Curriculum planner for the redeveloped Cambridge National in Health and Social Care (J835)

## Welcome to our curriculum planner

We’ve produced this resource to help you plan your delivery of the redeveloped Cambridge National in Health and Social care (J835).

We’ll show you at a high level how you could teach the course over **two or three years**, from September 2022.

A great feature of our redeveloped qualification is the **flexibility** you have in tailoring delivery to suit your needs, so the approaches are just suggestions.

There is an opportunity to show an **integrated approach through delivery** of the mandatory units and the optional NEA unit. This also gives an holistic approach and synoptic links throughout are clear across all units.

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Take a look at the [Health and Social Care web page](https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/) where you will find the specification, sample assessment material and mapping guide from the current to redeveloped Cambridge National. You may also find our [guide to understanding assessment](https://www.ocr.org.uk/Images/612302-understanding-the-assessment-examined-and-moderated.pdf) and our [FAQs](https://support.ocr.org.uk/hc/en-gb/sections/360005131360-Cambridge-National-in-Health-and-Social-Care-J835-From-2022-) helpful too.

# Assessment summary

| Examined assessment (40% of the course) |
| --- |
| **R032 (Mandatory) Principles of care in health and social care settings**In this unit students will learn about the key topics that are important when caring for and protecting people in health and social care settings.Topics include:* The rights of service users in health and social care settings
* Person-centred values
* Effective communication in health and social care settings
* Protecting service users and service providers in health and social care settings
 | 48 GLH70 Marks |

| Non-examined assessment (60% of the course) |
| --- |
| **R033 (Mandatory) Supporting individuals through life events**In this unit students will learn about growth and development through the life stages and how the needs of individuals have been affected by life events and recommend support to meet their needs.Topics include:* Life stages
* Impacts of life events
* Sources of support

OCR-set assignments. Centre-assessed, OCR moderatedApprox. 10-12 hours | 36 GLH60 Marks |
| **R034 (Optional) Creative and therapeutic activities**In this unit you will research therapies and learn about the benefits of creative activities. A creative activity will be planned and carried out to a group or an individual.Topics include:* Therapies and their benefits
* Creative activities and their benefits
* Plan a creative activity for individuals or groups in a health or social care setting
* Deliver a creative activity and evaluate your own performance

OCR-set assignments. Centre-assessed, OCR moderatedApprox. 10-12 hours | 36 GLH60 Marks |
| **R035 (Optional) Health promotion campaigns**In this unit you will research health promotion campaigns and learn about their benefits to society. A health campaign will be planned and delivered.Topics include:* Current public health issues and the impact on society
* Factors influencing health
* Plan and create a health promotion campaign
* Deliver and evaluate a health promotion campaign

OCR-set assignments. Centre-assessed, OCR moderatedApprox. 10-12 hours | 36 GLH60 Marks |

## A reminder about the terminal assessment rule



You must bear in mind the ‘terminal assessment’ requirement; you have to submit all centre-assessed units either **before or in the same series as the final exam is taken.**

Take a look at our guide [Understanding the assessment: examined and moderated](https://www.ocr.org.uk/Images/612302-understanding-the-assessment-examined-and-moderated.pdf) for more detail.

# Curriculum planning suggestions

Models 1 and 2 below allow for students to develop skills, attempt mock versions of the non-exam assessments before submitting OCR-set assignments and also integrate exam content throughout the course, before drawing the focus in the last term’s teaching.

## Model 1: One teacher over two years

Applies if you are teaching over two years, with internally assessed units delivered with integrated exam content. (s) indicates synoptic content

