

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

Unit 11

Career planning for health and
social care

R/507/4428

Guided learning hours: 30

Version 4 – September 2017

LEVEL 3

UNIT 11: Career planning for health and social care

R/507/4428

Guided learning hours: 30

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

So you want a career in health and social care? Considering a future career can seem daunting, yet exciting, with many possibilities spread out before you. Being able to identify what steps you need to take to lead to a particular career is key in securing your future. The understanding of possible roles, and the associated responsibilities, in addition to a full understanding of organisational structures within the health and social care sector could mean you are well-prepared for your future career.

This unit will support you in understanding the career pathways available to you and the requirements and attributes needed in order to succeed. You will explore the roles and responsibilities in health and social care sectors and consider the entry requirements and skills needed for different roles. You will look at the organisational structure and career pathways in the sector you want to pursue. You will then be able to make informed choices when considering your career pathway in health and social care.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>1. Know how organisations are structured in health, social care and child care</p>	<p>1.1 Key elements of health, social care and child care provision, i.e.</p> <ul style="list-style-type: none"> • statutory provision and the way it is funded (e.g. Department of Health, Department for Education, Department for Communities and Local Government, Local Authorities) • voluntary and third sector (e.g. charities and organisations (e.g. Age UK, Barnardo's, Macmillan)) • private provision (e.g. run for a profit) • informal provision (e.g. care provided by family member or friend) <p>1.2 Services within statutory provision, i.e.</p> <ul style="list-style-type: none"> • NHS (e.g. primary health care, NHS trusts, Clinical Commissioning Groups, secondary health care, integrated health care, learning disability and mental health trusts, children's trusts, foundation trusts, ambulance trusts) • social care (e.g. social workers, residential care, domiciliary care, residential children's homes, day care, foster care, day care units) • education (e.g. nurseries, schools)
<p>2. Understand the roles and responsibilities in health, social care and child care</p>	<p>2.1 Roles and responsibilities, i.e.</p> <ul style="list-style-type: none"> • health care (e.g. occupational therapy, physiotherapy, speech and language therapy, dietetics, nursing, midwifery, dentistry, medicine, pre-hospital care (e.g. paramedics), pharmacology, medical engineering, podiatry, health science, support staff) • social care (e.g. registered manager, care support worker, domiciliary care, social work) • child care (e.g. nursery, teaching, child minder, pre-school, foster carer, residential child care, play therapy, SENCO) • maintaining standards in health, social care and child care <ul style="list-style-type: none"> ○ legislation, guidance and regulations (e.g. care value base, policies and procedures and codes of practice) ○ accountabilities (e.g. professional body, line manager, individuals who require care and support and their families) ○ redress (e.g. complaints procedure; both internal and external, hearings and tribunals, trade unions and professional and regulatory bodies, whistleblowing)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>2.2 Job-related requirements, i.e.</p> <ul style="list-style-type: none"> • education and training (e.g. qualifications, further training, CPD requirements, professional registration) • competence/knowledge (e.g. first aid, moving and handling, health and safety, food hygiene, basic anatomy/physiology). <p>2.3 Skills, i.e.</p> <ul style="list-style-type: none"> • interpersonal skills • management skills • communication skills • literacy and numeracy skills • organisation skills • IT skills • teamwork <p>2.4 Attributes, i.e.</p> <ul style="list-style-type: none"> • values in line with sector • empathic • caring • courageous • confident • committed • compassionate • punctual • flexible • reliable • have integrity • respectful • adaptable • responsible
<p>3. Understand the personal impacts of working in health, social care and child care</p>	<p>3.1 Financial, i.e.</p> <ul style="list-style-type: none"> • types of contract (e.g. full/part-time, zero hours, permanent/temporary, term time only) • salary • expense (e.g. cost of joining professional body and/or union, periodic registration fees) <p>3.2 Social (e.g. unsociable hours, travel requirements, on-call, long hours, working evenings, weekends and bank holidays)</p> <p>3.3 Physical, mental and emotional (KSF dimensions), i.e.</p> <ul style="list-style-type: none"> • physical effort (e.g. moving and handling, standing for long periods of time) • mental effort (e.g. reading long and complex documents, frequent concentration) • emotional effort (e.g. dealing with people who are distressed, upsetting situations) • working conditions (e.g. noise levels, exposure to bodily fluids, use of VDU, exposure to aggressive behaviour)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>4. Understand the concept of multidisciplinary working in health, social care and child care</p>	<p>4.1 Multidisciplinary working (e.g. multi-agency/partnership working, interdisciplinary working)</p> <p>4.2 Processes of multi-disciplinary working (e.g. holistic approach to identify shared aims, to promote integration, reduce duplication, maximise expertise and for individual who require care and support and their carers to have input)</p> <p>4.3 Workforce development (e.g. continuous professional development through sharing resources and identification of further training needs, for multi-disciplinary teams to engage in reflective practice)</p> <p>4.4 Team working (e.g. methods of working, needs of individuals, roles of team members, sharing good practice, mentoring and supervision)</p>

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know how organisations are structured in health, social care and child care	P1: Describe how statutory organisations are structured in health, social care and child care		
	P2: Describe the impact of voluntary and third sector organisations on the delivery of health, social care and child care services		
2. Understand the roles and responsibilities in health, social care and child care	P3: * Describe two roles in the health, social care and child care sector	M1: Analyse own skills, values, attributes and qualities against those required for a specific career in health, social care or child care	
	P4: Explain why personal skills and attributes are necessary for the chosen roles		
	P5: Describe the job-related requirements for the chosen roles		
3. Understand the personal impacts of working in health, social care and child care	P6: Describe the personal impacts of working in the health social care and child care sector		
4. Understand the concept of multidisciplinary working in health, social care and child care	P7*: Describe two examples of multidisciplinary working in health, social care or child care	M2: Explain the importance of multidisciplinary working in health, social care and child care	D1: Evaluate the effectiveness of the multidisciplinary approach in health, social care and child care

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Know how organisations are structured in health, social care and child care

Learners must be able to describe the structure of statutory health, social care and child care organisations and be able to describe the impact of voluntary and third sector organisations of the delivery of health, social care and childcare services.

LO2: Understand the roles and responsibilities in health, social care and child care

Learners must be able to describe two roles in the health, social care or child care sector, explain the personal skills and attributes necessary for the chosen roles and be able to describe the job-related requirements of the chosen roles. For M1 learners must be able to provide an analysis of their own skills, values attitudes and qualities against those required for a specific career in the sector. For this LO learners will benefit from drawing on learning from Mandatory Unit 1 Building positive relationships in health and social care, Mandatory Unit 2 Equality, diversity and rights in health and social care. Mandatory Unit 3 Health, safety and security in health and social care. Unit 5 Infection control. Unit 7 Safeguarding, Unit 12 Promote positive behaviour. Unit 15 Promote health and wellbeing.

LO3: Understand the personal impacts of working in health, social care and child care

Learners must be able to describe the personal impacts of working in the sector.

LO4: Understand the concept of multidisciplinary working in health, social care and child care

Learners must be able to describe two examples of multidisciplinary working in health, social care or childcare. For M2 and D1 learners must support their explanations and evaluations with real examples. For this LO learners will benefit from drawing on learning from Unit 6 Personalisation and a person centred approach to care. Unit 23 Sociology for health and social care.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.