Cambridge NATIONALS LEVEL 1/2

HEALTH AND SOCIAL CARE

Exemplar candidate work

Unit R026 – Planning for employment in health, social care and children and young people’s workforce

Version 1

ocr.org.uk/healthandsocialcare
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>LO1 - Mark Band 1</td>
<td>4</td>
</tr>
<tr>
<td>LO1 - Mark Band 3</td>
<td>10</td>
</tr>
<tr>
<td>Commentaries</td>
<td>47</td>
</tr>
</tbody>
</table>
INTRODUCTION

This is a guide for teachers so that you can see how we mark work for Cambridge Nationals.

The guide contains exemplar candidate work for this unit and covers selected learning outcomes (LOs), and grading criteria.

The accompanying commentary explains why each piece of work was awarded that grade. Additional guidance has been added to suggest improvements that could be made in order to achieve a higher grade.

Reproduction of candidate work

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Model Assignments

Model assignments are available for the following units from the link below:

- R022 Communicating and working with individuals in health, social care and early years settings
- R023 Understanding body systems and disorders
- R024 Pathways for providing care in health, social care and early years settings
- R025 Understanding life stages
- R026 Planning for employment in health, social care and children and young people’s workforce
- R027 Creative activities to support individuals in a health, social care or early years settings
- R028 Understanding the development and protection of young children in an early years setting
- R029 Understanding the nutrients needed for good health
- R030 Research – a project approach
- R031 Using basis first aid procedures


Plagiarism

Work must be free from plagiarism. Plagiarism is the submission of someone else's work as your own and/or failure to acknowledge a source correctly. Plagiarism makes up a large percentage of cases of suspected malpractice reported to us by moderators. You must make sure you don't accept plagiarised work as evidence.

In line with the policy and procedures of JCQ on suspected malpractice, the penalties applied for plagiarism would usually result in the claim not being allowed.

Plagiarism often occurs innocently when learners don't know that they must reference or acknowledge their sources, or aren't sure how to do so. It's important to make sure your learners understand:

- the meaning of plagiarism and what penalties may be applied
- that they can refer to research, quotations or evidence produced by somebody else but they must list and reference their sources
- quoting someone else's work, even when it's properly sourced and referenced, isn't an indication of understanding. The learner has to do something with that information to show they understand. For example, if a learner has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The learner has to interpret the data and, by relating it to their assignment, say what they think it means.
## LO1 – MARK BAND 1  Unit Recording Sheet (URS)

**Unit Title:** Planning for employment in health, social care and children and young people's workforce

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1: Know about careers in health/social care or the children and young people's workforce</td>
<td>4</td>
</tr>
<tr>
<td>MB1: Limited knowledge of the roles and responsibilities of health or social care workers</td>
<td>3</td>
</tr>
<tr>
<td>MB2: Demonstrates thorough knowledge of career opportunities available to young people and young people's workforce</td>
<td>10</td>
</tr>
<tr>
<td>MB3: Learner can outline employment opportunities available to young people and young people's workforce</td>
<td>11</td>
</tr>
<tr>
<td>MB4: Learner can outline information about career opportunities</td>
<td>7</td>
</tr>
<tr>
<td>MB5: Learner can outline qualifications needed for health or social care work</td>
<td>8</td>
</tr>
<tr>
<td>MB6: Learner can outline entry points and qualifications needed for health or social care work</td>
<td>3</td>
</tr>
<tr>
<td>MB7: Learner can outline basic description of sources of information about career opportunities</td>
<td>2</td>
</tr>
<tr>
<td>MB8: Learner can outline basic description of sources of information about career opportunities</td>
<td>2</td>
</tr>
</tbody>
</table>

**Unit Recording Sheet (URS)**

**Year:** Jan / June

**Centre Number:** [ ]

**Candidate Number:** [ ]

**Teacher Comments:**

- Limited information but some knowledge.
- Basic entry point.
- Limited reasons.

**Exam Board:** OCR 2018

**Endorsement:** Unit R026

**Revision:** R036/URS

**Revision Date:** Revised September 2014

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Candidate work

LO1.1.1 service provides and organisations in the social care sector

There are many service providers within the organisations in this sector, here are a few:

- Yoga therapist
- Dentists
- Ambulance services
- Art therapist
- Colour therapist
- Care assistant
- Care home advocate
- Children’s nurse
- Adult nurse
- Beauty therapist

A service provider in any person or organisation that is providing social care to members of the public.

https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#safe=strict&q=health+and+care
Radiographer: you will need:

- self-motivation and the ability to work under pressure;
- effective interpersonal and communication skills;
- organisational and decision-making skills;
- adaptability and good time management skills;
- ability to work as part of a team;
- confidence in dealing with stressful situations;
- attention to detail;
- confidence in using leading-edge technologies;
- IT skills;
- a high level of emotional intelligence to manage the emotional and distressing
Occupational therapist: You will need:

- communication and observation skills;
- the ability to think outside the box and work under pressure;
- decision-making skills and the ability to organise and plan your workload;
- a flexible approach to work;
- assessment and report writing skills;
- good creative and practical skills;
- team working skills as you will often liaise with other professionals such as doctors and social workers;
- enthusiasm, sensitivity and patience to deal with patients with a range of needs;
- the ability to explain, encourage and build confidence, and develop rapport with your patients;
- computer literacy.
Art drama and music therapist: You will need to have:

- excellent communication skills to liaise with other medical and educational professionals, parents, relatives and care workers;
- personal maturity and emotional stability to deal with sad and stressful situations;
- the ability to empathise with children and adults of all ages and with wide-ranging needs;
- flexibility and adaptability - sessions can't be rigidly pre-planned as you need to respond to the needs of your client;
- patience - music therapy is not exclusively results-based and progress may be slow;
- respect for client confidentiality;
- self-motivation, particularly if working for yourself.
QUALIFICATIONS YOU NEED

Entry requirements for nursing degree courses vary because each university sets its own entry criteria, but you are likely to need at least two (usually three) A-levels or equivalent qualifications at level 3, plus supporting GCSEs including English, maths and a science (usually biology or human biology).

Contact universities directly to find out whether qualifications equivalent to A-levels or GCSEs are acceptable.

You may be asked to achieve a certain level in these alternative qualifications, for example a merit or distinction in the case of BTEC.

In some cases it is possible to combine academic qualifications with vocational qualifications. For example, you might have an A level and a BTEC qualification and this combination may be accepted by universities, depending on the subjects and grades.

Entry requirements for dentist... you need to have an approved degree in dentistry to practise as a dentist and courses take at least five years to complete. You’ll typically need high grades at A-levels/Higher in chemistry, biology and physics or mathematics. You’ll need to be able to put patients at ease, gain their confidence and deal problems with the patients, you will hold a position of trust, so you will be able to behave with integrity, tact and understanding. You will need to be able to communicate well with everyone from toddlers to the elderly. It’s also important for you to be able to lead your team effectively, so good managerial and administrative skills are essential.

