

# It's easy to join us

## Moving to the new Level 3 Cambridge Advanced National (AAQ) in Health and Social Care from BTEC Level 3 in Health and Social Care

Are you currently teaching the BTEC Level 3 in Health and Social Care (first teaching September 2016)?

This guide will take a look at our Level 3 Cambridge Advanced National (AAQ) in Health and Social Care, show you how it compares to the BTEC Level 3 in Health and Social Care and how you can easily move to teaching our specification.

Developed with the support of teachers, our new Level 3 Cambridge Advanced National (AAQ) in Health and Social Care has a number of key benefits for teachers and students:

- teacher-friendly specification based on extensive research and engagement with the teaching community.
- straightforward for teachers to deliver and accessible for students.
- structure of the qualification can be tailored to suit your needs.

The unit grade awarded is based on the **total** number of achieved criteria for the unit. The total number of achieved criteria for each unit can come from achievement of any of the criteria (Pass, Merit or Distinction). This is **not** a 'hurdles-based' approach, so students do not have to achieve all criteria for a specific grade to achieve that grade (e.g. all Pass criteria to achieve a Pass).

We have designed our new specification to help students build real and relevant skills for the future.

### Your students will develop:

- key knowledge, understanding and skills **relevant** to the subject, including the six Cs (Care; Compassion; Competence; Communication; Courage; Commitment)
- their ability to think creatively, innovatively, analytically, logically and critically
- their ability to **communicate and collaborate** effectively with individuals, creating and presenting information
- independent learning and self-directed study; spending time outside of lessons completing research and solving problems, recording research sources, then using them to interpret findings and present evidence
- a whole host of other **transferable skills** including time management, planning, presentation and research along with project-based working and reflective learning skills

### Our specification offers:

- **four mandatory units** that contain key knowledge beneficial for working in Health and Social Care settings.
- **two mandatory externally assessed units** that assess the principles of health and social care, anatomy and physiology, giving knowledge and understanding essential to working in health and social care.
- **two mandatory non-examined assessment (NEA) units** exploring a person-centred approach to care and how to support people with mental health conditions.
- **four optional NEA units** (of which two must be chosen) that explore a range of health topics.

# About our support

**We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.**

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community as well as representatives from higher education. The new specifications are designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We've clarified the depth and breadth required throughout, and we've made the assessment criteria clearer.

We offer a range of support services to help you at every stage, from preparation to delivery and assessment:

- **free OCR resources** to help you plan your teaching and get your students ready for assessment
- an extensive **range of free professional development courses** covering everything from getting started to hands-on assessment practice. There are also regular Q&A opportunities with moderators and examiners. To find out more, visit our professional development page.
- Active Results: our **free results analysis service** to help you review the performance of individual students or whole school
- ExamBuilder: our **free question-building platform** that helps you to build your own tests using past OCR exam questions
- **expert Subject Advisors** who are part of their subject communities and here to support you with advice, updates on resources, and information about training opportunities.
- **textbooks and teaching and learning resources from leading publishers.**

**To find out more about all of our support services, please visit [Teach Cambridge](#).**

# At a glance specification comparison

	OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care	Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)
Structure	<p><b>Extended certificate (360 GLH):</b></p> <p>There are six units of assessment.</p> <p>Students must complete two mandatory, externally assessed units, two mandatory NEA units and two optional NEA units to achieve the qualification.</p> <p>Four mandatory units are:</p> <ul style="list-style-type: none"> <li>• F090: Principles of health and social care</li> <li>• F091: Anatomy and physiology for health and social care</li> <li>• F092: Person-centred approach to care</li> <li>• F093: Supporting people with mental health conditions</li> </ul> <p>And two optional units from:</p> <ul style="list-style-type: none"> <li>• F094: Supporting people with long term physiological conditions</li> <li>• F095: Investigating public health strategies</li> <li>• F096: Supporting people in relation to sexual health, pregnancy and postnatal health</li> <li>• F097: Supporting healthy nutrition and lifestyles</li> </ul> <p><b>Certificate (180 GLH):</b></p> <p>Three mandatory units:</p> <ul style="list-style-type: none"> <li>• one externally assessed unit</li> <li>• two NEA units</li> </ul> <p>F090: Principles of health and social care F092: Person-centred approach to care F093: Supporting people with mental health conditions</p>	<p><b>Extended certificate (360 GLH):</b></p> <p>There are four units of assessment.</p> <p>Students must complete three mandatory units and one optional unit to achieve the qualification.</p> <p>Three units are mandatory:</p> <ul style="list-style-type: none"> <li>• Unit 1: Human Lifespan Development</li> <li>• Unit 2: Working in Health and Social Care</li> <li>• Unit 5: Meeting Individual Care and Support Needs</li> </ul> <p>And one optional unit from:</p> <ul style="list-style-type: none"> <li>• Unit 10: Sociological Perspectives</li> <li>• Unit 11: Psychological Perspectives</li> <li>• Unit 12: Supporting Individuals with Additional Needs</li> <li>• Unit 14: Physiological Disorders and their Care</li> </ul> <p><b>Certificate (180 GLH):</b></p> <p>Two mandatory units</p> <ul style="list-style-type: none"> <li>• one externally assessed</li> <li>• one NEA</li> </ul> <p>Unit 1: Human Lifespan Development Unit 5: Meeting Individual Care and Support Needs</p> <p>This qualification is also available as Foundation Diploma, Diploma and Diploma Extended levels.</p>

## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

## Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)

<b>Grading</b>	<p>All results from each unit are awarded on the following scale:</p> <ul style="list-style-type: none"> <li>• Distinction</li> <li>• Merit</li> <li>• Pass</li> <li>• Unclassified</li> </ul> <p>The unit grade awarded is based on the <b>total</b> number of achieved criteria for the unit. The total number of achieved criteria for each unit can come from achievement of any of the criteria (Pass, Merit or Distinction). This is <b>not</b> a 'hurdles-based' approach, so students do <b>not</b> have to achieve <b>all</b> criteria for a specific grade to achieve that grade (e.g. all Pass criteria to achieve a Pass).</p> <p>The overall qualification grades are awarded:</p> <ul style="list-style-type: none"> <li>• Distinction* (D*)</li> <li>• Distinction (D)</li> <li>• Merit (M)</li> <li>• Pass (P)</li> <li>• Unclassified (U)</li> </ul>	<p>All results from each unit are awarded on the following scale:</p> <ul style="list-style-type: none"> <li>• Distinction*</li> <li>• Distinction</li> <li>• Merit</li> <li>• Pass</li> <li>• Unclassified</li> </ul> <p>To achieve a Distinction, a student must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria)</p> <p>Qualifications in the suite are graded using a scale of:</p> <ul style="list-style-type: none"> <li>• P to D*</li> <li>• PP to D*D</li> <li>• PPP to D*D*D*</li> </ul>
<b>Assessment</b>	<p>F090 Exam 1 hour and 30 minutes F091 Exam 1 hour and 30 minutes F092 NEA F093 NEA</p> <p>F094 optional NEA F095 optional NEA F096 optional NEA F097 optional NEA</p>	<p>Unit 1 Exam 1 hour and 30 minutes Unit 2 Exam 1 hour and 30 minutes Unit 5 Internally assessed unit</p> <p>Further optional NEA assignments are set and marked by the centre, based on exam board set assessment criteria.</p> <p>This qualification is also available as Foundation Diploma, Diploma and Diploma Extended levels.</p>

**OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care**

**Pearson BTEC Level 3 in Health and Social Care  
(first teaching September 2016)**

**Administration**

External assessments available twice a year, with opportunity to resit.

Internal assessment with external moderation available in two assessment windows each year: January and June.

The NEA assignments will be valid for 2 year(s). The dates for which they are live will be shown on the front cover.

For external moderation, you must make unit entries for students before you can submit outcomes to request a visit.

Students can resit the examined unit twice before they complete the qualification.

Familiar administration for exam officers.

See the specification for full administration information

External assessments available twice a year, with opportunity to resit.

Internal assessment with external standards verification.

There are two assessment opportunities available each year for the externally assessed units: one in January and one in June.

