



OCR Cambridge Technicals

Level 3 Health and Social Care



Health and social care

Our Vision:

“Undertaking Health and Social Care will enable students to gain the knowledge and skills needed to provide appropriate care and support to service users in health care, social care and early years environments. They will develop a deep understanding of how to promote equality and diversity, maintain rights and meet the differing needs of individuals. Students will be prepared for further study or the workplace, appreciating the qualities needed to work in different care settings and the importance of building positive relationships to meet the needs of those they are working with”.



Course Overview:

The course we offer is the **OCR Cambridge Technical Extended Diploma (1080 GLH)** which is equivalent to 3 A-levels. The course is completed over two years and consists of a combination of coursework and examination units.

Units Completed in Year 12:

Unit 1: Building Positive Relationships in Health and Social Care (coursework)

Unit 3: Health, Safety and Security in Health and Social Care (exam)

Unit 4: Anatomy and Physiology (exam)

Unit 7: Safeguarding (exam)

Unit 9: Supporting people with Learning Difficulties (coursework)

Unit 10: Nutrition for Health (coursework)

Unit 13: Sexual Health, Reproduction and Early Development Stages (coursework)

Unit 14: Impact of Long-Term Physiological Conditions (coursework)

Unit 17: Supporting People with Mental Health Conditions (coursework)

Units Completed in Year 13:

Unit 2: Quality, Diversity and Rights in Health and Social Care (exam)

Unit 5: Infection Control (coursework)

Unit 6: Personalisation and a Person-centred Approach to Care (exam)

Unit 12: Promote Positive Behaviour (coursework)

Unit 16: Supporting People with Dementia (coursework)

Unit 18: Caring for Older People (coursework)

Unit 21: Looked After Children and Young People (coursework)

Unit 25: Research Methods in Health and Social Care (exam)



WEEK 1 –Focus: Introduction into Health and Social Care

Carry out the tasks and complete this worksheet in a different colour font so your responses are clear. Any additional materials e.g. leaflets created should be saved and labelled separately.

TASK 1:– What do we mean by ‘health and social care’?

Instruction: Fill in the blanks below using the following terms: **diagnosis, services, disability, public, social, human, personal, private, health, support.**

Health and social care is a term that relates to _____ which are available from health and social care providers. It is used to refer to both the _____ and _____ sectors. Health care providers provide services to maintain or improve _____ via the _____, treatment, and prevention of disease, illness, injury, and other physical and mental impairments in _____ beings. _____ care providers provide social work, _____ care, protection or social _____ services to children and adults in need or at risk, or adults with needs arising from illness, _____, old age or poverty.

TASK 2: Distinguishing between types of care settings

Instruction: Sort the following list of settings into one of these three categories:

- Hospice
- Reception
- Nursing home
- Playgroup
- Infant school
- Residential care home
- GP surgery
- Adult day care centre
- Nursery
- Children's day care centre
- Opticians
- Children's home
- Dental surgery
- Domiciliary care (homecare)
- Childminder
- Clinics: walk in, private, mobile
- Rehabilitation Centre
- Psychiatric unit
- Pre-school
- Hospital
- Special needs home
- Children centre

Healthcare Settings

Social care Settings

Early Years Settings



TASK 3: Locating and Understanding Care Settings

Instruction: You will need to conduct your own research on the following care settings and answer the questions below.

Hospitals

1. Find a hospital near to where you live i.e. in Tower Hamlets.
2. What services are provided in this hospital? – look at the different departments on their website.
3. Who would be employed to work in this setting? – consider all individuals who work in this environment.

Residential Care Home (elderly)

1. Find a residential care home (for the elderly) near to where you live. (Ideally try to choose one which has its own website)
2. What care/services are provided in this residential care home? – by visiting the website you should find out more about what the setting provides for its residents.
3. Who would be employed to work in this setting? – consider all individuals who work in this environment.

Nursery (children aged 0 – 5 years)

1. Find a nursery (for children up to 5 years old) near to where you live. (Ideally try to choose one which has its own website).
2. What activities/ care is provided in the nursery?
4. Who would be employed to work in this setting? – consider all individuals who work in this environment.



EVALUATION TASK

TASK 4: Now you have researched these care settings consider the strengths and weaknesses of using each type of service in the space below.

APPLICATION TASK

Extension Activity – Careers in Health and Social Care

Each year many of our students at Stepney All Saints want to enter the nursing or social work profession. Your task is to find out all you can about what each career involves. The following website would be a good place to start: www.healthcareers.nhs.uk.

Career: Nursing

1. What are the different types of nurses?
2. What qualifications are needed to become a nurse?
3. What are the entry requirements for a nursing course?



4. What qualities and skills are needed for nursing?
5. How much can nurses earn?
6. What is purpose of the Nursing and Midwifery Council? What do they do? What is revalidation? What does it involve? (www.nmc.org.uk)

Career: Social Worker

1. What are the different types of social workers?
2. What qualifications are needed to become a social worker?
3. What are the entry requirements for a social work course?
4. What qualities and skills are needed for social work?
5. How much can social workers earn?
6. What is purpose of Social Work England? What do they do? (www.socialworkengland.org.uk)



WEEK 2 – Focus: Understanding medical and health conditions

TASK 1: Types of physiological conditions

When working in the health and social care sector you will need to learn how to care for service users with a range of different medical conditions.

Instruction: Define the different categories of medical conditions listed below:

- **Chronic illness –**
- **Neurological conditions –**
- **Degenerative conditions –**
- **Autoimmune conditions –**
- **Genetic conditions –**

TASK 2: Developing knowledge of some medical conditions

Instruction: Use the following website: <https://www.nhs.uk/Conditions/> to find out about the symptoms and causes of the different health conditions below. Record your research into the table.