Entry requirements as an ambulance driver

To drive an emergency vehicle, you need a driving licence for the type of vehicles the service uses. Paramedics have a qualification in emergency medicine. They may study at university and then enter the NHS or apply to become a student paramedic in an ambulance service. For a diploma foundation degree you will need two or three A-levels including science along with 5 GCSES (grades a-c) including English, language maths and science. They usually ask for at least 5 GCSES grade c or above including English maths and science. Ambulance service staff provide care at the scene of the emergency, drive ambulances and other vehicles, and care for the patients travelling in them. Staff in the control room take calls and send ambulance service staff and vehicles to where they are needed.
LO1 – MARK BAND 3  Unit Recording Sheet (URS)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark Band 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MB1: 1-4 marks</td>
<td>LO1: Know about careers in health, social care or the children and young peoples workforce. Demonstrated limited knowledge of careers within health, social care or the children and young peoples workforce and has a very limited range of sources of information available about career opportunities.</td>
</tr>
<tr>
<td>MB2: 5-8 marks</td>
<td>MB2: 5-8 marks</td>
</tr>
<tr>
<td>MB3: 9-11 marks</td>
<td>MB3: 9-11 marks</td>
</tr>
</tbody>
</table>

Candidate Comments: Through working with a range of health and social care settings, opportunities were gained to learn about the various roles available within the children and young peoples workforce.
Candidate work

[Diagram with four quadrants labeled I, S, V, P and shaded with red, green, yellow, and blue.]

- **ISV**
  - **Sectors Within Health & Social Care (HSC)**
  - **Second Sector**
- **Voluntary**
  - This is charitable work such as Barnardos, PDSA, Cancer Research, Red Cross, St. Gemma’s, and many more.
- **Informal**
  - Friends, family, and neighbours. As when you fear in the first person to you after you would be you much.
- **Private**
  - These are private companies that run like a business for profit. For example, Police, NHS, etc.
Social Services

Social care services help and support people from all walks of life as well as your families no matter what situation you are in. Someone may need guidance due to their disability, illness, old age or poverty. The local authorities are in control and responsible for providing social care services and some of which may be from independent provider.

Children’s social work services:

Earlier the year in March 2012 some changes were made to the way they deliver some services to children and their families. The changes relate specifically to:

- Social work services delivered to children in need
- Children subject to child protection plans
- Children subject to care proceedings
- Children looked after by Leeds City Council

They have changed the way they group social workers together.

Some social workers will be locality based and support children and young people who live at home with their families. These social workers will work more closely with other professionals that work in the local community, for example doctors, health visitors, youth workers and teachers. They also provide extra services to help and support the work with children and their family at home.

There will be teams of social workers who will support children and young people who are looked after in care and have foster careers or are living in children’s homes. These teams will focus on helping more children experience stability and permanence through:

- A return to their family
- Adoption
- Special guardianship
- Or independence

Social work teams in the children’s disability service remain unchanged.

Adult social services:

There are many services including in the adult social services such as equipment at home, exploring care options, getting out and about, health and social care integration, overview of support for careers in Leeds, Specialist services, support at home, your health and your rights. In each one there is a lot of detail that explains how it supports the service users through social services.
For your health, the NHS campaign highlights danger of alcohol. This will help people understand the impact that alcohol has on the liver. Support at home and your rights.

**Integrated care:**

Over the coming years, GPs, hospitals, health workers, social care staff and others will increasingly be working side-by-side, sharing information and taking a more co-ordinate approach to the way services are delivered. Older people and people with long-term health conditions will be the first to benefit from these changes.

At the moment, if someone needs to arrange care from a district nurse, for example, but also needs help to bathe or prepare a meal, they might have two or three different professionals arriving at their door and asking similar questions before help can be put in place.

**Funding:**

Leeds is one of seven sites piloting a new way to fund care for people with long-term health conditions. The ‘Year of Care funding’ model will encourage a move away from dependence on hospital to take a more holistic approach, looking at all of someone’s treatment, care and support needs over a 12-month period.
Image of leaflet to a person with a long-term disability or someone caring for a person with a long-term disability who needs more help.

The leaflet is a map with stop points showing potential services, for example, disabled parking badges, help with nursing care, day centre and lunch clubs.
Jobs in the social care sector:

- Support worker- Home care setting
- Health and social worker- Health and social care setting
- Administrator-
- Registered Manager
- Hostel project worker
- Babysitter/nanny
- Care assistant
- Community care worker
- Letting manager
- Social worker
- Female support worker
- Senior care officer
- Care officer
- Deputy manager
- Activities assistant
- Housing option advisor
- Domiciliary manager and co-ordinator
- Housing benefit assessment
- Nursery nurse- in a nursery
- First line manager
- Team/support leader
- Sleep in support worker

The social sector jobs often take place in offices and sometimes they work from home. If not they go round houses helping the service users. However there are several jobs that come under the home care setting and the health and social care setting. Many social jobs are available in nurseries. The big organizations are the council and social services.
Social Sector jobs: Educational Psychologist

Educational psychologists work in a variety of different ways to address the problems experienced by children and young people in education. They have a central role in the statutory assessment and statementing procedures for children with special educational needs (SEN). They work directly with children and young people individually or in groups and with a wide range of other professionals to deliver their work.

Part of the educational psychology role is to work at a strategic level, carrying out research and advising on educational policy development. Other areas of work include delivering training on issues such as behavior and stress management.

Direct work with children and young people includes assessing their learning and emotional needs using methods such as interviews, observation and test materials. Interventions are then developed to support the child or young person with the problems they are experiencing.

The course: To train to become an educational Psychologist it is necessary to successfully complete a 3-Year doctorate degree in educational psychologist. This is approved by the health and care professions council (HCPC). This is the organization for educational psychologist. Alongside completing a training course you have to register with the HCPC in order to be able to work as, and use the title of Educational Psychologist.

The training course includes:

- Research methodology
- Human Learning
- Development
- Cognition
- Motivation in socio-cultural contexts
- Basic and applied levels of research
- Evaluating needs of private and public schools

Skills of an educational Psychologist:

- Evaluate needs
- Analyze behaviour in children
- Counsel
- Research
- Develop written and oral communication skills
- Make good decisions
- Have highly developed interactive skills
- Gain knowledge about child development
- Understand behavioural changes
- Understand individual education programming
- Develop assessment techniques
University course:

To become a fully qualified educational psychologist you will need to have a completed undergraduate degree and a doctorate. Once you have completed the bachelor degree you may receive Graduate Basis or Regulation which, after finishing a three Year doctorate will enable to become a charted psychologist.

Education pathway:

You must have gained 5 GCSEs graded A*-C, after this you should go on to complete three A levels including psychology, totalling at least 280 UCAS points. When choosing a degree course you need to find out whether they offer a placement or practical training, this will help after graduation. To have a place in the doctorate course you will need to achieve at least a 2:1 degree in psychology or educational psychologist.