# Detailed comparison of units

## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

### Unit F090

Principles of health and social care

OCR-set and marked

60 marks

80 GLH

1 hour and 30 minutes written examination

Topic Area title	Teaching content reference	Teaching content title
Topic Area 1: Equality, diversity, and rights in health and social care settings	1.1	Diversity
	1.2	Equality
	1.3	Rights
	1.4	Discrimination in health and social care environments
	1.5	Potential impacts on individuals of discrimination
Topic Area 2: Managing hazards, health and safety in health and social care settings	2.1	Potential hazards in health and social care settings
	2.2	Possible impacts of hazards on individuals receiving or providing care
	2.3	Health and safety management
	2.4	Health and safety incidents in health and social care settings

## Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)

### Comparable teaching content

Unit 5: Meeting Individual Care and Support Needs

A: Examine principles, values and skills which underpin meeting the care and support needs of individuals

A1: Promoting equality, diversity and preventing discrimination

Unit 7: Principles of Safe Practice in Health and Social Care

C: Investigate the influence of health and safety legislation and policies in health and social care settings

D: Explore procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings

*F090 comparison continues on next page.*

## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

### Unit F090

Principles of health and social care

OCR-set and marked

60 marks

80 GLH

1 hour and 30 minutes written examination

## Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)

### Comparable teaching content

Topic Area title	Teaching content reference	Teaching content title	Comparable teaching content
Topic Area 3: Legislation in health and social care settings	3.1	The role of legislation	Unit 16: Policy in Health and Social Care C1: Current legislation in health and social care
	3.2	The Equality Act (2010)	
	3.3	The Health and Care Act (2022)	Unit 7: Principles of Safe Practice in Health and Social Care C: Investigate the influence of health and safety legislation and policies in health and social care settings
	3.4	The Children Act (2004)	
	3.5	Data Protection Act 2018 (GDPR)	
	3.6	Health and Safety at Work Act (1974)	
	3.7	Manual Handling Operations Regulations (1992)	
	3.8	Control of Substances Hazardous to Health (COSHH) (2002)	
	3.9	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (2013)	
Topic Area 4: Best practice in health and social care settings	4.1	Person-centred values	Unit 5: Meeting Individual Care and Support Needs A2: Skills and personal attributes required for developing relationships with individuals
	4.2	The 6Cs	
	4.3	Safeguarding in health and social care settings	Unit 7: Principles of Safe Practice in Health and Social Care B: Understand how to recognise and respond to concerns about abuse and neglect in health and social care settings
	4.4	Supporting practitioners to apply best practice in health and social care settings	

## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

### Unit F091

**Anatomy and physiology for health and social care.**

**OCR set and marked**

**60 marks in total**

**80 GLH**

**1 hour and 30 minutes written examination**

## Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)

Topic Area title	Teaching content reference	Teaching content title	Comparable teaching content
Topic Area 1: Cardiovascular system	1.1	Composition and functions of blood	Unit 3: Anatomy and Physiology for Health and Social Care  B2: The structure, function and main disorders of the cardiovascular system
	1.2	The heart	
	1.3	Blood vessels	
	1.4	Conditions of the cardiovascular system	
Topic Area 2: Respiratory system	2.1	Structure and function of the respiratory system	Unit 3: Anatomy and Physiology for Health and Social Care  B3: The structure, function and main disorders of the respiratory system
	2.2	Mechanics of breathing	
	2.3	Gaseous exchange	
	2.4	Cellular respiration	
	2.5	Conditions of the respiratory system	
Topic Area 3: Digestive system	3.1	Structure and function of the digestive system	Unit 3: Anatomy and Physiology for Health and Social Care  B6: The structure, function and main disorders of the digestive system
	3.2	Mechanical and chemical digestion	
	3.3	Absorption and assimilation	
	3.4	Conditions of the digestive system	
Topic Area 4: Musculoskeletal system	4.1	Skeletal system	Unit 3: Anatomy and Physiology for Health and Social Care  B4: The structure, function and main disorders of the skeletal system  B5: The structure, function and main disorders of the muscular system
	4.2	Muscular system	
	4.3	Conditions of the musculoskeletal system	

*F091 comparison continues on next page.*



## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

### Unit F091

Anatomy and physiology for health and social care.