Condition	Signs and Symptoms	Causes
Osteoporosis		
Cystic Fibrosis		
Kidney disease		



Multiple Sclerosis		
Alzheimer's Disease		

Extension activity task 1: How are some of these conditions diagnosed? Any specialist equipment or specific tests used?

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Extension activity task 2: Can you find any famous people (e.g. celebrities) who have these conditions?

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ANALYSIS TASK

TASK 3 – living with medical conditions, how are young people affected?

Instruction: Watch the short videos below for each condition and then consider the impact each has on different aspects of the children's lives.

Jasper – Cystic Fibrosis

<https://www.youtube.com/watch?v=F3nH4GV2Zy0>

- What is like for Jasper living with cystic fibrosis?
- How has this condition affected Jasper? In what way? Give examples
- How does Jasper help to manage his condition?
- How might Jasper's family be affected?
- How could this condition impact Jasper in the future?

Explain the impact cystic fibrosis has on Jasper and his family (consider the questions above to help get you started):

Phoebe – Type 1 Diabetes

<https://www.youtube.com/watch?v=ilmSwmYtkeg>

- What is like for Phoebe living with type 1 diabetes?
- How has this condition affected Phoebe's life? Give examples
- How does Phoebe manage her condition?
- How might Phoebe's family be affected?
- How could this condition impact Phoebe in the future?

Explain the impact type 1 diabetes has on Phoebe and her family (consider the questions above to help get you started):



APPLICATION TASK

Helping young children understand their medical conditions can help to reduce their anxieties and encourage them to follow appropriate treatment.

Extension activity: Create an information leaflet on either type 1 diabetes or cystic fibrosis using Microsoft publisher which is suitable for a young child under 10 years old. (If you want to you could choose a different condition appropriate for this age group).

You should use pictures and adapt the language used so it can be understood by a young child.



WEEK 3 –Focus: Understanding the importance of good nutrition

TASK 1: Understanding the functions of key nutrients.

Instruction: Research the key nutrients in the table below, record the main functions and examples of the foods each can be found in. N.B. Remember there are different types of vitamins and minerals so you may want to focus on a few specific examples from each.

Nutrient	What is the function of this nutrient?	Examples of foods where this nutrient can be found
Fat		
Carbohydrate		
Protein		
Fibre		
Vitamins: A, B, C, D, E, K		
Minerals: iron, calcium, sodium, zinc, potassium		



ANALYSIS TASK

TASK 2: The effects of malnutrition

Instruction: Read the following news articles on the effects of poor nutrition and answer the reflective questions which follow.

<https://www.theguardian.com/lifeandstyle/2019/sep/03/british-teenager-loses-sight-and-hearing-due-to-processed-food-diet>

- How did a poor diet lead to this teenager becoming blind?
- What eating disorder was the teenager diagnosed with?
- How did this situation impact the teenager and their family?

<https://www.theguardian.com/science/2020/feb/19/researchers-find-a-western-style-diet-can-impair-brain-function>

N.B. You may need to register to read this article but it is free to do so.

- What is bad about the western diet? – What is being overconsumed?
- Describe the research carried out
- How does the research presented suggest western diets impair brain function? In what way?
- Why is this a problem for western diets particularly?



EVALUATION TASK

Extension Activity: What do these articles suggest about the importance of good nutrition?
Try to use information from the articles to justify and support your points.



ANALYSIS TASK

TASK 3: Nutritional Intake for a Typical Day

Instruction: Record your food and drink intake for one (typical) day, you will need to be specific recording portion size e.g. two slices of white toast, butter, cherry jam. Once you have done this find out what nutrients and how many are in the foods you have consumed you can do this by using the various nutritional calculators available on the internet (or check the labels of the products!).

	Foods/ drinks consumed	Nutritional values
Breakfast		
Lunch		
Dinner		
Snacks		



TASK 4: Comparing daily intake with recommended nutritional values

Instruction: Find out what the daily recommended values of each nutrient is for someone in your age group. Record this below:

Recommended Daily Values

EVALUATION AND APPLICATION TASK

Comparing Nutritional Intake to Daily Recommended Values

Compare the recommended values you found out above to what you are actually consuming in a day (from your diet recording table).

Are you consuming the right quantity of nutrients? Which nutrients are you lacking? Which are you consuming enough of? Which are you consuming more of (if so)? What impact could this have (consider both positive and negative effects of your current diet? How should you change your diet to ensure it is more balanced?



TASK 5: Bizarre diets and the influence of celebrities



Lady Gaga

Did **Lady Gaga** purée her pounds away? The singer is rumored to have tried **Tracy Anderson's baby food diet**, a plan that replaces your first two meals of the day with Gerber's baby food, followed by a health-conscious dinner. While she has yet to fess up, other celebs have also been linked to the diet, including **Reese Witherspoon, Jennifer Aniston, and Gwyneth Paltrow**.

Does this surprise you?

Over the years many famous celebrities have published some very unorthodox diets.

Instruction: Using reputable, trusted sources research these bizarre diets and record those you find the most peculiar below.

Bizarre Celebrity Diets



ANALYSIS AND EVALUATION TASK

TASK 6: Answer the following question in the space provided below, ‘**Can celebrities diet choices impact our own?**’ – within your answer consider the following:

- Consider the positive impact they could have...
- Find research evidence/ sources to support...
- Consider their negative influence and why... any supporting evidence to justify...
- Consider why they have such an impact on others...