Additional skills of an Educational Psychologist:

- developing and supporting therapeutic and behaviour management programmes;
- designing and developing courses for parents, teachers and others involved with the education of children and young people on topics such as bullying;
- designing and developing projects involving children and young people;
- writing reports to make formal recommendations on action to be taken, including formal statements;
- advising, persuading, supporting and negotiating with teachers, parents and other education professionals;
- attending case conferences involving multidisciplinary teams on how best to meet the social, emotional, behavioural and learning needs of the children and young people in their care;
- prioritizing effectiveness
Skills of an educational Psychologist:

- Evaluate needs: evaluating the needs is important so you are aware what he situation is. You must understand the different needs of the individuals you are looking after. Evaluating their problems would be good as you will have a clear understanding and know background information about them which will help you treat the patient well.

- Analyse behaviour in children: This is a key skill so you know what you are dealing with and what procedures you must go through to help the child. As you need to be able to understand the child, get to know them so you are able to work with them.

- Counsel

- Research: You need to be a good researcher to develop further in the psychology pathway. In depth research will help you understand the different problems.

- Develop written and oral communication skills: So you are able to communicate with the child through the different ways of communication. As some children might find it difficult to speak so you need to find out the reason why and need to work your way round in communicating with the child. Whether it is using gestures, makaton or silent language. You must know the different ways of communication depending on the child’s needs. Also it will allow you to be able to get along with the child.

- Make good decisions: This is so the child gets the best treatment with your help.

- Have highly developed interactive skills: You need to know the different ways of communicating with your patient depending on their specific needs. This also accounts to talking to child and an adult differentiates. As with a child you would talk in such a way however with an adult it would be different. You need to be able to fully communicate using your highly developed skills.

- Gain knowledge about child development: As you need know how the child’s body develops especially the brain. Also where the problem may be in the child and being able to cure it. Also what the treatment and symptoms linked to the body area.

- Understand behavioural changes: As everyone has different behavioural problems and it is vital to know about them all so you know the background history about each change and how it has a huge impact on the child.

- Understand individual education programming

- Develop assessment techniques: As you need to be able to successfully treat the patient, then note down how the treatment went, what the side effects are e.g.t. This will make the assessment valid and the more description you add the better. As this folder of information could be passed onto another doctor and he/she will be able to treat the same patient by their specific needs by reading the assessment.
Health + Social care services:

Types of Health and Social Care services

- Mental health services
- Care homes
- GP services
- Day care nursery
- Sexual health services
- Hospital services
- Emergency and urgent services
- Eye care services
- Pharmacy services
- Dental services
- Social care services

Health + Social care services I have received:

- Dental services
- Pharmacy services
- Eye care services
- GP services
- Hospital services
- Emergency and urgent services

Statutory Services:

The National service framework set out clear quality requirements for care. These are based on the best available evidence of what treatment and services work most effectively for patients. One of the main strengths of each strategy is that it is inclusive.

Primary care trusts are the public authorities in England responsible for planning, securing, funding and coordinating all of the NHS services in a defined geographical area. PCTs make decisions about how NHS resources are invested and what health services are provided at a local level.
NHS Trusts: A National Health Service trust provides services on behalf of the English NHS and NHS Wales. The trusts are not trusts in the legal sense but are in effect public sector corporations. They provide services such as ambulance and GP’s.

Secondary Healthcare: Secondary care is defined as a service provided by medical specialists who generally do not have first contact with patients. Secondary care is usually delivered in hospitals or clinics and patients have usually been referred to secondary care by their primary care provider (usually their GP).

Mental Health trusts: A NHS Mental Health Trust provides health and social care services for people with mental health problems in England. There is one kind of NHS trust, the regional organizations that together form the National Health Services. There are currently 60 mental health trusts, they are commissioned and funded by NHS primary care trust.

Children’s trusts: As every children’s trust is different, there is no single solution for branding. When you are developing your local solution it is important to remember that children’s trust pathfinders are not separate legal entities. The local authority will be responsible for developing the children’s trust and achieving successful outcomes, but each organization participating in the trust will retain accountability for the services they provide.

Integrated care: Also known as coordinated care, comprehensive care, seamless care and transmural care – is a worldwide trend in health care reforms and new organizational arrangements focusing on more coordinated and integrated forms of care provision. Integrated care may be seen as a response to the fragmented delivery of health and social services being an acknowledged problem in many health systems.
NHS (national health services)

The main aim of the NHS England is to improve the health outcomes for people in England; they believe it will make a difference to see the positive outcomes in improved health. Nation health services have become the world’s largest publicly funded health service since it was launched in 1948. The health services formed as their aim was to provide everyone with facilities regardless of wealth. The NHS is free for anyone who is a resident of the United Kingdom however there will be odd charges such as for prescriptions and dental services. At the moment there are 63.2m people use the health service for their benefit. The service covers from antenatal screening long term conditions and end of life care. The Scottish government, Northern Ireland assembly and the Welsh assemble government are responsibly over the health care in their country.

The NHS has employed more than 1.7m people and those under half are clinically qualified including 39,780 general practitioners, 370,327 nurses, 18,687 ambulance staff and 105,711 hospital and community health service medical and dental staff.

Funding of the NHS comes directly from taxation which is then granted to the department of health by the parliament. The NHS are thinking of making changes which will take place on April 1st 2013, this will include abolition of primary care trust and the introduction of clinical commissioning groups. There hasn’t been a change of cost as it will remain the free except the odd costs involved.

In the UK, life expectancy has been rising and the infant mortality has fallen since the NHS was established in 1948, both of these figures compare reasonable with other countries. There were surveys on board which showed a positive result as the patients were satisfied with the care they received from the NHS. People who have experienced treatment from the NHS have said to be more satisfied.

In 2010 the NHS was rated as the best system in terms of efficiency, effective care and cost related problems. It was also ranked second for patient equality and safety. In 2010 the next common wealth fund declared then in comparison with the other health care system of six other countries, the NHS was the most impressive overall.

Image of NHS structure showing what’s included in primary and secondary care.

This is the structure of the NHS; it shows the primary care and what’s included in it also the secondary care. This is telling us that the primary care is paramount, and then it’s secondary care after.
Professions in the Health Sector

- Nurse
- Doctor
- Psychologist
- Pharmacist
- Dentist
- Dietician
- Learning disabilities nurse
- Midwife
- Occupational therapist
- Optician
- Paediatric nurse
- Speech and Language therapist
- Paramedic
- Herbalist
- Acupuncturist
- Psychiatrist
- Chiropodist

The Health Sector jobs often take place in hospitals, pharmacies, National Health Services, BUPA, opticians, dentists and other care and health settings. Each train specifically for the profession they have but there are some similarities within the jobs that are based on health care.
Different Specialisms within NHS

**Ambulance service:** The ambulance service is not just about responding to a 999 call with an emergency ambulance crew. There is also a team of people with different roles who provide the vital back-up, as well as the non-emergency patient transport service that is so valued by the community.

