

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010)

Your teachers will also upload relevant material / links and work on to Teams throughout the course.

Internet

[Community Care](#)

[Department of Health & Social Care](#)

[Equal Opportunities Commission](#)

[Every Child Matters](#)

[Royal National Institute of Blind People \(RNIB\)](#)

[Royal National Institute for Deaf People \(RNID\)](#)

[Skills for Care and Development](#)

[Skills for Health](#)

[The Guardian: Society](#)

Potential Careers

Employment opportunities can be grouped into:

- allied health (e.g. physiotherapy, radiography, occupational therapy)
- ambulance services
- complementary therapies
- dentistry
- health informatics
- health promotion
- healthcare administration and management
- healthcare science (e.g. clinical engineering, biomedical science, pathology)
- medical equipment sales
- medicine (e.g. doctors, surgeons, GPs)
- medical research
- midwifery
- nursing
- nutrition and diet
- optometry and opticians
- pharmacy
- psychological therapies

Potential employers

BUPA
BMI Healthcare
British Red Cross
Skills for Care
Association of British Healthcare Institutes (ABHI)
National Health Service (NHS)
Care Quality Commission
Care UK
Alzheimer's Society
Norfolk County Council

Potential university courses

BA health and social care
BSc health sciences
BSc nursing practice
BSc adult nursing
BSc psychology with counselling
BA childhood and youth studies
BSc mental health nursing
BA social work
BA youth justice studies

Preparation for September

Follow the link to access the [OCR guide to referencing for OCR Technicals](#)

Please bring this booklet with you to your first class in September. Both tasks must be completed before you can start lessons.

Task 1

Please complete one side of A4 for each question. It is said that you are born with the correct skills for caring but that each of us chooses to engage or not engage those skills in our adult life. These skills are known as the “six Cs”. Your task is to research and create an academic leaflet/ poster/ infographic about the “six Cs”. You will need to discuss why they are important and why they underpin the profession.

1. Apply these skills to your own life experience and write an evaluation of your own skill set and use evidence of how you have used the “six Cs” in your own life.

Task 2

1. You are asked to complete a labelled model of one of the body’s systems from Unit 4. To label this correctly you will need to become familiar with the [OCR anatomy and physiology support guide](#) and the listed components to ensure each one is correctly identified.

There are many options for this: paper mache, salt dough, cardboard – be creative!

2. To accompany your model, you will need to produce one side of A4 to explain the function of the different parts of the model. In addition you will need to identify and explain one **malfunction** which could occur in this system e.g. eye = retinopathy. You will need to access the [OCR anatomy and physiology delivery guide](#) to know which malfunctions to focus on.

You may choose from the following:

- brain
- circulatory system
- digestive system
- liver
- kidney
- eye
- ear
- brain
- lungs
- a joint (including muscles and bones)
- a bone

We are really looking forward to working with you!