

Cambridge TECHNICALS LEVEL 2 & 3

Cambridge
TECHNICALS
2016

HEALTH AND SOCIAL CARE

Summary Brochure
2017/2018
Version 3



SAFETY
DEVELOPMENT
EQUALITY
CARING
PERSON
HEALTHY LIFESTYLE
ACTIVE
FAMILY
MEDIA
IMPACTS
WELLBEING

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OCR is a not-for-profit organisation. For us, success is measured through the impact and reach of our activities and the scale of our contribution in helping students realise their aspirations.

Cambridge
TECHNICALS
2016

Our purpose is to work in partnership with others to provide general and vocational qualifications that support education in ways that enable students to reach their full potential, equip them with the knowledge and skills they need for their future, and to recognise and celebrate their achievements.

We develop our qualifications in close consultation with teachers, industry leaders and government to ensure they are relevant for today's students and meet requirements set by the Office of Qualifications and Examinations Regulation (Ofqual).

We are delighted to be working in partnership with Hodder Education to deliver you quality teaching resources.

www.hoddereducation.co.uk

Cambridge
TECHNICALS
2016

Level 2 Cambridge Technicals Suite

- New suite for first teaching September 2017
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2019
- Designed to meet the DfE technical guidance

Cambridge
TECHNICALS
2016

Level 3 Cambridge Technicals Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018 performance tables and 2019 performance tables
- Designed to meet the DfE technical guidance
- Attracts UCAS points at Level 3



Our Cambridge Technicals suite gives you the reassurance that you have the right qualifications to support your students' lifelong learning journey.

Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students aged 16+. They're designed with the workplace in mind and provide a high-quality alternative to A Levels, with a great range of subjects to choose from.

Vocational education is not just about results, it's about educating people in the knowledge and skills required for employment and for the community as a whole. It's also about developing the behaviours and attributes needed to progress and succeed in education and in work.

Our offer:

Subject	Level 2	Level 3
Art and Design	✓ (2012 suite only)	✓ (2012 suite only)
Business	✓	✓
Media/Digital Media	✓	✓
Engineering	✓	✓
Health and Social Care	✓	✓
IT	✓	✓
Science/Laboratory Skills	✓	✓
Performing Arts	✓	✓
Sport and Physical Activity	✓	✓

The qualifications allow for a high degree of flexibility with the choice of units that make up the qualifications, so your students can specialise in the specific areas of the subject that interest them most.

LEVEL 2 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

Launched for first teaching September 2017, our Level 2 Cambridge Technicals in Health and Social Care qualifications will allow your students to achieve their potential and progress to the next stage of their lives, whether it be an apprenticeship, or employment.

We've designed refreshing and exciting content, that's up to date, engaging, fit for purpose and suitable for the needs of your students in 2017 and beyond. To do this we've consulted with universities, employers and industry specialists to make sure that your students will gain the right combination of knowledge, understanding and skills required for the 21st century.

With a wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on Principles of working in health, social care and childcare; and Health and safety in practice, has resulted in focused qualifications which, dependent on the size chosen, either complement a Key Stage 5 study programme alongside other vocational qualifications, A Levels, or may constitute the bulk of a one-year study programme.

The Cambridge Technicals in Health and Social Care have been developed to meet the changing needs of the sector, and prepare your students for the challenges they'll face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technicals in Health and Social Care focuses on the skills, knowledge and understanding that today's universities and employers demand. Your students will practically apply their skills and knowledge in preparation for further study or the workplace.

Your students will develop professional and personal skills through interaction with people who either work in the sector or require care or support, as well as theoretical knowledge and understanding to underpin their skills. This will allow them to offer specific, person-centred care and support and build positive relationships with the people they are working with, so that their needs and requirements are met whilst they maintain control of their own care and support. Students 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. Students 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.

The Qualifications

All qualifications across the Cambridge Technical in Health and Social Care suite have the ability to be co-teachable; allowing for flexibility within the delivery of a study programme.

Level 2 Cambridge Technicals in Health and Social Care

Scheme code	Qualification title	Guided learning hours (GLH)
5890	Level 2 Cambridge Technical Award in Supporting Health, Social Care and Childcare Services	90
5880	Level 2 Cambridge Technical Certificate in Health and Social Care	180
5881	Level 2 Cambridge Technical Diploma in Health and Social Care	360

Award

This qualification provides an introduction to Health and Social Care. Students are not required to take external assessments and the expectation is that they will use the Award as a stepping stone into employment or further study.

Certificate

This qualification has been written in collaboration with organisations within the health and social care sector and incorporates skills, knowledge and understanding that will support students to progress onto an Apprenticeship in the sector such as Adult Care Worker, Healthcare Support Worker or Early Years Educator.

Level 2 Diploma

The Diplomas have two vocational pathways within them that can be followed.
At least one pathway must be achieved.

Adult Care Assistant

This pathway has been written in collaboration with organisations and practitioners from the health and social care sector to ensure that it captures the skills, knowledge and understanding that people entering the health and social care sector will be required to employ in their day to day duties. This pathway will support entry to job roles such as Support Worker or Care Assistant in domestic, residential and other care environments.

Childcare assistant

Again, this pathway has been designed with input from organisations and practitioners from the sector to ensure that the skills, knowledge and understanding required by people entering the sector are captured so that progression into employment as a Childcare Assistant, Nursery Assistant or similar role is supported.