Before the accident and emergency crews take to the road, other members of the trained team take the 999 call, decide rapidly what action is needed and then ensure that it happens.

If the situation is critical, one of the control staff might have to talk a distressed caller through a lifesaving procedure or collect more essential information as the ambulance travels to the scene.

Less obvious on our streets, but still essential, are the non-emergency ambulances. Day after day, patient transport services, as they are known, carry disabled, elderly and vulnerable people to and from outpatient appointments, hospital admissions, day Centre’s and clinics. Without them, many people would be unable to carry on leading independent lives in the community.

**Health informatics:**

Health informatics is one of the fastest growing areas within healthcare. In its most simplest term, health informatics is about getting the right information to the right person at the right time.

It is critical to the delivery of information to healthcare professionals so they can deliver the most appropriate care.

You could be introducing electronic health records for every person in the country or exploring patient data to identify trends in disease and treatment. If you love working with computers or have an analytical and inquisitive mind, then there is a job for you in health informatics.

**Healthcare science and pharmacy:**

The healthcare science team play a vital role in the prevention, diagnosis and treatment of a huge number of medical conditions, as well as in rehabilitation. Along with doctors, nurses and other professions, healthcare science staffs are essential members of today’s healthcare team. They help patients with hearing problems, they analyse tissue samples and much more. Many skills are needed to work in the healthcare science team such as great communication.
Statutory sector:

The statutory or public sector includes the NHS which provides hospital services and services in the community.

Its services are free at the point of delivery (some exceptions like dentistry and opticians).

The Civil service department sets national standards and targets for the health organisations within the statutory sector.

Private sector:

The sector provides the majority of long term care available in the UK. The sector also provides acute care services. It has fewer hospitals that the NHS but these have a critical role to play in providing a service for private patients and in helping the department of health to reduce waiting lists for serious care mainly through the provision of routine surgery. The independent sector will also play a huge role in enabling the health service in England to introduce patient choice.

Voluntary:

There are several voluntary health organizations but one of them is Arthritis Care:

There are around 10 million people with arthritis in the UK. That’s 10 million individuals, plus their families, each affected in a unique way.

From high quality information and support to empower you to take control of your arthritis, to campaigning for change...

Arthritis Care is here for you.

Informal:

This is the sector where your friends, family and priests help you so if you fall ill they will be the first person to help you. In the health care there could be a career looking after a child for live rather than money.
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Careers in management:

Health service managers are responsible for commissioning and delivering local healthcare, through the management of hospital, GP and community health services. Advances in medical technology, tough spending targets, managing change, and rising public expectations combine to make this a very responsible and challenging job.
We need managers to:

- lead individual health organisations
- manage and look after the building that they work in
- provide the support services that they need
- negotiate contracts to recruit and develop staff
- deliver IT systems that move information between health professionals.

Managers ensure that catering and cleaning operations run smoothly in hospitals. They implement better access to GPs, oversee health-promotion initiatives in the community and improve the quality of life for patients in care homes. The NHS also needs managers to develop services closer to where people live. Managers communicate effectively with patients and the public, seeking their views and providing information to them about services and treatment.

**Careers in Midwifery:**

Midwives often describe their job as 'privileged'. The role they have in preparing women for the delivery of new life makes them a vital presence during all stages of pregnancy, labor and the early postnatal period.

**Careers in medicine:**

There are more than different 60 specialties that doctors work within. Each is different but there are many characteristics which are common. You will need to work as a part of a multi-disciplinary team in almost every specialty. Some require particular skills, such as an ability to make decisions in life-threatening situations or confidence with computers. Many require an interest in research and some require particular manual skills.

**Careers in the allied health professions:**

The allied health professions (AHP) offer a wide range of opportunities, this includes challenges, great employment package and the rewards of doing something worthwhile. AHPs often see patients and clients in different surroundings. You will find AHPs working in hospitals, clinics, housing services, people's homes, schools and colleges.
**External Source**

**Internet:**

This can give you important information and advice about career opportunities and about particular jobs. The Internet can give you the skills, qualification, degree and such that is needed for the job. You can look on university web or job finder websites which can guide you finding a job.

**Trade unions:**

These are organisations that show people at work. They will guide you through your career pathway or a particular job because they have trained staff who help with work problems or advice. They provide members with many services to help such as financial service or insurance.

**Employment agencies:**

Employment agencies are companies which attempt to match the employment needs of one employer with a worker having the required skill set and interests. Some agencies are privately owned while others are sponsored by government. They also check your background history along with your qualification and your first interview.

**Publications:** These are also used as external sources as well as internal sources. Again it helps you find jobs according to your needs. It branches of to health, social and early years setting. Newspapers, letter, adverts will help you lead your career pathway.

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**Internal Source**

**Human resource:** The division of a company that is focused on activities relating to employees. These activities normally include recruiting and hiring of new employees, orientation and training of current employees, employee benefits, and retention. Formerly called personnel. Human resource is a product of the human relations movement of the early 20th century; this is when researchers began documenting ways of creating business value through the strategic management of workforce.

**Training and development:** Human resources are in control of the training staff. Trainers equip staff with the knowledge, practical skills and motivation to carry out work-related tasks. Training officers either deliver the training themselves or arrange for a third party trainer to do so.

**Intranet:** Moodle is a type of intranet, not everyone has access to this website as you need a username and password. However, if you request for one you will be given one. Many schools have their own for the benefit of the workers as it offers job opportunities. This will allow them to have a look at job adverts and are able to apply for one.

**Publications:** These are letter, posters, news report, and newspaper. These offer job advertisements or them; it gives you crucial information on the jobs available and what you must do to get it. Many people find a job through the newspaper.

**Coaches and mentors:**

People who have a high post in the health and social care setting who can guide and give you advice about the jobs available. They will help you find a job suitable for you.
GP- Health care job

A medical doctor is a person who has completed formal training at an approved medical school, has received a medical qualification at such an institution and has satisfied all the requirements called for by the professional healthcare registration board of country/state they are practicing in.

A general practitioner dedicates his practice to assessing and treating general medical ailments. A general practitioner typically practices in a suburban setting and takes care of the health of families living in this area. The GP diagnoses and treats a large variety of diseases and conditions, and has the option of referring certain conditions to a specialist for further investigation and management.

General practitioners (GPs) work in primary care. They are usually commissioned by primary care organizations, such as primary care trusts or clinical commissioning groups to deliver services.

As part of these primary care organizations, GPs can advise relevant health organizations on the purchasing of healthcare. They are also increasingly responsible for purchasing healthcare from secondary healthcare providers, such as hospital and community/mental health trusts and the independent and voluntary sector.

Changes to the healthcare system in England means that the NHS will need more GPs in the future. Therefore, the number of training places is increasing.