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 10** | **R032** (M) 1.1 Types of care settings, 1.2 The rights of service users**R033** (M)1.1 Life stages and development | **R032** (M)1.3 The benefits to service users’ health and wellbeing when their rights are maintained**R033** (M)2.1(s) Life events and their impacts on individualsBegin working on OCR-set assignment material Task 1 | **R032** (M)2.1 Person-centred values and how they are applied by service providers2.2 Benefits of applying the person-centred values**R033** (M)3.1 (s) Sources of support to meet individual needsWorking on Task 2a | **R032** (M) 2.3 Effects on service users’ health and wellbeing if person-centred values are not applied**R033** (M)Working on OCR-set assignment Task 2b | **R032** (M) 3.1 The importance of verbal communication skills in health and social care settings3.2 The importance of non-verbal skills in health and social care settings3.3 The importance of active listening in health and social care settings3.4 The importance of special methods in health and social care settings**R033** (M)NEA submit[[1]](#footnote-2) | **R032** (M)3.5 The importance of effective communication in health and social care settings**R034** 1.1**R035** 1.1/1.2 |
| **Year 11** Choose Optional Unit: **R034** or **R035**  | **R032** (M)4.1 safeguarding, 4.2 infection prevention**R034** 1.1, 2.1 **R035** 1.2, 1.3Introduce OCR-set assignment material released in June | **R032** (M)4.3 safety procedures and measures, 4.4 how security measures protect service users and staff**R034** 2.1, Working on OCR-set assignment Task 1**R035** 2.1Working on Task 1 and 2 | **R032** (M) Revision andExamination (practice attempt)**R033** (M) NEAResubmission (this would be on a new assignment)**R034** 3.1(s) 3.2(s) Working on Task 2**R035** 2.2, 2.3Working on Task 3 | **R032** (M)Examrevision**R033** (M)amends**R034** 4.1(s)-4.3(s)Working on Task 3 and 4**R035** 3.1, 4.1Working on Task 4 | **R032** (M)Examrevision**R033** (M) amends**R034** improvements/complete**R034**NEA (submit) 1**R035** 4.2Improve/complete**R035** NEA (submit) 1 | **R032** (M) Revision and preparation for Examination.Terminal rule Final Entry |

 **See specification for details about submission and resubmission**: OCR-set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series.

## Model 2: One teacher over three years

Applies if you aim to start teaching to Year 9, with internally assessed units delivered with integrated exam content. (s) indicates synoptic content

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 9 (could vary depending on number of hours allocated to subject)** | **R033** (M)1.1 Life stages and development | **R033** (M)1.1 and 2.1(s) Life events and their impacts  | **R033** (M)2.1 and 3.1(s) Sources of support that meet individual needs | **R033** (M)3.1 Sources of support that meet individual needs.  | **R033** (M)Working on Task 2a and Task 2b | **R033** (M)improvements**R032** (M) 1.1 Types of care settings1.2 The rights of service users Introduce OCR-set assignment material (released June) begin planning assignment |
| **Year 10** | **R032** (M)1.3 The benefits to service users’ health and wellbeing when their rights are maintained**R033** (M)Working on and complete Task 1 and begin Task 2a of OCR-set assignment material | **R032** (M)2.1 Person-centred values and how they are applied by service providers2.2 Benefits of applying the person-centred values **R033** (M)Working on and complete Task 2a/ 2b of OCR-set assignment material | **R032** (M) 2.3 Effects on service users’ health and wellbeing if person-centred values are not applied**R033** (M) NEA submission1 | **R032**(M) Topic area 3: Effective communication in health and social care settings 3.1 – 3.5Mock paper on topics in R032 covered to date. | **R032** (M)4.1 safeguarding, 4.2 infection prevention**R033** (M)amends and resubmission1 | **R032** (M)4.3 safety procedures and measures 4.4 how security measures protect service users and staff**R034** introduce unit and give overview of tasks. Begin 1.1 or**R035** introduce unit and give overview of tasks. Begin 1.1 |
| **Year 11** | **R034** 1.1, 2.1**R035** 1.1, 1.2 | **R034** 3.1(s), 3.2(s)**R035** 1.3, 2.1, 2.2Working on Task 1**R032** (M) Exam revision | **R034** 4.1(s)-4.3(s)Working on Task 4**R035** 2.3, 3.1Working on Task 1**R032** (M)Examination (practice attempt) | **R034** Working on Tasks 1, 2 and 3**R035** 4.1, 4.2Working on Task 2, 3 and 4**R032** (M) Examrevision | **R034** amendments**R035** amendments**R032** (M)Exam revision | **R034** to **R035** NEA submission1**R032** (M)examination (terminal rule) |

 **See specification for details about submission and resubmission**: Set assignments for NEA units are live for one year. Candidates have one resubmission opportunity. Resubmission of the same work must be in a series that falls in the live assessment dates for the assignment on which the work is based. All resubmissions must be based on the assignment that is live for the submission series.