Progression

If your students leave your institution or change their mind on their final destination, they have the opportunity to move up/move down different qualification sizes.

Cambridge Technicals provide a strong base for progression to apprenticeships or work.

DfE Key Stage 5 Level 2

We've made the decision to position the 180GLH and 360GLH Level 2 Cambridge Technicals in the 'Technical Certificate' category as outlined in the DfE's technical guidance. Technical Certificates have characteristics defined by the DfE in order for the qualification to be recognised in the new Key Stage 5 accountability measures.

Level 2 Technical Certificates

Level 2 Cambridge Technicals designed to meet the DfE's Technical Certificate characteristics will provide your students with the skills required when starting out in their chosen career. We've worked with key industry employers and experts to make sure the Cambridge Technicals in Health and Social Care provide your students with the right knowledge and competence required when entering into employment, or progressing onto an apprenticeship or Level 3 Tech Level qualification.

These qualifications will include a range of mandatory and specialist pathway units; allowing your students to really focus on what is right for their chosen career path.



Collaborators

The Cambridge Technicals in Health and Social Care have had support from a range of employers and universities. These include:

HEIs	Employers
University of Leeds	Skills for Care
Coventry University	Association of British Healthcare Institutes (ABHI)
London South Bank University	Nuffield
Birmingham City University	Care Quality Commission
University of Lincoln	Care UK
University of Central Lancashire	Alzheimer's Society
Arden University	Solihull Council
Kingston and St George's	Royal Star and Garter
	CareTech
	Coventry City Council
	Bella Home Care
	St Barbara's Nursery
	Warwick University Children's Services
	Westgate and Newburgh Children's Centres
	Warwickshire County Council
	King's College Hospital NHS Foundation Trust



M = Mandatory				Award 90 GLH	Certificate 180 GLH	Diploma 360 GLH	
Unit number	Unit title	GLH	Assessment method		Health and social care	Adult care assistant	Child care assistant
1	Principles of Working in Health, Social Care and Childcare	60	E	–	M	M	M
2	Health and Safety in Practice	30	E	–	M	M	M
3	Working in a Person-Centred Way	30	I	M	M	M	M
4	Safeguarding	60	I	M	M	M	M
5	Working in Adult Health and Social Care Environments	90	I	–	–	M	–
6	Working with Individuals in Adult Health and Social Care Environments	90	I	–	–	M	–
7	Working in Childcare Environments	90	I	–	–	–	M
8	Working with Children in Childcare Environments	90	I	–	–	–	M



UNITS – AIM AND PURPOSE

Unit 1

Principles of Working in Health, Social Care and Childcare

There are fundamental principles that underpin the work of all health, social care and childcare practitioners. This unit introduces your students to the key facts and provides the knowledge they will need to help deliver high quality care and support.

Students will be introduced to a basic knowledge of health and safety including what to do in emergency situations in care settings. Practitioners need to know about equality and diversity and a person-centred approach. Students will learn about individual's rights and ways those rights can be supported by care workers and by social policy. Effective communication is very important when working with individuals in need of care and support, this unit provides your students with knowledge of practical ways of communicating in care settings. The unit also provides them with a basic introduction to the structure of the human body and some of the common conditions and diseases that affect individuals who require care.



Unit 2

Health and Safety in Practice

Health and safety is vitally important in all health and social care and childcare settings. This unit will develop your students' understanding of how health and safety works in practice. Everyone has the right to be protected from injuries and harm that could have been reasonably avoided. By law, all settings must identify potential hazards and have policies in place to minimise the risks of harm. Those working in health, social care and childcare must understand their responsibilities for health and safety and be able to apply these in practice. They need to be able to identify potential hazards and minimise the risks.

The aim of this unit is to develop students' ability to identify health and safety hazards in a range of situations. They will need to demonstrate their understanding of how to follow health and safety procedures, including being able to carry out risk assessments and respond appropriately in emergencies.

Unit 3

Working in a Person-Centred Way

The person-centred approach originated in the 1960s, but it took until 2008 for the Government to fully embrace the concept. It has changed individuals' lives, as they are now given choice and control over the support they need to live life to the full. In this unit, your students will learn about what is meant by being person-centred and how the health and social care sector can achieve this by adopting a person-centred approach. They will develop an understanding of the values that underpin a person-centred approach. This will make them think about care in a different way. It is important that students develop a positive, professional approach to providing care and support which will empower individuals who need services, to help them in their daily lives.

The person-centred approach supports individuals to develop the knowledge, skills and confidence they need to more effectively manage and make informed decisions about their care and support. It is coordinated and tailored to the needs of the individual.

Unit 4

Safeguarding

Everyone has the right to be treated fairly and to live free from abuse and neglect. Safeguarding involves protecting people's health, wellbeing and human rights and is fundamental to delivering high-quality health, social care or childcare.

By completing this unit your students will gain skills in identifying abuse and neglect as well as the knowledge of how to deal with disclosures or suspicions of abuse or neglect appropriately. They will also learn how to minimise the risk of harm or abuse happening within a health, social care or childcare setting. Finally, students will learn where safeguarding takes place within the sector and what the responsibilities are of health, social care and childcare organisations in relation to safeguarding, as well as other organisations that support safeguarding in the sector.

Unit 5

Working in Adult Health and Social Care Environments

Positive and well-designed health and social care environments provide safety, reassurance, comfort, stimulation and pleasure to individuals, staff and visitors. The environment can have an enormous impact on the quality and experience of care and support provided to adults.

