



Accredited

**OCR LEVEL 2  
CAMBRIDGE TECHNICAL  
CERTIFICATE/DIPLOMA IN  
HEALTH AND  
SOCIAL CARE**

**HEALTH AND SOCIAL CARE  
SERVICES**

**H/600/6886**

**LEVEL 2 UNIT 10**

**GUIDED LEARNING HOURS: 60**

**UNIT CREDIT VALUE: 10**

# HEALTH AND SOCIAL CARE SERVICES

H/600/6886

LEVEL 2 UNIT 10

## AIM OF THE UNIT

Many learners will be considering careers within health and social care and this unit introduces them to the different types of service provision available within health and social care. It considers how central government policies impact on local health and social care provision. The unit aims to provide an overview of types of services, barriers which could affect access to services and differing job roles which exist within these services.

## PURPOSE OF THE UNIT

Every service that exists within health and social care belongs to one of four types of provision ie. Statutory, voluntary (third sector), private or informal. Learners will investigate the availability of health and social care services in their local area and identify which services belong to which type of provision. Learners will find out about how decisions made at central government level can impact on local services and affect the type, quality and quantity of services provided.

Health and social care services are available in each locality and most people are able to use them without any difficulties. However there are reasons why some people are unable to access the services they need, these reasons are known as barriers. Learners will be able to consider the consequences for those individuals who are unable to access services due to cultural, psychological or geographical barriers for example.

There is a wide variety of job roles within health and social care and this unit enables students to explore two different job roles and consider the skills and qualities required. They will also evaluate the different ways of training and or qualifying for a certain job role e.g. academic and vocational pathways.

Learners will gain awareness that rarely do individuals work in isolation within health or social care and this unit will enable them to develop an understanding of partnership and interagency working. Learners will have the opportunity to consider how and why certain practitioners and agencies work within a partnership for the benefit of people who use services.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner will:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know key elements of health and social care services	P1 identify the key elements of health and social care services	M1 describe government policy that affects health or social care services	
2 Know barriers to accessing health and social care services	P2 identify the main barriers to accessing health and social care	M2 describe possible effects of barriers on people who use services	
3 Understand principles of partnership in health and social care	P3 explain the benefits of interagency partnerships		D1 review a case where effective partnership working could have, or did, affect the outcome for a person who uses health or social care services
4 Understand requirements for job roles in health and social care	P4 explain the skills required for two different job roles in health and social care		D2 evaluate qualification pathways available for job roles in health or social care

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### 1 Know key elements of health and social care services

- *Types of Provision:* statutory, voluntary (third sector), private, informal
- *Organisations involved in health and social care:* (e.g. social services, NHS; Strategic Health Authorities; NHS Trusts; primary health care; secondary healthcare; tertiary health care; mental health trusts; children's trusts)
- *Health and social care settings:* hospitals, hospices, fostering arrangements, residential homes, day centres, Sure Start, domiciliary support; how different settings provide different services according to need
- *Relevant and current government policy:* (eg. Every Child Matters; Current NHS reforms, Surestart, Children Act; NHS and Care in the Community Act: Equality Act).

### 2 Know barriers to accessing health and social care services

- *Barriers:* physical; financial; geographical location; cultural; individual preferences; social class; psychological; language/communication.

### 3 Understand principles of partnership in health and social care

- Partnership/inter-agency/multi-disciplinary working (e.g. users of services forums; voluntary and statutory sector liaison; integrated workforce agenda)
- *Purposes/benefits:* (e.g. holistic approach; identification of common aims; promotion of integration; reduction of duplication; pooling of resources; maximisation of expertise; ensuring a consistent approach; overcoming barriers).

