

# **Level 3 Cambridge Technical**

## **Health and Social Care**



# **Course**

# **Information**

# Level 3 Cambridge Technical Extended Certificate in Health and Social Care

## What will I study and how will I be assessed?

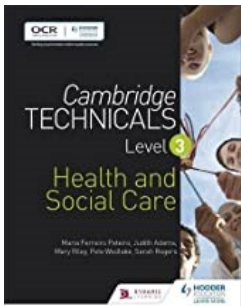
Over the course of 2 years you will study 6 units. 3 of these are externally assessed by an exam and 3 are assessed by coursework portfolios.

<u>Module</u>	<u>Format</u>
Building Positive Relationships in Health and Social Care.	Coursework
Equality, Diversity and Rights in Health and Social Care.	Exam
Health, Safety and Security in Health and Social Care.	Exam
Anatomy and Physiology for Health and Social Care.	Exam
Nutrition for Health.	Coursework
Sexual Health, Reproduction and Early Developmental Stages	Coursework

## Portfolio Guidelines

Coursework is important – it makes up a huge proportion of your end of year marks. It is therefore important to stick to deadlines and make sure you do the work you are asked to as you go along. You will be given the opportunity to receive feedback on your assignments throughout the course and you can improve your work, however you can only submit each assignment a certain amount of times.

## Course resources/recommended reading

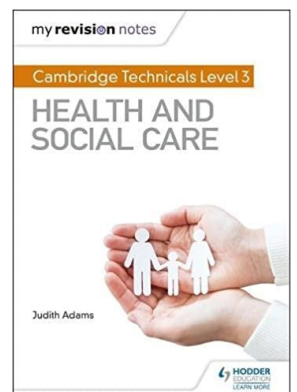


Cambridge Technicals Level 3 Health and Social Care (Cambridge Technicals 2016)  
by Maria Ferreiro Peteiro, Judith Adams, et al  
ISBN: 978-1471874765

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

ISBN: 978-1510442306

**A copy of this will be issued when you join the Sixth Form**



## Course Content Year 1

The specification for this course and past exam papers and teaching content guides can be found at:

<https://www.ocr.org.uk/qualifications/cambridge-technicals/health-and-social-care/#level-3>

### Equality, Diversity and Rights in Health and Social Care:

This unit is exam assessed. In this unit we will cover:

The Rights of Individuals

The Care Values

Discriminatory Practices

The impact of legislation and national initiatives

A web site which is useful for revision is: <http://www.educationforum.co.uk/hscare.htm>

### Building Positive Relationships in Health and Social Care:

This unit is assessed by a coursework portfolio. In this unit you will cover:

Types and contexts of relationships

Types and theories of communication

Factors affecting relationships

The Person Centred Approach

### Health, Safety and Security:

This unit is exam assessed. In this unit you will cover:

The types and impact of hazards

Legislation to promote health and safety

Roles and responsibilities

Responding to emergencies

## Course Preparation Tasks

- Use the internet to find out how to Harvard reference. This is an essential part of producing your coursework assignments and you get marks for doing this correctly. This is a skill you will need for other A-Level courses and university.
- GP behind closed doors [www.my5.tv/gps-behind-closed-doors/season-3](http://www.my5.tv/gps-behind-closed-doors/season-3)**

Watch an episode of this program and analyse the strategies the doctors use to build up positive relationships with their patients and deliver the best possible care. Challenge explain the impact of the strategies. Consider;

The verbal communication skills such as tone, pitch, pace, volume, choice of language/words

The non-verbal communication skills such as eye contact, facial expressions, gestures and posture

The management of environmental factors such as how they construct a supportive and positive environment (e.g. noise, lighting, seating, room layout)

Category	Strategy	Impact
Verbal communication skills		
Non-verbal communication skills		
Environmental factors		

- Using the information from the Equality report design a mind map. Illustrating:

-Which groups are experiencing inequality in the UK?

-What examples of this inequality can you name?

[www.equalityhumanrights.com/sites/default/files/is-britain-fairer-2018-easy-read.pdf](http://www.equalityhumanrights.com/sites/default/files/is-britain-fairer-2018-easy-read.pdf)

- Once a hazard has caused harm and someone has become ill or injured a 1st aider will be called upon. Using the following link give advice to a new 1st aider what they would do in the following situation. [www.sja.org.uk/get-advice/i-need-to-know/the-role-of-the-first-aid/](http://www.sja.org.uk/get-advice/i-need-to-know/the-role-of-the-first-aid/)

Three Children in a care home were making a meal for themselves and their care worker without supervision. One of the children cut themselves severely with a knife while chopping vegetables. Their friend turned to look and in shock dropped a pan of over the a few minutes just got Percent to school we took them a five-minute of there are 5 minutesboiling water on the floor which splashed up over their feet. When the 1st aider arrives what should they do?

## Course Preparation Tasks

### Current Public Health Priorities

- Smoking
- Obesity
- STI/sexually-transmitted infections
- Cancer screening
- Alcohol consumption
- Immunisations



Your task is to complete some research and create a leaflet that could be distributed to students at our school on one of these topics. It should include:

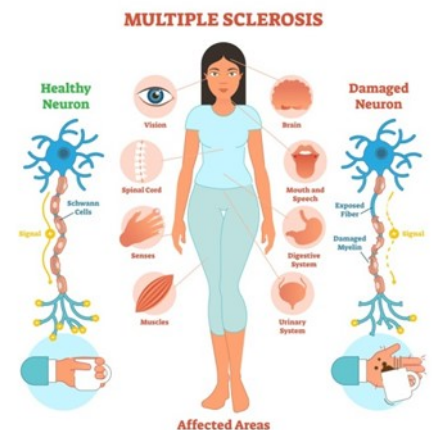
- Why the issue is a public health priority
- What the government have been doing to address this issue
- What you would recommend the government do to address the issue.

### Cardiovascular system

Watch this video and explain design a flow chart to show what happens when you have a heart attack. [www.youtube.com/watch?v=EMqJN6ITk8](http://www.youtube.com/watch?v=EMqJN6ITk8)

### Multiple sclerosis [www.youtube.com/watch?v=0yM36eEfuku](http://www.youtube.com/watch?v=0yM36eEfuku)

According to the NHS “Multiple sclerosis (MS) is a condition that can affect the brain and spinal cord, causing a wide range of potential symptoms, including problems with vision, arm or leg movement, sensation or balance. It's a lifelong condition that can sometimes cause serious disability, although it can occasionally be mild.



Produce a fact sheet on living with multiple sclerosis include:

- Causes and risk factors
- Signs and symptoms
- Treatment and monitoring
- Effects on individuals: challenge divide into PIES and compare between individuals

## Student/Teacher Expectations

### Student's Responsibilities:

- To keep notes in an ordered, organised fashion. (You will be given more guidance on how to do this).
- To proof read work.
- To hand in all assignments by deadlines set and to a high standard.
- To carry out your own research using a wide range of sources and maintain accurate records of research carried out.
- To catch up on work missed due to absence, for whatever reason.
- To ensure work is backed up on a regular basis.
- To ensure your conduct when out on placement maintains the high standards expected of you.

### Teacher's Responsibilities:

- To give clear guidance on what to include in assignments and exam answers.
- To mark and return all pieces of work within agreed deadlines.
- To provide in depth marking for first drafts of work.
- To provide broader feedback for subsequent drafts.
- To keep students up to date with progress and how to make further progress.
- To give you regular opportunities to improve your work.