This unit aims to introduce your students to key aspects of working in adult health and social care environments. They will learn how the type of environment, within which adult care is delivered, is essential for providing good quality care and can make a positive difference to not only the lives of individuals, but also for their families, staff and other professionals. They will find out about the different types of adult care provision and health and social care settings, as well as the inspection requirements for these.

As all individuals are unique and have diverse needs, not all environments may be suitable as they are. Students will learn about how adaptations can benefit adults who have complex needs, how to adapt an environment to make it suitable, as well as how to determine the appropriateness of adaptations made.

Infections in adult health and social care settings can lead to danger, harm and fatalities. All health and social care workers have a vital role to protect themselves, the individuals, others they work with and the general public from infection. Your students will develop their knowledge and skills around applying standard infection control precautions, including demonstrating effective hand washing techniques, correct food hygiene and personal hygiene, as well as appropriate cleaning procedures. Knowing how to respond to different incidents and emergencies that may arise in adult health and social care environments is another key area of understanding that they will develop.

Health and social care workers are able to work safely and effectively by keeping their knowledge and skills up to date. Students will understand the Continuous Professional Development requirements in adult health and social care settings and the range of learning activities that health and social care workers undertake to be able to continue to maintain effective and safe working practices.



Unit 6

Working with Individuals in Adult Health and Social Care Environments

Working with individuals in adult health and social care environments requires many different skills because every individual is a unique person and will have different needs, abilities and preferences. The practical tasks and responsibilities involved will also vary from one individual to another.

The aim of this unit is to introduce your students on how to provide good quality care to individuals in adult health and social care environments and make a positive difference in their lives. They will find out about the skills involved in completing personalised care and support planning with adults and effectively working with others involved in individuals' lives. Students will also develop their knowledge and skills around supporting individuals with the management of medication and the completion of practical tasks, use of assistive technology, equipment and aids. Maintaining confidentiality and keeping records are other key areas of learning that they will develop.

Unit 7

Working in Childcare Environments

Working with children is a rewarding job, but it requires careful planning, preparation and a variety of personal skills. The skills required include effective communication, adapting the environment and activities for children and the ability to work with others, such as other childcare professionals.

This unit aims to introduce your students on how to provide good quality care to children in childcare environments and how to make a positive difference in children's lives. They will learn some of the practicalities of how to adapt the environment in a childcare setting with the use of equipment, aids and activities.

Students will learn the importance of the process of reporting and recording when you work with other key professionals, such as teachers and social workers. They'll learn how to communicate effectively in a childcare setting and how reporting and recording accurately support the work of the childcare practitioner.

They'll learn how to deal with accidents, emergencies and illness in children, as a part of ensuring their safety. Maintaining confidentiality and keeping records are other key areas of learning that your students will develop.

Childcare workers need to be able to work safely and effectively by keeping their knowledge and skills up to date. Students will understand the Continuous Professional Development requirements in childcare settings and the range of learning activities that childcare workers undertake to continue to maintain effective and safe working practices.

Unit 8

Working with Children in Childcare Environments

Working with children in a childcare environment is rewarding and requires many skills. It is a job that requires careful planning and preparation, thorough organisational skills, problem solving skills, the ability to plan activities for children and the ability to work with others. It also requires effective communication skills. All of these things are important because each child is unique and will have different needs.

This unit aims to introduce your students to the practicalities of working in the early years and childcare environment. This will help them to develop the professional skills they need to organise day-to-day experiences for children within a setting. Students will learn about the importance of reporting and recording what young children do and how this is used in planning appropriate experiences to support their learning and development. They will develop their knowledge and skills around supporting individuals with the management of medication and the completion of practical tasks, including the use of assistive technology, equipment and aids. Maintaining confidentiality is a key area of learning that students will also develop within this unit.





LEVEL 3 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

Launched for first teaching September 2016, our Level 3 Cambridge Technicals in Health and Social Care qualifications will allow your students to achieve their potential and progress to the next stage of their lives, whether it be Higher Education, an apprenticeship, or employment.

We've designed refreshing and exciting content, that's up to date, engaging, fit for purpose and suitable for the needs of your students in 2016 and beyond. To do this we've consulted with universities, employers and industry specialists to make sure that your students will gain the right combination of knowledge, understanding and skills required for the 21st century.

With a wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on 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, has resulted in focused qualifications which, dependent on the size chosen, either complement a Key Stage 5 study programme alongside other vocational qualifications, A Levels, or may constitute the bulk of a two-year study programme.

The Cambridge Technicals in Health and Social Care has been developed to meet the changing needs of the sector, and prepare your students for the challenges they'll face in Higher Education or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technicals in Health and Social Care focuses on the skills, knowledge and understanding that today's universities and employers demand. Your students will practically apply their skills and knowledge in preparation for further study or the workplace.

Your students will develop professional and personal skills through interaction with people who either work in the sector or require care or support, as well as theoretical knowledge and understanding to underpin their skills. This will allow them to offer specific, person-centred care and support and build positive relationships with the people they are working with, so that their needs and requirements are met whilst they maintain control of their own care and support. Students 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. Students 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.

The Qualifications

All qualifications across the Cambridge Technical in Health and Social Care suite have the ability to be co-teachable; allowing for flexibility within the delivery of a study programme.

