



Sixth Form Preparation for Success

Welcome to Health and Social Care

OCR Level 3 Cambridge Technical



Introduction

Cambridge Technicals are designed with the workplace in mind and are a high-quality alternative to A Levels.

Vocational education is not just about results, they focus on educating the student in the knowledge and skills required for employment and for working in the Health and Social Care sector. The course provides academic challenge whilst supporting the development of behaviours and attributes needed to progress and succeed in education and in work.

www.bing.com/videos/search?q=work+experience+ad+health+and+social+care&docid=608007557266345809&mid=B3F7F643A373CD9D3A89B3F7F643A373CD9D3A89&view=detail&FORM=VIRE

Part I – Y11 into 12 Health and Social Care To be completed May – Sept

Remember that prizes will be awarded for 'exceptional' work that demonstrates effort above expectation!

a) Enrichment activities

Ideally you should try to gain experience in the area of health that interests you. However, any experience in healthcare can be useful because just being in a health environment can give you an insight into the work. If you're [considering a university course](#), make sure you find out what sort of experience they're looking for. Contact them or visit their website. Don't assume!

Thousands of organisations provide healthcare in one way or another. Consider gaining experience at:

- an NHS or private hospital, clinic or health centre
- a charity or social enterprise (such as one that supports people with long-term health conditions, disabilities or older people, or that provide first aid, eg St John Ambulance or the Red Cross)
- a residential care home or day care centre

Your role could be to support patients or clients directly, or staff in general, or it may be behind the scenes.

“Getting some relevant experience is one of the most important things you can do to help you find a career in health”

b) Wider and preparatory reading

- Cambridge Technicals Level 3 Health and Social Care ISBN 9871471874765
- My Revision Notes: Cambridge Technicals Level 3 Health and Social Care ISBN 9871510442306
- Jasper M – Beginning Reflective Practice (Nelson Thornes, 2003) ISBN 97807487 71172
- McGee P – Principles of Caring (Nelson Thornes, 2005) ISBN 97807487 94096
- O’Hagan K – Cultural Competence in the Caring Profession (Jessica Kingsley, 2001) ISBN 97818530 27598
- Spector A – Making a Difference (Hawker, 2006) ISBN 97818747 90785

Journals and magazines

Care and Health , Community Care , Nursing Times

Keeping in the loop: Successful candidates keep a keen eye on the news and how events unfolding in the world are challenging and evolving in the Health and Social Care sector

- **Download the BBC News app onto your phone: <https://www.bbc.com/news/10628994>**

c) Compulsory task

Introduction to unit 1: Building positive relationships in health and social care No work in the health and social care sector is completed in isolation. Professional relationships are paramount to the delivery of safe and effective care and support and an understanding of these relationships, and how they are formed, is essential if you are considering pursuing a career in the health and social care sector. This unit aims to introduce you to the many different relationships that you will encounter within the health and social care sector, whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. By completing this unit, you will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. You will also be introduced to the concept of the person-centred approach which will help with your relationship building skills. This unit will be assessed through assignment tasks that you will complete in stages throughout Year 12.

In preparation for this unit, have a go at the following tasks.

- Select **one** health and one social care professional from the list below.

The list is **not exhaustive**:

GP, Nurse, Physiotherapist, Counsellor, Occupational Therapist Speech therapist, Midwife, Social Worker, Home care assistant, Residential care home staff member, Respite care worker, Foster carer, Childminder, Family support worker

Use the internet, interview people that work in the health and social care sector and use the information to complete the following tasks.

Format: You could produce a PowerPoint to present or a fact sheet on a word document

- 1. What is their job description?**
- 2. What qualification do you need to have?**
- 3. What are their typical work responsibilities?**
- 4. What type of service users do they work with and what support can they provide to a service user?**
- 5. What types of relationships will your chosen professional develop? Can you give an example of these types of relationships? Provide a brief story example.**
You could select from the relationship types listed below:

Professional and service user (patient)

Professional and colleague (co-worker)

Professional and family/advocate

Professional and management (boss)

Introduction to unit 2:

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

gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.

This unit will be assessed through an externally marked exam that you will sit in the January of Year 12.

In preparation for unit 2, have a go at the following tasks.

- Use the internet and research the meaning of the following terms.
- **Equality and diversity**
- Design a poster that highlights the importance of promoting equality and diversity in society.
- Can you suggest examples of abuses how these civil liberties could be ignored in a Health and Social care context?
- Write a paragraph exploring your thought on how being a victim of discrimination can affect an individual?

d) Stretch!

- Research an organisation that aims to promote the rights of individuals who may experience inequality in society.



- Produce a display, ppt, that shows how the work of **one** of the above organisations can support the lives of individuals in society. Use media articles to illustrate you're the positive support provided by your chosen organisation.

continued.....

Part II - Year 12 Head Start! for completion June – September

Getting yourself ahead and ready to study the OCR L3 Cambridge Technical in Health and Social Care

The link below will allow you to look at the course specification and see an overview of the programme that you will study in Year 12.