OCR set and marked

60 marks in total

80 GLH

1 hour and 30 minutes written examination

## Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)

Topic Area title	Teaching content reference	Teaching content title	Comparable teaching content
Topic Area 5: Control and regulatory systems	5.1	The nervous system	Unit 3: Anatomy and Physiology for Health and Social Care  B7: The structure, function and main disorders of the nervous system  B8: The structure, function and main disorders of the endocrine system  B9: Structure, function and disorders of the lymphatic and immune systems  B10: Structure, function and disorders of the renal system
	5.2	Homeostasis	
	5.3	Conditions of the control and regulatory systems	
Topic Area 6: Reproductive system	6.1	Female and male reproductive systems	Unit 3: Anatomy and Physiology for Health and Social Care  B11: Structure, function and disorders of the reproductive system
	6.2	Conditions of the reproductive system	

## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

### Unit F092

Person-centred approach to care

OCR set assignment

Centre assessed and OCR moderated

50 GLH

## Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)

Topic Area title	Teaching content reference	Teaching content title	Comparable teaching content
Topic Area 1: Taking a person-centred approach	1.1	Current context of the person-centred approach	Unit 5: Meeting Individual Care and Support Needs
	1.2	What a person-centred approach is	C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges
	1.3	Independence and rights	C1: Enabling individuals to overcome challenges
	1.4	Benefits of a person-centred approach	Unit 12: Supporting Individuals with Additional Needs
	1.5	Methods used to ensure a person-centred approach	C6: Person-centred care for all individuals with additional needs
Topic Area 2: Meeting needs and providing support in a person-centred way	2.1	Types of impairment	Unit 12: Supporting Individuals with Additional Needs
	2.2	Impact of an impairment on an individual's daily life	A: Examine reasons why individuals may experience additional needs
	2.3	Understanding care and support needs arising from impairment	B: Examine how to overcome the challenges to daily living faced by people with additional needs
	2.4	Addressing care and support needs	C: Investigate current practice with respect to provision for individuals with additional needs
Topic Area 3: Communication skills needed to offer person-centred care	3.1	Verbal communication skills	Unit 5: Meeting Individual Care and Support Needs
	3.2	Non-verbal communication skills	C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges
	3.3	Factors which enhance/inhibit communication	C3: Communication techniques
	3.4	Written communication skills in health and social care	

## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

### Unit F093

#### Supporting people with mental health conditions

#### OCR set assignment

#### Centre assessed and OCR moderated

50 GLH

## Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)

Topic Area title	Teaching content reference	Teaching content title	Comparable teaching content
Topic Area 1: Definitions and views of mental health	1.1	Definitions of mental health	Unit 20: Understanding Mental Wellbeing
	1.2	How society views mental health	A: Understand different views on the nature of mental wellbeing and mental health
Topic Area 2: Mental health conditions	2.1	Types of mental health conditions	Unit 20: Understanding Mental Wellbeing
	2.2	Signs and symptoms of mental health conditions	B: Examine how the main forms of mental ill health are classified
	2.3	Individual factors which can increase the risk of suffering from mental health conditions	
	2.4	Effects of mental health conditions	C: Examine the impact of mental ill health on individuals and others in their social networks
Topic Area 3: Provision of mental health services	3.1	Types of provision and mental health services in each type locally and nationally	
	3.2	Referral to different services	
	3.3	Practitioners who work in mental health	
	3.4	Legislation and individual rights relating to mental health	
Topic Area 4: Testing relational database solutions	4.1	Types of treatment and support and how they work	Unit 20: Understanding Mental Wellbeing
	4.2	Factors affecting access to treatment and support	D2: Assessment and treatment
	4.3	Person-centred approaches to support people with mental health conditions	

## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

### Unit F094

**Supporting people with long term physiological conditions**

**OCR set assignment**

**Centre assessed and OCR moderated**

**50 GLH**

## Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)

Topic Area title	Teaching content reference	Teaching content title	Comparable teaching content
Topic Area 1: Long term physiological conditions	1.1	Types of long term physiological conditions	Unit 14: Physiological Disorders and their Care  A: Investigate the causes and effects of physiological disorders
	1.2	Causes of long term physiological conditions	
	1.3	Signs and symptoms of long term physiological conditions	
Topic Area 2: Monitoring and treatment	2.1	Monitoring	Unit 14: Physiological Disorders and their Care  C: Examine treatment and support for service users with physiological disorders
	2.2	Treatment	
	2.3	Barriers to accessing treatment	
	2.4	Future developments for the condition	
Topic Area 3: Impact of long term conditions	3.1	Daily impacts	
	3.2	Long term impacts	
Topic Area 4: Support individuals to plan their care and support	4.1	Service provision	
	4.2	Practitioners	
	4.3	NICE Guidelines to support individuals	

## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

### Unit F095

Investigating public health strategies

OCR set assignment

Centre assessed and OCR moderated

50 GLH

## Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)

Topic Area title	Teaching content reference	Teaching content title	Comparable teaching content
Topic Area 1: Understanding public health	1.1	The aims of public health	Unit 8: Promoting Public Health
	1.2	The benefits of public health on society	B: Examine the factors affecting health and the impact of addressing these factors to improve public health
	1.3	Key themes in public health	Unit 10: Sociological Perspectives
	1.4	Factors influencing public health	C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery
Topic Area 2: Responding to public health challenges	2.1	Current strategies to improve public health	Unit 8: Promoting Public Health
	2.2	Approaches to addressing public health challenges	A: Examine strategies for developing public health policy to improve the health of individuals and the population
	2.3	Public health organisations and their roles	C: Investigate how health is promoted to improve the health of the population
	2.4	Settings and practitioners involved in public health	D: Investigate how health promotion encourages individuals to change their behaviour in relation to their own health
Topic Area 3: Proposing public health strategies	3.1	Design principles for public health strategies	Unit 4: Enquiries into Current Research in Health and Social Care
	3.2	Research methods and sources	B3: Ethical issues

## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

### Unit F096

**Supporting people in relation to sexual health, pregnancy and postnatal health**

**OCR set assignment**

**Centre assessed and OCR moderated**

**50 GLH**

**Pearson BTEC Level 3 in Health and Social Care (first teaching September 2016)**

Topic Area title	Teaching content reference	Teaching content title	Comparable teaching content
Topic Area 1: Advice and guidance on sexual health issues	1.1	Understanding sexual relationships	
	1.2	Safe sex and contraception	
	1.3	Sexually Transmitted Infections (STIs)	
	1.4	Women's and men's sexual health issues	
	1.5	Other sources of support for sexual health issues	
Topic Area 2: Advice and guidance on pregnancy, birth and postnatal issues	2.1	Planning for conception	Unit 3: Anatomy and Physiology for Health and Social Care  B11: Structure, function and disorders of the reproductive system
	2.2	Healthy pregnancy	
	2.3	Understanding pregnancy and birth	
	2.4	Postnatal considerations	
	2.5	Other sources of support	
Topic Area 3: Plan, deliver and review an advice and guidance session	3.1	Planning the session	
	3.2	Delivering the session	

## OCR Level 3 Cambridge Advanced National (AAQ) in Health and Social Care

**Unit F097**  
**Supporting healthy nutrition and lifestyles**  
**OCR set assignment**  
**Centre assessed and OCR moderated**  
**50 GLH**

**Pearson BTEC Level 3 in**  
**Health and Social Care**  
**(first teaching September 2016)**

Topic Area title	Teaching content reference	Teaching content title	Comparable teaching content
Topic Area 1: Dietary and activity needs of individuals	1.1	Dietary needs	Unit 19: Nutritional Health
	1.2	Physical activity guidelines and energy balance	A: Understand concepts of nutritional health and characteristics of essential nutrients
Topic Area 2: Factors that influence dietary choices and physical activity levels	2.1	Factors that influence dietary choices	Unit 19: Nutritional Health
	2.2	Digestive disorders	B: Examine factors affecting dietary intake and nutritional health
	2.3	Factors that influence physical activity levels	
	2.4	Understanding factors relating to diet and physical activity levels	
Topic Area 3: Supporting individuals to plan meals that meet their needs	3.1	Meal planning	Unit 19: Nutritional Health
	3.2	Food labelling	C: Plan nutrition to improve individuals' nutritional health
	3.3	Supporting social interaction at mealtimes	

# Next steps

If you are an OCR-approved centre, all you need to do is download the specification and start teaching. Your exams officer can complete an intention to teach form which enables us to provide appropriate support. When you're ready to enter your students, you just need to speak to your exams officer.

1. Get to know the specification, sample assessment materials and teaching resources on our [Cambridge Advanced National \(AQA\) in Health and Social Care website](#).
2. Sign up to [receive subject updates by email](#).
3. Sign up to attend a [training event](#) or take part in a webinars on specific topics running throughout the year and our Q&A webinar sessions every half term.

**To find out more about all of our support services, please visit [Teach Cambridge](#).**



## Need to get in touch?

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Call us on  
**01223 553998**

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