Level 3 Cambridge Technicals Health and Social Care

Scheme code	Qualification title	Guided learning hours (GLH)
5830	Level 3 Cambridge Technical Certificate in Health and Social Care	180
5831	Level 3 Cambridge Technical Extended Certificate in Health and Social Care	360
5832	Level 3 Cambridge Technical Foundation Diploma in Health and Social Care	540
5833	Level 3 Cambridge Technical Diploma in Health and Social Care	720
5871	Level 3 Cambridge Technical Extended Diploma in Health and Social Care	1080

Progression

If your students leave your institution or change their mind on their final destination, they have the opportunity to move up/move down to different qualification sizes.

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points*

DfE Key Stage 5 Performance Measures

We've made the decision to position the Cambridge Technicals in the 'Applied General' category outlined in the DfE's technical guidance.

Applied General

You can be confident that we are working with universities to make sure that Cambridge Technicals designed to meet the Applied General characteristics will provide your students with the depth and breadth of knowledge, understanding and skills required for further study in that subject area at Higher Education. These qualifications will include a range of mandatory and optional units.

We're conscious that due to changes in A Level curriculum and assessment, some students who would generally undertake an academic qualification may benefit from taking an Applied General vocational qualification that is designed for progression to Higher Education.

The Cambridge Technicals in Health and Social Care include AS and A2 equivalent size qualifications, as well as one, two and three A Level equivalent sizes, which have nested units enabling your students to move from one size to the other. We're aware that the decoupling of the AS from the A Level may not provide the flexibility you need in order to offer a comprehensive study programme. Therefore, the Cambridge Technicals provide you with the solution you need in order to give students optionality within their study programme, at the same time as making sure they have a recognised qualification designed to take them to university.

*It is important to check individual course requirements when applying to university.

Collaborators

The Cambridge Technicals in Health and Social Care have had support from a range of employers and universities. These include:

HEIs	Employers
University of Leeds	Skills for Care
Coventry University	Association of British Healthcare Institutes (ABHI)
London South Bank University	Nuffield
Birmingham City University	Care Quality Commission
University of Lincoln	Care UK
University of Central Lancashire	Alzheimer's Society
Arden University	Solihull Council
Kingston and St George's	Royal Star and Garter
	CareTech
	Coventry City Council
	Bella Home Care
	St Barbara's Nursery
	Warwick University Children's Services
	Westgate and Newburgh Children's Centres
	Warwickshire County Council
	King's College Hospital NHS Foundation Trust



M = Mandatory O = Optional C = Core				Applied General				
Unit number	Unit title	GLH	Assessment method	Certificate – 180 GLH	Extended Certificate – 360 GLH	Foundation Diploma – 540 GLH	Diploma – 720 GLH	Extended Diploma – 1080 GLH*
1	Building Positive Relationships in Health and Social Care	60	I	M	M	M	M	M
2	Equality, Diversity and Rights in Health and Social Care	60	E	M	M	M	M	M
3	Health, Safety and Security in Health and Social Care	60	E	M	M	M	M	M
4	Anatomy and Physiology for Health and Social Care	90	E	–	M	M	M	M
5	Infection Control	60	I	–	O	M	M	M
6	Personalisation and a Person-Centred Approach to Care	60	E	–	–	–	M	M
7	Safeguarding	60	E	–	–	M	M	M
8	Creativity and Activity for Children and Young People	60	I	–	–	–	O	O
9	Supporting People with Learning Disabilities	60	I	–	O	O	O	O
10	Nutrition for Health	30	I	–	O	O	O	O
11	Career Planning for Health and Social Care	30	I	–	–	–	O	O
12	Promote Positive Behaviour	60	I	–	–	–	C	M
13	Sexual Health, Reproduction and Early Development Stages	60	I	–	O	O	O	O
14	The Impact of Long-Term Physiological Conditions	60	I	–	O	M	C	M
15	Promoting Health and Wellbeing	60	I	–	–	–	O	O
16	Supporting People with Dementia	60	I	–	O	O	O	O
17	Supporting People with Mental Health Conditions	60	I	–	O	O	O	O
18	Caring for Older People	60	I	–	–	O	O	O
19	Creativity and Activity for Adults	60	I	–	–	–	O	O
20	Principles of Youth Work Practice	60	I	–	–	O	O	O
21	Looked after Children and Young People	60	I	–	–	O	O	O
22	Psychology for Health and Social Care	60	I	–	O	O	O	O
23	Sociology for Health and Social Care	60	I	–	O	O	O	O
24	Public Health	30	I	–	O	O	O	O
25	Research Methods in Health, Social Care and Childcare	120	E	–	–	–	–	M



UNITS – AIM AND PURPOSE

Unit 1

Building Positive Relationships in Health and Social Care

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. An understanding of these relationships and how they are formed is essential if your students are considering pursuing a career in the health and social care sector.

This unit aims to introduce your students to the many different relationships that they will encounter within the Health and Social Care sector, whether with colleagues, senior members of staff, other professionals within the sector and individuals who require care and support. They 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. Students will also be introduced to the concept of the person-centred approach which will help with their relationship building skills.



Unit 2

Equality, Diversity and Rights in Health and Social Care

Everyone is different and everyone has rights. Promoting equality and respecting diversity and rights in health, social care and child care environments is essential in today's very diverse society. Whatever role you have or aspire to, in health, social care or child care, an effective practitioner must be able to provide care that meets the needs of individuals that supports their rights. Many individuals who use health, social care or child care environments can be vulnerable and dependent on others; this means that practitioners' attitudes, values and prejudices can significantly affect the quality of the care individuals who require care or support experience.