<https://www.ocr.org.uk/Images/344850-centre-handbook-certificates.pdf>

The First Year of your Level 3 qualification comprises of the following **3 core units**

Unit 1 Building Positive Relationships in Health and Social Care (coursework- internally assessed with visiting moderation)

Study timetable September to June (2 lessons a week)

No work in the health and social care sector is completed in isolation. Professional relationships are paramount to the delivery of safe and effective care and support. An understanding of these relationships and how they are formed is essential if you are considering pursuing a career in the health and social care sector. This unit aims to introduce you to the many different relationships that professionals working in this sector will encounter, whether with colleagues, senior members of staff, other professionals within the sector and individuals who require care and support. You will have the opportunity to apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. Your studies will also introduce you to the concept of person-centred care, an approach to care pioneered by Carl Rogers a humanist psychotherapist that effectively supports the building of positive and supportive relationships.

Unit 2 Equality, Diversity and Rights in Health and Social Care (Examined unit- 1hr 30 mins)

Study timetable September to Christmas (3 lessons a week)

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

attitudes, values and prejudices can significantly affect the quality of the care individuals who require care or support experience. This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support anti-discriminatory practice. Strategies used to promote equality, respect diversity and support individuals' rights will be examined. This unit will support you to develop the ability to recognise both good practice, and discriminatory practice in care situations. You will develop the judgement and decision making skills to choose appropriate responses to care situations and determine a course of action to promote the equality, diversity and rights of individuals in care settings.

Unit 3 Health, Safety and Security in Health and Social Care (Examined unit- 1hr 30 mins)

Study timetable January to May (3 lessons a week)

What does it mean to be 'safe'? Safety and being safe is a basic human need. Consciously or subconsciously we all take practical steps to stay safe. All individuals have the right to work in a safe environment and individuals who require care or support also have a right to be safe in health and social care contexts. As a result there are responsibilities that practitioners must actively promote in order to provide and maintain a safe environment for colleagues and the individuals who require care and support. This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip them in maintaining a safe working environment for themselves, colleagues and individuals who require care and support. Studying this unit you will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies within health and social care settings.

The recent Covid 19 PPE issues highlight the challenges and procedures that must be in place to keep health and social care sector staff safe.

<https://www.bbc.co.uk/news/uk-51950276>

Resources to support your learning:

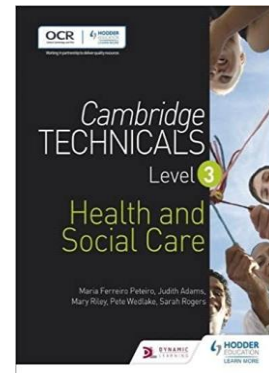
Text books will be available for you to use in the classroom but you may choose to invest in your own text book. Purchasing your own textbook is not a course requirement. Below are links to the books we recommend in the department.

Core textbook:

Cambridge Technicals Level 3 Health and Social Care (Cambridge Technicals 2016)

Publisher: Hodder Education; UK ed.

ISBN-13: 978-1471874765

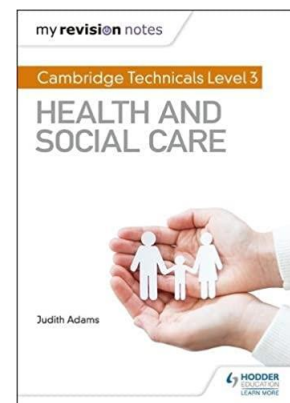


Revision guide:

My Revision Notes: Cambridge Technicals Level 3 Health and Social Care Paperback

Publisher: Hodder Education

ISBN-13: 978-1510442306



Online resources to support your studies:

Unit 1 preparation:

Ted TV talk on Informal care and support and the impact on the patient

https://www.ted.com/talks/scott_williams_the_hidden_role_informal_caregivers_play_in_health_care

In general:

- **Ted talks are a fantastic resource that can inspire and steer your thinking and understanding on a number of issues and topics that we study throughout the course.**

<https://www.ted.com/talks>

- **Use the link and have a look through the free online Mooc courses, search the Health and Social Care courses. Any and all are really worthwhile and are recognised by universities when applying to UCAS.**

<https://www.mooc-list.com/site-search>

- **Free Open University online course (range in hours of study allocated)**

My recommendations from the available options are;

The boundaries of care- 4 hours

Care relationships-8 hours

Diversity and difference in communication-16 hours

<https://www.open.edu/openlearn/free-courses/full-catalogue>

Final message from the Health and Social Care Department:

The above information has been planned and produced to provide a taster and an insight into the scope of the subject areas you will study but primarily to ignite your interest in L3 Health and Social Care. Students on this course traditionally do extremely well; the average grade achieved is a **Distinction** (grade A equivalent). I recommend that you look at the online MOOC courses. They will guide you to begin to develop a deeper knowledge and understanding of the subject and the application of theory to real Health and Social care contexts. **Happy studying!** The team look forward to formally welcoming you into the department and being a source of support to you in your studies.