General practice:

General practice is an essential part of medical care throughout the world. The bulk of the work is carried out during consultations in the surgery and during home visits. General practice allows individual doctors a wide choice of where to practice, with whom and how. Patient’s must be able to trust the doctor with their lives and health. To justify that trust, you must show respect for human life and make sure your practice meets the standards expected of you.

Gp’s provide a complete range of care within the local community, dealing with problems that often include physical, psychological and social components. They work with different teams with other professionals, helping the patients to take responsibility for their own health.

Gp’s attend patients in surgery and primary care emergency centre’s if clinically necessary, they will visit homes. There are many opportunities to become involved in hospital work, in education of those training to be general practitioners or in local issues.

Individual general practitioners can reach a relatively high income early in their career and it is one of the specialties most suited to part time and flexible working.
Most GPs are independent contractors to the NHS. This independence means that in most cases, they are responsible for providing adequate premises from which to practise and for employing their own staff.

Personal qualities should include:

- ability to care about patients and their relatives, this is so the patients feel happy and comfortable with the doctor or nurse. They will feel secure if you as a doctor show you are reliable and trustworthy. By showing this skill you will prove to the patient that you are caring and you value them.
- a commitment to providing high quality care this will allow the patient to feel assured in your hands and it will make the service user feel comfortable and under safe hands.
- awareness of ones own limitations, they would know what they to reach. They would now what is expected and what they should not do.
- ability to seek help when appropriate, this is for the service users benefit, it will allow the service user to experience quality care from several doctors.
- commitment to keeping up to date and improving quality of ones own performance, this is so you are aware of how to treat a patient and the patient can identify that you are a qualified doctor.
- appreciation of the value of team work, this is a quality that you must show otherwise you won’t be far in life no matter what job you take.
- clinical competence
- organisational ability, this is vital as if you are not organised it will have a huge impact on your job. Being organised will help you reflect better in your job.

A level

The majority of medical schools require A levels in chemistry, whilst others will accept AS level in chemistry, depending upon the other qualifications being offered. Some require biology at A’ level.

If you are in high school it is essential that you excel in the following subjects:

- Mathematics, you may need this due to financial responsibility or it may be recording the service users progression in the computer which will require mathematical knowledge.
- Science (physics and chemistry), this will be needed as the human body comes under biology and you will need to be aware of the damages that occur so you can treat the patient will quality care. Chemistry is important along with physics.
- Biology is linked to the body, drugs, metabolic rate and a lot more, this knowledge will be put in place when becoming a doctor.

Additional optional subjects to study:

- Psychology is linked with the brain and how the body reacts to things, this is linked to becoming a doctor.

- A business subject can be linked to financial responsibility such as business studies.
- Additional language(s) that are spoken in the region where you intend to practice medicine, this is great e.g. Spanish, if the patient speaks that language you will be the one who can communicate with the service user and be able to safe their life.

Qualifications:
All medical students in the UK will initially take an undergraduate course leading to a Bachelor of Medicine and Surgery. Depending upon the university - this will lead to one of the following qualifications - MBBS; MBBS/BSc; MBBCh; MBChB; BMBS - all of which are normally referred to as a "first MB".

Own requirements are set by individual medical schools, which vary between medical school and the course applied for. It is therefore essential that applicants consult the undergraduate prospectuses for the medical schools to which they wish to apply and/or contact the medical schools directly to seek clarification.

Undergraduate Courses:
The majority of medical schools require A levels in chemistry, whilst others will accept AS level in chemistry, depending upon the other qualifications being offered. Some require biology at A' level.

Candidates without a science A level:
The majority of medical schools require A levels in chemistry, whilst others will accept AS level in chemistry, depending upon the other qualifications being offered. Some require biology at A' level.

Voluntary role:
They are looking for registered general practitioners with at least three years’ specialist experience at the time of going overseas. That means you can volunteer as soon as you’ve finished your GP specialty training, although of course the more experience the better.

Roles generally range from one to two years. Knowledge of tropical medicine, reproductive health, maternal and child health or HIV and AIDS is desirable. Previous experience in teaching, training and management is especially useful.

Knowledge, skills and performance
- Make the care of your patient your first concern.
- Provide a good standard of practice and care.
  - Keep your professional knowledge and skills up to date.
  - Recognize and work within the limits of your competence.

Safety and quality
• Take prompt action if you think that patient safety, dignity or comfort is being compromised.
• Protect and promote the health of patients and the public.

Communication, partnership and teamwork

• Treat patients as individuals and respect their dignity.
  o Treat patients politely and considerately.
  o Respect patients’ right to confidentiality.
• Work in partnership with patients.
  o Listen to, and respond to, their concerns and preferences.
  o Give patients the information they want or need in a way they can understand.
  o Respect patients’ right to reach decisions with you about their treatment and care.
  o Support patients in caring for themselves to improve and maintain their health.
• Work with colleagues in the ways that best serve patients’ interests.

Maintaining trust

• Be honest and open and act with integrity.
• Never discriminate unfairly against patients or colleagues.
• Never abuse your patients’ trust in you or the public’s trust in the profession.

Income:

Doctors on the Foundation Programme can earn between £22,412 and £31,434 a year. Doctors doing vocational general practitioner training can earn between £29,705 and £46,708 a year.

Full-time GP salaries can be between £53,781 and £81,158 a year, and independent GPs (self-employed with NHS contracts) may earn between around £80,000 and £120,000 a year.

Salaries for doctors in training include an additional amount based on the average hours of overtime worked, time spent covering unsocial hours, and workload.

Hours:

You would work up to 52 hours a week as a full-time GP, which could include evenings and weekends. You may also be on a rota for out-of-hours emergency work. Part-time hours may also be available.
Dentist:

Dentists are healthcare professionals who provide preventive and restorative treatments for problems that affect the mouth and teeth.

Most dentists work as self-employed practitioners in general practice, providing dental care to the public under The National Health Service (NHS) and/or privately. Others work in salaried posts within a variety of specialisms in hospital dentistry, community dentistry, the armed forces, corporate practices, industry, or university teaching and research.

A general dental practitioner typically leads a team made up of dental care professionals and treats a wide range of patients, from children to the elderly.

Work activity:

Most dentists work in dental practices where, in addition to the dentist(s), the team may include a receptionist, dental nurse, dental hygienist, dental therapist and dental technician.