### 4 Understand requirements for job roles in health and social care

- *Job role requirements of:* (e.g. nurse, mental health nurse, midwife, health visitor, nursing assistant, doctor, dentist, optician, pharmacist, dietician, paramedic, hospital play worker, occupational therapist, physiotherapist, medical laboratory technician, medical receptionist, cleaner, porter, social worker, manager of residential home, care assistant, community workers, mobile meals staff, family support worker, assistant youth worker, counsellor, childminder, nursery nurse, nanny, foster parent, operating department practitioner)
- *Care skills and qualities:* active support; interpersonal skills; meeting basic needs; maintaining personal hygiene and mobility, appearance/dress, attitude, confidence, punctuality, empathy, ability to work with others; competence
- *Types of qualification or training pathway:* (eg. vocational, academic, part-times courses, on the job training, evening classes)
- *Advantages and disadvantages of qualification/training pathways:* (e.g. time involved, cost involved, promotion opportunities, work/life balance, life experiences, potential to earn money).

## DELIVERY GUIDANCE

### **LO1 Know key elements of health and social care services**

This unit introduces new terminology and tutor input will be required to explain the different types of service provision. Relevant work experience placements could allow learners to identify how their placement 'fits in' to the types of service provision. Once learners have grasped the different types of service provision, a town trail could be organised to allow learners the opportunity to find out what services exist within their locality. Examples of the four types of provision could be recorded on a town map and colour coded, to allow the information to be easily interpreted. Alternatively, learners could use the phone book, yellow pages or other local directories to find out and record what services exist. Learners need to understand how each organisation provides for the people who use them. Guest speakers from different health and social care settings could be invited into the classroom to explain how their service meets the needs of people who use it, what support they offer and how their service is influenced by government policy. To prepare for the visit learners could be asked to generate appropriate questions either through class discussion or small group work. Finding out about what services actually do allow learners to use their communication skills and their independent research skills for example, learners may contact a setting by telephone or e-mail to enquire about what support is offered. Learners could use the information collected to produce a wall display about the services offered by different health and social care settings and which identifies government policies that affect the settings. If this is completed as a group work task it is important that individual contributions are identified for assessment purposes.

### **LO2 Know barriers to accessing health and social care services**

Learners need to be introduced to different categories of barriers to accessing health and social care services, as listed in the unit content. Learners could work in small groups with each group producing a spider diagram of examples for a given barrier; this could then be shared with the rest of the class. Case studies could be used to facilitate learning and learners could help produce these, building barriers into a given scenario. Following on from information collected in

LO1, learners could identify possible barriers to access for a service or setting they have identified on the town map. Learners should be encouraged to consider aspects of PIES (physical, intellectual, emotional and social) when describing the possible effects on individuals of barriers to access.

### **LO3 Understand principles of partnership in health and social care**

Partnership working is a relatively new term and learners need to understand how services work together and why they work together. Learners could work in pairs or groups to prepare a presentation about partnership working. Tutors could provide each group with a scenario, or learners could write their own, based on an individual with a range of needs. In their presentation learners should identify how services/practitioners work together to address the individual's needs and explain why the inter-agency way of working is of benefit. If possible, interviewing friends or family who have experienced a partnership approach when using services can give learners an opportunity to find out more about how it works from someone who has experienced it in action.

### **LO4 Understand requirements for job roles in health and social care**

There are many ways of finding out about job roles within health and social care, learners could begin by mind mapping a range of job roles in different health and social care settings. A visit to the careers library if one is available can provide learners with a wealth of information on job roles. Guest speakers can also be invited in to talk about their role and the skills and qualities they require to meet the needs of people who use their service. The school nurse is often available for classroom talks and some learners may have family members employed within health or social care services and are willing to provide a session about their job role. The speaker would also be able to share the qualification pathway they went down to attain their role and inform learners of alternative pathways. There are many software packages available, such as Kudos and U-explore, in addition to the NHS careers website which enables learners to conduct independent research on job roles. Learners could produce leaflets or posters on skills required for certain job roles, providing all the basic information needed for an individual considering that career.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

### LO1

**P1** Learners should produce a written description of the four types of service provision; they should be able to identify examples of organisations and settings for each type of provision. Learners could present this information in a table which identifies the four types of service provision and a list of appropriate health and social care settings. Although this task is generic learners can record health and social care settings from their local area.

**M1** Learners will produce a description of government policy that has affected a health or social care setting; such as Every Child Matters related to a nursery or The Equality Act with reference to a local health centre. Examples of policies are given in the unit content, though this list is not exhaustive and any other relevant government policy may be outlined. The description could be produced in the form of a poster, a presentation or as a piece of written work. It is suggested that one policy should be described in detail, rather than several in a superficial way.