This unit will help your students to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. They will also gain an appreciation of how legislation and national initiatives can support anti-discriminatory practice. Strategies used to promote equality, respect diversity and support individuals' rights will be examined. Students will develop the ability to recognise both good practice, and discriminatory practice in care situations. They will develop the 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.

Unit 3

Health, Safety and Security in Health and Social Care

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 also 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 your students to health, safety and security in health and social care. They will acquire the necessary knowledge and skills to equip them in maintaining a safe working environment for themselves, their colleagues and individuals who require care and support. Students will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. They'll also learn how to respond to different incidents and emergencies within health and social care settings.

Unit 4

Anatomy and Physiology for Health and Social Care

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 your students to understand why these essential processes are so important in maintaining life. They will learn about the structure and function of not only 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 students to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. They will also understand the part played by organs such as the pancreas, liver and kidney. They'll 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. Also as individuals grow older, they are likely to be affected by malfunctions as a result of degeneration. Some of these will simply be inconvenient; others will be life changers. Students 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 life as possible.

Unit 5

Infection Control

Infection and disease can kill. The human body is constantly exposed to vast amounts of germs, micro-organisms and disease. Infection control is of paramount importance in settings such as hospitals and residential homes, but equally it must be maintained when care is provided in other settings.

In this unit your students will learn about the importance of infection control, be introduced to methods that help to prevent the spread of infection, all of this will enable them to apply this in the workplace.



Unit 6

Personalisation and a Person-Centred Approach to Care

Since 2008 the Government's approach to care provision has been one of "Personalised Care". This is an exciting as well as a challenging time, as this approach seeks to empower individuals and allow choice and control over the shape of their support within all care settings. It aims to provide payments to individuals so they can access the care and support they need. This unit gives your students the opportunity to study what personalisation is and how it should work in practice.

The way the health and social care sector can achieve personalisation in practice is by adopting a person-centred approach to care. Those wishing to work in the sector will need to have the mind-set, skills and practical tools to be person-centred in their approach and this unit aims to develop the knowledge, understanding and skills required. Freedom of choice is important to us all and is something we exercise on a daily basis. Some individuals within health and social care sectors may not have had that right previously. All individuals should now be equal partners in the planning and delivery of their care. Health and social care professionals aim to empower individuals who require care, and their families, to have the maximum choice and control over the services they receive.

In this unit students will develop an understanding of the values that underpin a person-centred approach to care and will learn to challenge their preconceptions. The unit will explore how changes over time in attitudes and in policies have resulted in health and social care professionals adopting a person-centred approach to care. Students will be introduced to the practical tools and approaches that are used by professionals in their work.

Unit 7

Safeguarding

Safeguarding is everyone's business. People who require care and support are often at the forefront of media exposes about abuse, exploitation and neglect. As practitioners in the health and social care sector we must all be aware of safeguarding. Protecting people from harm is a core role for all workers in the health and social care sector. In this unit your students will learn how to support and protect people and understand who is vulnerable by being able to recognise signs of abuse, exploitation and harm in both children and adults.

Students will become familiar with the language of safeguarding and key legislation they will be required to implement as a worker in the health and social care sector.

Unit 8

Creativity and Activity for Children and Young People

Creative experiences enable us to develop by increasing our physical and perceptual skills. Being creative allows us to explore our world and our feelings. Creativity enables children and young people to develop problem solving and many other valuable skills. Learning and play are inherently linked, and creativity triggers children's imaginations.

In this unit your students will learn how to encourage children and young people to be creative and look at the role of the practitioner in developing this skill. They will be able to support the development of creativity in children and young people by understanding the value of it and the ways in which it can be developed.

Unit 9

Supporting People with Learning Disabilities

People with learning disabilities make up a part of the community who we may live alongside or provide care and support to. This unit will develop your students understanding of learning disabilities and considers issues involved in providing support for people with a learning disability and their family. The unit explores the areas of inclusion, human rights, advocacy, empowerment and active participation.

In this unit students will understand the term "learning disability", and will look at a range of different types and possible causes, and will examine how the lives of individuals with a learning disability are changing as attitudes and approaches to support evolve.

Current best practice in providing support for people with learning disabilities include issues such as where people live, how life opportunities are promoted, and how the individual can be supported to lead a full and active life. The unit will explore these areas with the emphasis being on taking a person-centred approach that focuses on the individual's strengths, preferences and hopes and on ways of enabling the individual to achieve their goals and ambitions.



Unit 10

Nutrition for Health

Eating is a daily activity for most of us. How does what we eat impact our health? What really is healthy eating? How do we promote healthy eating? As future practitioners, it is important to understand the impact of nutrition on wellbeing 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 diets are soaring. Many health and social care practitioners are involved in the provision of meals, so it is important students understand and can explain good nutrition.

This unit introduces nutritional health and the components of good nutrition. Your students will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to follow dietary advice to impact their health and wellbeing.

Unit 11

Career Planning for Health and Social Care

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

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

Unit 12

Promote Positive Behaviour

All behaviour is a form of communication. How do you communicate when you are angry or unhappy? What happens if you cannot say it?

This unit will introduce your students to ways in which they can promote positive behaviour and manage and support people whose behaviour is considered to be challenging. They will see the impact of the way care and support are delivered, the environment and other factors on behaviour and how to manage these to promote positive behaviour.