Responsibilities:

- Educating patients on oral healthcare, this will prevent the patients from getting filling and cavities. They must be aware of how to look after their teeth properly.
- Examining teeth and diagnosing patients' dental conditions by using tools such as x-rays. By using the right equipment you will identify the problem quickly and efficiently.
- Assessing treatment options and agreeing treatment plans with patients, this is so they are aware of what is happening and have the right to choice of what treatment they want.
- Carrying out agreed clinical treatments such as restoring teeth affected by decay and treating gum disease. This is done so the patient doesn’t suffer from any illness if not looked at the dentist has the responsibility to treat is straight away.
- Maintaining patients' dental records, this is so the patient has regular checkups and their information is kept up to date, this is so the dentist can have a look and see what the patient has already had done.
- Recruiting, training and managing staff, this is so there is a professional and complete work area. As without staff you wouldn’t make much income or business.
- Managing budgets and maintaining stocks of equipment, this is so you make some income and profit out of the business, also you need to balance on what to buy so that you make savings at the end.
- Keeping abreast of new developments through structured continuing professional development.
- Marketing services to potential clients, this is to increase the income of the business and so the practice is well known.
Hospital dentists usually treat patients who have been referred by a GDP and provide more specialized and complex dental care. Additional postgraduate qualifications are required for career progression. Dental officers working in the Community Dental Service (known in England as the Salaried Primary Dental Care Service) are employed by primary care trusts (PCTs) and provide dental care to adults and children with special needs and disabilities, as well as providing school visits. Dentists in the armed forces hold a commissioned rank and provide a comprehensive range of dental services for armed forces personnel in the UK and abroad.

**Entry requirements:**

In order to practise as a dentist, an approved degree in dentistry (BDS or BChD) is essential.

Entry to the course usually requires high grades at A-level/Highers in chemistry, biology and physics or mathematics.

The course combines academic education with theoretical and practical training in all aspects of dental practice. Courses including a pre-dental year exist for candidates without science-based A-levels or equivalents. This course normally lasts for 30 weeks and immediately precedes entry to the undergraduate degree course. It is not possible to become a dentist with an HND only.

Graduate entry to dental school is possible. A 2:1 in a science-based first degree is usually preferred. Graduate entry courses usually last for five years, but accelerated four-year courses are available for candidates with a 2:1 or better in a degree with biology or chemistry.

Other graduate courses offer science foundation courses (a 'pre-dental' year) suitable for candidates with a non-science background. Some dental schools admit graduates in any subject as long as A-levels or Highers in sciences (including chemistry) have been passed with high grades.

In order to practise as a dentist, an approved degree in dentistry (BDS or BChD) is essential.

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The course combines academic education with theoretical and practical training in all aspects of dental practice. Courses including a pre-dental year exist for candidates without science-based A-levels or equivalents. This course normally lasts for 30 weeks and immediately precedes entry to the undergraduate degree course.
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Other graduate courses offer science foundation courses (a 'pre-dental' year) for suitable candidates with a non-science background. Some dental schools admit graduates in any subject as long as A-levels or Highers in sciences (including chemistry) have been passed with high grades.

Pre-entry experience of dentistry is not absolutely essential, but a few weeks of related work experience are looked for as evidence of your motivation.

It is usually vital for candidates to demonstrate potential in the following skills:

- self-discipline, this is so you are well behaved is a working environment. Along with this you need to be able to control your feelings and help overcome your weakness’s.
- commitment to completing this long and demanding degree course; you need to be willing to complete the course otherwise you can’t fulfill your dream of becoming a dentist
- Technical dental skills, plus the ability to maintain intense concentration for prolonged periods as when it comes to treatments you must be patient and understanding.
- the ability to build relationships with patients and colleagues, this is because if you build a friendly relationship with the patient they will feel welcomed and comfortable.
- high level communication and interpersonal skills, for interaction with patients of all ages and backgrounds
- Have an interest in the welfare of others and a sympathetic manner as you will need to be sympathetic in some cases
- good administrative and managerial abilities
- information technology skills, due to use of computers of keeping records and accounts also used for radiography and intra-oral photography.

Skills:

- Willingness to learn and make sense of scientific knowledge:
  Working as a dentist you will need a good academic background and interest in scientific knowledge particularly human anatomy and oral diseases processes. These skills are increasingly becoming important for all members of the dental care team. It is also important for you to test your knowledge on what you know about dentists.

- Good manual dexterity:
  Being good with your hands is important as well as good eyesight. A key part of the role would be confident handling of medical equipment while working inside someone’s mouth.
• Good eyesight and colour vision:
  You need to have strong eyesight therefore it would be good for you to go for
  regular checkups.
• Ability to offer advice and educate others:
• Teaching the skills for patients to keep their teeth and gums in good condition.
  You’ll be dealing with a wide range of people, each with their own characteristics
  and concerns.
• Happy to work as part of a team:
  The dental care team includes a wide range of people with different skills and
  academic backgrounds. You need to have strong interpersonal skills and enjoying
  working as a team.
• Excellent people skills:
• You would be providing dental care for people of all ages, from young children
  through to grandparents. You should be able to put people at their ease, gain their
  confidence and deal sympathetically with their problems and fears.
Qualifications for working in Health setting

To work in the health and social care sectors you need to be – how can we put this delicately – clever. Although having a university degree or diploma is not necessary for many roles such as social work assistant or chiropractor, good academic credentials are essential for everyone else.

In the field of alternative and complementary medicine acupuncturists will need to undergo a three-year training programme accredited by the British Acupuncturist Board.

For chiropractors, entry requirements vary but normally include two science 'A' levels or equivalent combined with successful completion of courses- and registration- with the General Chiropractic Council (GCC). Homeopaths will be either fully qualified doctors making a transition into alternative medicine via the post graduate route, or those starting from scratch who have undertaken one of the approved courses from the Society of Homeopaths.

In the fields of allied and core health care you will inevitably need a degree. Physiotherapists must have an approved degree in physiotherapy which provides you with membership to the Chartered Institute of Physiotherapy which in turn, entitles you to practice in the NHS. Similarly, occupational therapists need a degree in the same subject, while career changers who hold a degree in an un-related discipline can take a two-year accelerated full-time course. Radiographers will also need a relevant degree and must register with the Radiographers Board of the Health Professions Council before being able to practice in the NHS.

Competition for positions as doctors and dentists is high, so you’ll be expected to have excellent ‘A’ levels (usually one A and two B’s) including maths and two sciences.

Typically, training for doctors and dentists will last five years. However, the General Medical Council (GMC) also approves six-year degrees for applicants who do not meet the ‘A’ level science criteria – the extra year being a pre-medical course in science to bring you up to speed. Nurses and midwives will need five GCSEs and two ‘A’ levels followed by completion of a degree or diploma that is approved by the Nursing and Midwifery Council (NMC).

How long will it take to complete my qualification?
This depends on the qualification you are studying. GCSE, BTEC and GNVQ awards can either be 1 or 2 year programmes depending on where you study. NVQs are flexible: there is no condition that you need to complete all of the parts of an NVQ within a set time-frame. Assessment for a full NVQ can take between 9 and 24 months, though the national average is around 12 months. Apprenticeships and advanced apprenticeships last as long as it takes to achieve your NVQ, Key Skills and Technical Certificate. On average it takes between 1 and 3 Years. Whereas full time degree courses take on average 3 Years.
The Model

The diagram below gives an overview of the key stages which learners will pass through as part of the Health Sector Route way experience.