# Approaching the content

Below are some suggestions about how you could approach the content in each of the units. We’ve designed them to be developed by you and your centre to match the needs of your students and your expertise and approach.

| Knowledge and understanding | Practical activities |
| --- | --- |
| **Principles of care in health and social care settings** Knowledge and understanding of the importance of individuals' rights and needs and how they are applied could be integrally taught alongside the practical activities and skills developed for the NEA Mandatory unit and the NEA optional unit. This will allow an opportunity to put theory into practice and at the same time preparing them for the terminal assessment.There is an opportunity for a holistic introduction to be taught to both the mandatory units and the chosen optional unit by looking at Health and social care settings, individual's needs, and their rights and the impact various issues will have on individuals if various situations and how their needs are met.Primary and secondary research could be taught across all units, and this can then be used in the various practical activities.Through integrating theory with practical activities required in the NEA units, students will be well prepared for the terminal examination R032. They will be able to relate theory to practice and to put into context responses to questions that they are asked by relating them to scenarios. | **Supporting individuals through life events** Students will be choosing an individual at a particular life stage and showing the impact life events have had on their life, they will research the service providers and practitioners that can support the individual. They will also justify how this will meet the needs of their specific individual.**Creative and therapeutic activities** Activities and therapies that are available in health and social care settings will show how they can be used with various individuals in the different settings. Students will plan and deliver a creative activity with an individual or group and evaluate their planning and delivery.**Health promotion campaigns** In this unit the practical activity will explore various health campaigns, looking at health and wellbeing and factors affecting individual’s lifestyle. The activity can be targeted at different groups of people. A small-scale health promotion campaign will be planned, delivered, and then planning and delivery evaluated. |

# Integrating exam content into practical components

We show you below essential knowledge and understanding that students will need for the examined unit, as outlined in the specification.
You should aim to include and reinforce this content in your teaching as much as you can.

| Topic area within examined unit that can be mapped to NEA:  | Students must know and understand: | Students should be able to: |
| --- | --- | --- |
| TA1The rights of service users in health and social care settings | The types of care settings 1.1 | **R033** Obtain information from an individual on the impacts of life events 2.1 |
| The rights of service users 1.2 | Identify individual’s needs based on the impacts of life events 2.1 |
| The benefits to service users’ health and wellbeing when their rights are maintained 1.3 | **R034** Deliver different types of creative activities in health and social care setting and evaluate their own performance and evaluate their own performance. |
| TA2Person-centred values  | Person-centred values and how they are applied by service providers 2.1 | **R033** Give sources of support that meet individual’s needs. Recommend personalised support based on individual needs, matching support provision to specific individual needs and justify the choices made and be able to apply the person-centred values for the chosen individual they are studying. 3.1 |
| Benefits of applying the person-centred values 2.2 |  |
| Effects on service users’ health and wellbeing if person-centred values are not applied 2.3 | **R034** Deliver a creative activity and evaluate their own performance. |
| TA3Effective communication in health and social care and settings | Verbal communication skills 3.1 | **R033** Discuss impacts of life events with individuals 2.1 |
| Active listening 3.3 | **R034** Plan a creative activity for individuals or a group in a health care and social care setting 4.1, 4.2, 4.3 |
| **R035** Plan and create a health promotion campaign 3.1 |
| Special methods of communication 3.4 | Deliver and evaluate a health promotion campaign 4.1, 4.2 |
| The importance of effective communication 3.5 |
| TA4Protecting service users’ and service providers in health and social care settings | Safeguarding 4.1 |  |
| Infection prevention 4.2 |
| Safety procedures and measures 4.3 |
| How security measures protect care service users and staff 4.4 |



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