Good communication and interpersonal skills will often de-escalate situations so that behaviour becomes manageable, reducing the need for further intervention. Students will understand that restrictive interventions should only be used as a last resort and in cases where there is imminent danger to the person receiving the care, the person providing the care or any other person nearby.

This unit gives students the opportunity to understand some of the policy and legislation that support managing behaviour and the use of restrictive interventions. They will learn how to recognise changes in behaviour which may prevent escalation of behaviour and to recognise how individuals are affected by the experience of challenging behaviour.

Unit 13

Sexual Health, Reproduction and Early Development Stages

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 newborn? What needs does a newborn have and how does this differ to a one year old?

All these questions will be examined in this unit. This unit will look at the development from conception to a year of age. On successful completion your students will have a sound understanding of the importance of sexual health and contraception. They will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.

Unit 14

The Impact of Long-Term Physiological Conditions

The human body is a complex machine performing a multitude of functions every day. Like any machine it can malfunction, possibly as the result of an inherent genetic error, an infection or as a consequence of lifestyle choices, occupations or environmental exposure to harmful agents. The malfunction could also be simply a result of the natural ageing process when the body systems become worn out. These malfunctions can be referred to as physiological conditions. Some will have little impact on either daily life or lifespan whilst others will result in dramatic life changes and a possible shortening of life.

This unit will allow your students to support individuals with long-term physiological conditions in planning their care and support by introducing them to the types, causes and effects of these conditions on individuals, the day-to-day effects the conditions can have, the roles of practitioners who care for and support individuals and other forms of support provision and regulatory frameworks. This unit is, therefore, relevant for anyone considering working in the health care profession. Students will also be able to investigate the care and approaches available to the terminally ill, their rights and choices and the ethics of assisted suicide (which is currently illegal in the UK).

Unit 15

Promoting Health and Wellbeing

Most of us are guilty of not always prioritising our health and wellbeing. Whether that is eating too much, eating the wrong thing, having unprotected sex, not exercising or spending too much time in the sun. These are all things that we know we shouldn't do, yet we still continue. Health education is of paramount importance in improving the health and wellbeing of all individuals.

This unit gives your students the opportunity to plan and carry out their own, small-scale, health education campaign by giving them the underpinning knowledge and understanding of the importance of health and wellbeing and how we can choose to affect both. The unit will also introduce students to the different approaches used in health education and its promotion, including the role of the media, allowing them to better plan and promote their campaign. They will understand that health education depends on changing people's behaviour and they will have an opportunity to understand the various models of behaviour change and the factors that will influence individuals and their will to change. Students will equally need to understand that not everyone has the same ability to change, so they will be able to investigate the effects of peer pressure and social conditions on the behaviour of individuals. They'll study health initiatives, strategies and existing campaigns, discovering how they are designed, planned, resourced, implemented and reviewed.

Unit 16

Supporting People with Dementia

Dementia describes a set of symptoms, rather than one condition. It is not a natural part of the ageing process, but is affecting more and more people. Whatever area of the sector your students are planning to work in, they will need some understanding of the needs of people with dementia, whether they are the person they are providing a service to or a visitor to their setting.

The term 'dementia' covers a wide set of symptoms that include confusion, loss of memory and communication problems. As it is progressive, the symptoms will gradually get worse and can therefore have a devastating effect on the person with dementia as well as close family and friends.

The aim of this unit is to allow students to support people with dementia in planning their own care and support by providing them with an overview of the different types of dementia and the legislation which is in place to support the care of people with dementia. They will explore treatments as well as the role of the health and social care workers who work with individuals with dementia.

Unit 17

Supporting People with Mental Health Conditions

One in four people will have mental health needs at some point in their life. What does mental health mean? There are many types of mental health conditions and causes can be complex. Despite the prevalence of mental health disorders in the population, there remain many barriers to inclusion for individuals who live with a mental illness. What are the effects of a mental health condition? What support is available for individuals? Treatments and services for individuals with mental health conditions, and attitudes towards those individuals have developed over time.

This unit explores the meaning of mental health and mental health needs, and considers issues closely linked with mental health promotion and support. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation. It will teach your students about the main types of mental health conditions, how these may affect the life of the individual, and different ways that the person may be supported to promote their mental wellbeing, develop coping strategies to manage their illness, and different forms of treatment that they may be offered. They will gain an understanding of possible ways and models of understanding the nature of mental health needs, and how different factors may come together in a complex way to influence the mental health of an individual.

Students will focus on the importance of health and social care professionals working in a person-centred way with the individual to ensure that their wishes and needs are placed at the centre of all agreed interventions.

Unit 18 ***Caring for Older People***

We are all getting older. As we age our bodies and brains change, many of these changes become more apparent the older we get. Ageing need not be a negative experience, and many of the stereotypes about being “old” are no longer held. However, older people make up the majority of emergency admissions and receive more hospital care than any other group, so wherever your students are planning their career, it is likely that they will need an appreciation and understanding of the needs of older people.

This unit is to enable your students to support older people in planning their own care and support suitable to their needs by developing an understanding of the ageing process and the role of health and social care workers in supporting older people. They will be introduced to a range of policy and legislation that guides our work with older people.