Stage 1
Initial assessment of learners needs leading to the development of individual learning programme built around the

Stage 2
Recruitment onto the Programme

Stage 3
Learners complete their Sector Route Way to Health

Stage 4
Transition into employment

<table>
<thead>
<tr>
<th>Level</th>
<th>Job Roles</th>
<th>Vocationally Related Qualifications</th>
<th>Occupational Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td></td>
<td>BTEC Introductory Certificate in Health &amp; Social Care</td>
<td>NVQ level 2 in Health &amp; Social Care</td>
</tr>
<tr>
<td>Level 1/2</td>
<td></td>
<td>GNVQ Foundation Health &amp; Social Care</td>
<td>Health &amp; Social Care Apprenticeship</td>
</tr>
<tr>
<td>Level 2</td>
<td>Care Assistant</td>
<td>GCSE Health &amp; Social Care (Double Award)</td>
<td>NVQ level 3 in Health &amp; Social Care (Adults)</td>
</tr>
<tr>
<td>Level 2</td>
<td>Support Worker</td>
<td>GNVQ Intermediate Health &amp; Social Care</td>
<td>BTEC National Diploma in Health Studies</td>
</tr>
<tr>
<td>Level 2</td>
<td>Home Carer</td>
<td>BTEC First Certificate &amp; Diploma in Health &amp; Social Care</td>
<td>Certificate in Working with People with Learning Disabilities</td>
</tr>
<tr>
<td>Level 2</td>
<td>Health Assistant</td>
<td>Social Care Cadet Programme</td>
<td>NHS Cadet Programme</td>
</tr>
<tr>
<td>Level 3</td>
<td>Care Officer</td>
<td>GCE Health &amp; Social Care (Double Award)</td>
<td>Health &amp; Social Care Advanced Apprenticeship</td>
</tr>
<tr>
<td>Level 3</td>
<td>Senior Care Officer</td>
<td>BTEC National Diploma in Health Studies</td>
<td>NVQ level 3 in Health &amp; Social Care (Children &amp; Young People)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Senior Support / Programme Worker</td>
<td>Certificate in Working with People with Learning Disabilities</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>Assistant Healthcare Worker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Screenshot taken from Keele University's School of Law job adverts.
Early Year Jobs

- Nursery Practitioner/Early years teacher
- Pre-school leader
- Nursery managers- paying up to £25l pa
- Early Years Practitioner/Nursery Nurse- qualified nursery nurse with NVQ level 3 or above in childcare
- Outdoor Senior Practitioner- salary negotiable dependent on experience and qualification
- Nursery Staff
- Facilitator for a child with special needs
- Deputy Nursery manager- £23k pa depending on experience
- Level 3 Nursery Nurse- Confident, experienced level 3 NN required to join this profession
- Nursery Nurses, room leaders, management, early years teacher (EYPS)- £13,600-£38,000 depending on provider and role
- Nursery Nurses +Room leaders- Godalming (Full time and part time)
- Nursery Nurse+ Room leader – west Molesey
- Early Years teacher
- Pre-school teacher
- Deputy Nursery Manager and level 3 nursery nurse
- Level 2/3 nursery nurse £14,000- £16,000 dependent on experience
- Nursery nurse/room leader/early years practitioner
- Early years group leader
Early Year Workforce:

If you want to work in the early year workforce you can work in nursery settings, pre-schools or private setting. There are many opportunities to work with children. Early Year and children workforce includes:

- Practitioners working in early Years and childcare settings
- Child-minders
- Play workers working in and out of school childcare schemes

Support and resources for workforce development:

Workforce development training, advice, guidance and support is delivered by Early Years and childcare service in partnership with colleagues in the private, public and voluntary sectors.

Teams and partner organisations who provide training and support to the early years and childcare workforce:

- Early Years Consultant team
- Early years training network coordinators
- Early Years portage and inclusion service
- Child minding support team.
Early Years Teacher:

**Job description:**

Early years, or nursery, teachers work in pre-school, nursery and reception classes with children aged between three and five. They plan and carry out activities in line with the requirements of the early years foundation stage (EYFS). This involves developing work schemes and lessons plans to motivate children and imaginatively using resources to help them learn.

Early years teachers develop the social and communication skills of children and provide a safe and secure environment in which the child can learn. They build and maintain relationships with parents/guardians to further support pupils as well as operate within multi-agency networks to ensure the correct support is available.

Early years teachers record observations and summarise the children's achievements. They focus on the best of the child development and preparation for a successful transition to primary school education.

**Work activities:**

Early years teachers teach all areas of the foundation stage, which is focused on helping children to achieve early learning goals. Work carried out includes:

- motivating and stimulating children's learning abilities, often encouraging learning through experience;
- providing pastoral care and support to children and providing them with a secure environment to learn;
- developing and producing visual aids and teaching resources;
- organising learning materials and resources and making imaginative use of resources;
- assisting with the development of children's personal/social and language abilities;
- supporting the development of children's basic skills, including physical coordination, speech and communication;
- encouraging children's mathematical and creative development through stories, songs, games, drawing and imaginative play;
- developing children's curiosity and knowledge;
- working with others, including teaching assistants and/or nursery nurses as well as volunteer helpers, to plan and coordinate work both indoors and outdoors;
- sharing knowledge gained with other practitioners and parents;
- observing, assessing and recording each child's progress;
- attending in-service training;
- ensuring the health and safety of children and staff is maintained during all activities, both inside and outside the nursery/school;
- keeping up to date with changes in the curriculum and developments in best practice.

To become an early years teacher in a state school or nursery, it is necessary to gain Qualified Teacher Status (QTS) through doing Initial Teacher Training (ITT), of which there are four types:

- Undergraduate - you can gain QTS alongside studying for a degree, which takes three to four years.
- Postgraduate – if you already have a degree or equal qualification, you can do a PGCE (Postgraduate Certificate of Education), which takes one to two years.
- School-centred Initial Teacher Training (SCITT) – classroom-based, ‘on the job’ training after completing a degree. The course leads to QTS and takes one year.
- Work-based – you can gain QTS by working in a school or nursery on a trainee salary as part of one of the following programmes: Graduate Teacher Programme (GTP); Registered Teacher Programme (RTP); Overseas Trained Teacher Programme

Entry requirements:

GCSE grade C or above in mathematics and English - for primary teaching you also need GCSE science grade C or above. QTS Skills Tests - in literacy and numeracy (if training in England). Anyone applying for an ITT course which must have passed the skills tests before starting the course. Candidates need to apply for an ITT course and then sit the skills test, though you can book your test date before making your ITT application.

Teaching Assistant (TA) within an early years setting?