### LO2

**P2** Information about barriers to access in health and social care settings could be presented as an information booklet. Examples for the barriers identified should be included.

**M2** Could also be addressed as part of the information booklet by learners describing, using PIES (physical, intellectual, emotional, social) possible effects of barriers to access, for example worsening health, social isolation, etc. There is no requirement to cover PIES for each barrier and learners could add a separate section at the end of the booklet which explains effects of barriers holistically.

### LO3

**P3** This task is generic, learners need to explain benefits of interagency partnership working. This will lead into D1 where learners will focus on a specific case study.

**D1** Learners have to review a case where effective partnership working could have, or did, affect the outcome for a person who uses health or social care services. Ideally a real life case could be used as the focus to make this task less theoretical and more applied. Learners could look at, for example the Baby P case, Khyra Ishaq case, or that of an elderly relative with a care package in place or a given case study. Learners will be able to demonstrate their understanding of the principles of partnership in health and social care by reviewing how it worked in their chosen case study. By considering the case study learners will be able to identify ways services/practitioners did, or did not, work together and then consider resulting benefits, or negative consequences. If learners choose to use a case study where effective partnership working has not occurred, this would give them an opportunity to suggest partnership working that could have positively affected the outcomes.

### LO4

**P4** Learners are required to explain the skills needed for two different job roles in health and social care. They could prepare two job specification sheets, one for each job role to be sent out to prospective employees which clearly explains the job role, skills and qualities required.

**D2** Learners need to identify different qualification/training pathways for two job roles; these could be the job roles considered for P4 or two different ones. The qualification/training pathways for two job roles could be represented in the form of a diagram or flow chart; this would be supported by a piece of extended writing considering advantages and disadvantages of different types of pathway.

## RESOURCES

### Textbooks

Ashton A, Haworth E, Higgins H, Lavers S, Lewis C – *BTEC First Level 2 Health and Social Care Teaching Resource Pack* (Heinemann, 2010) ISBN 9781846906718

Haworth E, Higgins H, Hoyle H, Lavers S, Lewis C – *BTEC First Level 2 Health and Social Care* (Heinemann, 2010) ISBN 978184906817

Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030

Lavers S, Moonie N, Scott J – *BTEC First Health and Social Care* (Heinemann, 2006) ISBN 9780435463328

Fisher A, Seamons S, Creswell R - *GCSE Health & Social Care: Student Book for OCR* (Folens,2009) ISBN : 9781850084242

### Publications/Journals

*Community Care Magazine* (Reed Business Information)

*The Nursing Times* (Emap)

*The Independent newspaper*

*The Guardian newspaper*

Local newspapers

### Websites

[www.bbc.co.uk/news](http://www.bbc.co.uk/news) for real life cases e.g. Baby P; Khyra Ishaq

[www.dh.gov.uk](http://www.dh.gov.uk) Department of Health

[www.macmillan.org.uk](http://www.macmillan.org.uk) Macmillan Nurses

[www.mencap.org.uk](http://www.mencap.org.uk) Learning Disability voluntary group

[www.scie.org.uk](http://www.scie.org.uk) Social Care Institute for Excellence

[www.scie-socialcareonline.org.uk](http://www.scie-socialcareonline.org.uk) Adult social care

[www.ssia.wlga.gov.uk](http://www.ssia.wlga.gov.uk) Social Services Improvement Agency

Provides links to several other useful sites

[www.u-eplore.com](http://www.u-eplore.com) Job roles and qualification pathways information

## MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

**Unit 1:** Communication in Health and Social Care

**Unit 2:** Individual Rights in Health and Social Care

**Unit 3:** Individual Needs in Health and Social Care

**Unit 5:** Vocational Experience in a Health or Social Care  
Setting

**Unit 6:** Cultural Diversity in Health and Social Care

## LINKS TO NOS

**HSC21 Communicate with and complete records for  
individuals**

c – Communicate with individuals

**HSC23 Develop your knowledge and practice**

b – Use new and improved skills and knowledge in your work



## CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

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