Unit 19 ***Creativity and Activity for Adults***

Adults in health and social care settings have diverse needs. Meeting these needs also requires a diverse approach. Activities, games and hobbies are important to us all and the things that you do to fill your spare time form part of your identity. There are many benefits to the use of creative activities with adults in health and social care settings, just as a meaningful occupation and having hobbies can benefit all individuals.

This unit aims to provide your students with the skills to deliver creative activities for adults in health and social care settings. They will plan and implement activities that could support adults in a relevant setting. This unit also encourages students to reflect on their own performance and identify aspects of their practice they could develop further; identifying barriers and required improvements in practice to support adults more.

Unit 20 ***Principles of Youth Work Practice***

Youth work has an important part to play in the lives of many young people. Supporting young people through adolescence can have a long-term impact on that young person’s life. Youth work and youth workers can provide help, support and expertise enabling a young person to develop holistically. Supporting young people to have a voice, influence and a place in society, will help them to achieve their full potential, so helping them to be resilient in difficult and challenging times.

The aim of this unit is to develop your students' skills in planning, delivering and evaluating youth work practice by introducing them to the purpose of youth work, how it impacts young people and how young people can be involved in the planning and delivery of a youth programme.

Unit 21

Looked after Children and Young People

Parents may not always be able to provide safe and effective care for their children without support. In order for children and young people to fulfil their potential, they must be safe and well cared for. So what happens when children are not safe and well cared for? The health and social care sector works in various ways to support families to care for their children, so that their physical, emotional and mental health needs are met. Sometimes families are not able to care for their children in a way that meets these needs, so all those who work with children and young people need to be able to recognise the signs when children are not thriving. Children can come under the care of the authorities for many different reasons.

This unit aims to develop your students understanding of the roles and responsibilities of professionals who work with children and young people; and the rights and needs of children and young people in care. This unit aims to highlight to them the reasons why children and young people enter care and the problems they may experience. The rights of children or young people need to always be at the heart of decisions made about them and therefore understanding their needs and views is crucial.

Unit 22

Psychology for Health and Social Care

We're only human, but what does that mean? Our behaviour is just one aspect of being human. The human mind and body are interlinked and can impact on an individual's health and wellbeing. What barriers do people face in everyday life? How are these barriers linked to psychology? There are many theories linked to psychological perspectives, but which ones are appropriate to the health and social care sector?

This unit introduces your students to the human mind and why we behave the way we do. It will introduce them to a range of psychological perspectives and they will be able to make links between these, behaviour change and health and wellbeing. It will help students apply their understanding of human behaviour and apply this to a health and social care context, from helping individuals overcome emotional problems, understanding why individuals may ignore symptoms, to how to overcome barriers which may prevent individuals from maintaining health and wellbeing. On successful completion of this unit, they will have a good understanding of factors that influence responses to health and the underpinning psychological theories used by health professionals to interpret and address these behaviours.

Unit 23
Sociology for Health and Social Care

We all live in groups. The groups that we are a part of influence our behaviour, our expectations and our potential. Sociology is the study of society, social institutions and social groups. Society is complex and constantly changing, and using sociological theory can help us to understand, explain and question our social world.

The work carried out by health and social care professionals is concerned with caring for individuals, but this work is carried out in the context of wider social and economic forces.

The unit will consider different perspectives about illness; the role of the professional and their relationship to their patients/clients, the social distribution of health between different groups in society and the organisation of the health and social care sector. Relating sociological theories to beliefs, values and practices in health and social care will enable your students to develop their knowledge and understanding about contemporary issues in the health and social care sector.

Unit 24
Public Health

Health and wellbeing extends further than the individual and the implication of poor health has wider impacts on a community, area and even country. So how is public health protected? There are many external factors to good health. Clean water and limiting pollution are just two factors that have an influence on our health. An individual cannot control this so who does? Why is public health important and why do you need to know about it?

Public health is concerned with protecting and improving the health of the population, rather than focusing on the health of the individual. Through this unit your students will develop an understanding of the ways public health and wellbeing is promoted in order to benefit society as a whole and to reduce health inequalities. They will gain an understanding of current public health strategies and initiatives and consider the effectiveness and the implications of health policy for the wider population.



Unit 25

Research Methods in Health, Social Care and Childcare

Research is a fundamental part of health and social care. It is through research that we know what treatments, interventions and practices are most effective, for whom and in what circumstances. It is how we improve our understanding of the needs of groups and individuals and develop more effective ways of meeting their needs.

Health and social care research begins with research questions, such as, “What are the most effective treatments for individuals with long-term physiological conditions?” The most appropriate research methods to use will vary depending on the research question.

Your students will find out about different research approaches and methods and their strengths and limitations. Ethics are a key part of carrying out research and they will find out how researchers ensure their investigations cause no harm to participants.

In this unit, students will be required to carry out research by using secondary sources around a particular focus in health, social care or childcare.

This unit is particularly relevant if your students plan to continue studying at a higher level.



YOUR JOURNEY WITH US...

Our aim is to support you on your journey with us – from initial enquiry right through to results day.

To get you off on the right foot you might want to take advantage of the customer support we provide for Cambridge Technicals.

Welcome process

All brand new Cambridge Technical centres will receive a welcome email to get you off on the right foot.

This will support you with locating on-line resources and training that's right for you, and make sure you have everything you need to start your journey with us.

Cambridge Technical introductory welcome videos

We have a number of support videos you can watch at your leisure. The 2016 Cambridge Technical introductory video provides you with an overarching guide to the suite and our wrap-around resources and customer support offer.