- TAs work alongside the class teacher, often supporting individual pupils or small groups, or helping with tasks that allow the teacher to concentrate on teaching, such as preparing the classroom, setting out equipment or putting together displays of children’s work.
- There is no set entry-level qualification for being a TA but you would be expected to have good reading, writing and numeracy skills, strong organisational and communication skills, as well as some experience of volunteering in a school.
- The government run an Apprenticeship in ‘Supporting Teaching and Learning in Schools’. A list of current vacancies for TAs can usually be found on the jobs page of your local council’s website.

Work experience:

To ensure teaching is the right career choice for you, it makes sense to get some classroom experience. Training providers want to know that you have the skills and motivation to teach, and you will usually be required to have experience of working with children of the relevant age - preferably in a school environment. Some institutions only interview candidates with recent observation experience in a state school. For primary Postgraduate Certificate in Education (PGCE) courses, many
institutions instruct that you should have completed a minimum of two weeks’ school based observation before your interview. Some institutions require 30 days or more.

University degree:
A PGCE is usually a one-year, full-time course based in a university with substantial school placements. Courses are offered at two levels: Postgraduate Certificate in Education and Professional Certificate in Education. The Postgraduate Certificate offers optional Masters level credits but both certificates lead to the same qualified teacher status (QTS).

Teacher training pathway:

<table>
<thead>
<tr>
<th>Description</th>
<th>Duration</th>
<th>Entry Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates currently working in the sector who require a small amount of learning or experience before they can meet the Early Years Teacher Standards.</td>
<td>Normal duration: 6 months</td>
<td>Trainees must hold a degree awarded by a United Kingdom higher education institution (or recognised overseas equivalent) at the start of this pathway. At the start of the pathway trainees must hold a qualification with a total of at least 240 CAT (Credit Accumulation and Transfer) points, 120 of which must have been obtained at Intermediate Level on the Higher Education Qualifications Framework.</td>
</tr>
<tr>
<td>A current employee working in the sector with a Level 5 qualification.</td>
<td>Normal duration: 12 months.</td>
<td>All trainees must hold a degree awarded by a United Kingdom higher education institution (or recognised overseas equivalent) at the start of this pathway.</td>
</tr>
<tr>
<td>Graduates with an unrelated degree and limited experience of working with children from birth to five but who are looking to pursue a career working in early years.</td>
<td>Normal duration: 12 months</td>
<td>Trainees must be studying in the final or penultimate year of a degree in Early Childhood Studies at the start of the pathway.</td>
</tr>
<tr>
<td>Undergraduates completing a degree in Early Childhood Studies.</td>
<td>Normal duration: 12 months</td>
<td></td>
</tr>
</tbody>
</table>

Hours:

Full-time teachers work an average 37 hours a week, with typical class times starting between 8.30am and 9.15am and finishing around 3.15pm to 4pm. Teachers may spend more time outside of normal hours, planning lessons, marking work and also taking part in activities, such as parents’ evenings and outings. Teachers normally work 39 weeks a year split over three school terms.
Income:

The main salary scale is from £21,804 to £31,868 a year (£27,270 to £36,751 in inner London).

Teachers who reach the top of the main salary scale may be able to progress to the higher scale. This ranges from £34,523 to £37,124 (£41,912 to £45,450 in inner London).

There are also separate scales for teachers who have advanced skills or progress into leadership roles, and additional payments for those who take on extra responsibilities.

Skills:

As a primary school teacher, you will need:

- enthusiasm for the subjects you teach, this will encourage the children to learn. By putting on a positive attitude you will create a positive atmosphere.
- the ability to develop good relationships with pupils, parents, carers and colleagues, this is because you will have to work with children all day therefore you need to build a strong bond so you get along with them. Also you will be working with parents due to parents evening or open evenings. Also you need to set a good example of yourself and give the best impression as you need to persuade the parents that the children are in good hands.
- a strong commitment to equal opportunities, you have to be fair within your work and give every child the right to the same access, don’t stereotype or label. Make the children feel welcomed and comfortable. Don’t be different with the children, give them the same chance and opportunities.
- the ability to work in a team and also use your own initiative, this is because you need to know how to work in groups with children and mingle with them. You need to know how to adjust with them so that the children feel comfortable with who they work with.
- creative ideas to inspire the children, this is also good to build a strong relationship. Thinking of creative ideas will get them motivated and involved which will create a positive environment.
- the ability to organise and manage time, you need to know how to manage your time effectively as you need to make space for yourself along with planning activities for the children.
- the ability to manage classes and deal with challenging behaviour, you need to be patient and have effective communication as you will notice that every child
understands in a different way. You need to challenge behavior to keep the children protected and safe from harm.

- excellent communication skills, this is because every child understands differently, therefore you need to know the different methods such as makaton, tone, pitch e.c.t.
- patience and a good sense of humour as you need to keep the children entertained, your teaching shouldn’t bore the children but your method should be teaching in a way that is educational and enjoyable. You need to have encouraging attitude to create a stronger bond.
LO1 MB1 commentary

The candidate should choose from a health, social care or the children and young peoples workforce and the careers associated with the sector.

LO1a - The Candidate had chosen more than one sector and then did focus on the Health sector.

Careers researched showed a very basic knowledge of the opportunities available in the health sector, nurse, ambulance driver and a dentist. There were no sources of information to support the evidence. (Upper end of mark band 1 awarded)

LO1b – There was a basic description of the entry points and qualifications for the two careers chosen Nurse and an Ambulance driver. The evidence presented was considered to be mb1. (Top of mark band 1 awarded)

They need to follow the MA and the assessment evidence grid. There were limited opportunities given for the career opportunities in their chosen sector. There needs to be the inclusion of sources of information and these should be referenced accordingly.

The evidence met the command words for MB1 and also there were some omissions not allowing assessment to a higher mark band. To award MB2 there should be a range of employment opportunities from different providers within the chosen sector. The qualification entries should be detailed for the chosen qualifications.


Alternative formats that the work could be produced in:

Leaflet, slide presentation, poster.

LO1 MB3 commentary

The candidate should choose from health, social care or the children and young peoples workforce and the careers associated with the sector.

LO1a - The candidate had chosen more than one sector rather then focus on the Health sector (the one covered more than the others). Careers researched showed a sound knowledge of the opportunities available in the health sector. There were detailed descriptions of sources of information with additional screen shots to support evidence. (Lower mark band 3 awarded)

LO1b – There was a thorough description of the entry points and qualifications for the two careers chosen GP and a Dentist (other professions were included but for assessment the health Sector was looked at). The evidence presented was considered to meet the command words for MB3 to be awarded.

To further improve the evidence there could be a wider range of career opportunities given from the chosen sector with a range of sources to support the careers and appropriately referenced. The work submitted was considered to meet the command words for MB3 and not B2.

The evidence could be clearly signposted as to LOs or tasks as some of the evidence was produced holistically, combining the LOs.

There was also additional work included that was not required for assessment. Follow the MA and assessment evidence grid to prevent this.


Alternative formats that the work could be produced in:

Leaflet, slide presentation, poster.
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