Each of the 2016 Level 3 Cambridge Technicals has a subject introductory video that guides you through each qualification size; including the structure, information on the externally assessed units, and our flexible internal assessment that puts your student at the heart of the process.

Advisory support

If your centre is intending to deliver or has already started delivering Cambridge Technicals, but would like some additional support, you can take advantage of our Advisory Support services.

Advisory Support covers a variety of topics such as: entry and assessment administration, qualification structure, *assessment methods, teaching and learning materials, and delivery ideas.

We provide our support in a range of different ways. This includes downloadable teaching and assessment materials, support videos, live online Q&A sessions, and face to face CPD.

CPD Training Events

We also provide INSET events; these are offered on various dates and locations throughout the UK. On our CPD Hub www.cpdhub.ocr.org.uk you can take a look at the courses, find out what the aims and objectives of the course are, and book your place. For those of you who are new to the qualification we'd suggest attending 'getting to know the specification'. This will provide an introduction to the qualification structure, assessment model, resources, support and guidance on delivery, and assessment requirements for the mandatory units.

On the CPD Hub you can also find all the materials that are provided to delegates on the day. So, if you can't attend a face-to-face event... don't worry, you can still download the materials free of charge.

Assignment Checking Service

To support your internal assessment we'll provide a model assignment for every mandatory unit in the specification. You can use these with your students, adapt it to meet your local environment, or use it as a basis to create your own assignment.

Because of the vocational nature of Cambridge Technicals, we believe that allowing you to create assignments that meet your students' needs and interests will benefit them more and give them greater success. Your assessment assignments should reflect the practical nature of the units, and your students should really feel what it's like to work in the sector.

But... if you're unsure, an Assignment Checking Service is available, and can be accessed through the CPD hub on our website; however it's not mandatory for assignments to be endorsed by OCR. We'll check your centre set assignment for you and provide feedback before you use it with your students.

Online Community

If you want to interact with other tutors you could try our online community.

Of course, online communities are only as good as the members who contribute to them. Within a virtual professional development community you can share and swap ideas for delivery, post questions, support others, suggest ideas for employer engagement, and share links to other teaching and learning resources.

TEACHING, LEARNING AND ASSESSMENT SUPPORT



Teaching and Learning Materials

In addition to our face-to-face support, we also provide a range of materials to assist you in your teaching and assessment. This will include:

Rule of Combination Calculator

An Excel based tool to help you make sure students select the right number and combination of units for their chosen qualification.

Progress Tracker

An Excel based tracking tool to help you monitor students' progress throughout the qualification.

Delivery Guide

A range of lesson ideas with associated activities you can use with students to deliver the content of the unit.

Lesson Elements

Task sheets and accompanying instructions for some of the activities within the unit Delivery Guide.

Resource Link

An e-resource providing you with a range of links to teaching and learning websites and materials.

Project Delivery Resources

Whole projects designed to ensure holistic teaching coverage of the content of each vocational pathway.

Skills Guide

A range of generic skills guides covering topics such as Communication, Research Skills, and Exam Techniques.

Internal Assessment

The majority of the qualification content will be internally assessed through centre-set assignments created by you. We'll provide you with a range of model assignments across the qualification for you to use or adapt where necessary. Alternatively, you can create your own assignment to reflect your local area and needs that are relevant to your centre; plus you can use our Assignment Checking Service to make sure you're on the right lines.

Visiting Moderation

For the internally assessed units we provide two free visiting moderation visits per academic year. At these visits we will be able to provide you with supportive feedback, advice and guidance.

Sample Learner Work

We know that you like to make sure your students are on the right track and working towards gaining the best possible outcome they can.

We can't look at your students' live work, but the CPD Hub has a range of sample learner work for Cambridge Technicals.

Sample learner work is just that... a sample – it's not exemplary or a 'gold standard'. The work has been looked at by our Lead Moderator and in many cases they've provided a commentary on how the work stacks up against the assessment criteria, or have annotated the script to show which assessment criteria have been met. This should help you get a feeling for what is expected, and how your students are getting on – you may also find the command verb resource useful too, this can be found on the qualification page of the OCR website.

External Assessment

We're working with subject experts to make sure that for externally assessed units we create assessment solutions that retain the vocational nature of the qualification and be relevant for the sector. External assessment across the Cambridge Technicals suite could involve written examinations including case studies, pre-release materials, controlled projects or tasks, or computer based tests relating to the subject which students will need to apply their knowledge and understanding to.

More information about each units external assessment can be found in the qualification Centre Handbook.

External assessment will be set and marked by us; there will be two opportunities for your students to take them, in January and June, so you can decide when they are ready to take their assessment.

Sample Assessment Materials

We have produced Sample Assessment Materials for each externally assessed unit. This will provide you with an idea of the type of assessment for each unit and give the opportunity for your students to practice.

Combined Past Paper

This resource is a combination of:

- Past Paper
- Mark Scheme
- Examiner Comments

Following each exam series we'll produce a Combined Past Paper so you can see the paper, alongside the mark scheme and examiner comments to demonstrate how students responded and where improvements could have been made.

Student Textbooks

Support your teaching of the new Cambridge Technicals 2016 suite with textbooks, developed in partnership between OCR and Hodder Education; the resources cover each specialist pathway for every subject and ensure your ability to deliver a flexible course that is both vocationally focused and academically thorough.



Working in partnership to deliver quality resources



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**



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