

Case study

OCR Level 1/Level 2

Cambridge National in
Health and Social Care

J835

For first teaching in 2022 | Version 1

A curriculum case study

ocr.org.uk/cambridgenationals

The curriculum planning documents provided by OCR are intended to provide a springboard for centres to get started. To support [our curriculum planning resource](#), we've asked practitioners from a range of centres to share their experiences of effective curriculum planning and delivery with our wider OCR subject community. These models offer examples of tried and tested delivery plans that have served centres well and are provided to help centres get started, adapt or remodel their delivery.

Introduction

This curriculum map supports my centre which has large mixed ability classes in Health and Social Care. The centre is based on the outskirts of a rural area and has many students that live a distance away and are bussed into the school. The town and subsequent community are small. The local area is one where many care homes are situated, as the coastal town is a desired area for retirement, therefore it is a great subject to support working locally, in either health services or social services. The subject of Health and Social care is offered at Level 2 and Level 3 as the centre has a small sixth form. The subject is taught by a lone teacher. Lessons are 100 minutes long and there are three a day. A two-week timetable is used, with the subject has 300 minutes over the two weeks. The National course is offered over the two years from Year 10 to Year 11.

The school offers a work experience for Year 10 students early in the summer term. If they have chosen this subject the school suggests a work experience in the care sector. This is great as it really reinforces the knowledge learned in all the units of study. The curriculum plan suits the way our centre sits our internal assessments, so teaching some of the exam content earlier on works well. There is of course plenty of flexibility with the specification as to how you choose the units of study, and which optional units are covered. We really liked the health promotion unit as there are a lot of students who know about this area already and they can really see the reasons for the content, making it 'stick' well and supporting the higher, Level 3 Technical course that we also offer.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 10 RO32: Principles of Health and Social Care.</p> <p>RO33: Supporting individuals through life events.</p>	<p>Introduction to the course: RO32: Types of care settings: TA1: Rights of services users Benefits of maintaining rights. Assessment: Test - Topic 1 & 2.1 - 2.2 TA2: Person centered values and how they are applied by service providers. Benefits of applying the person-centered values. Effects on service users' health and wellbeing. Introduce 6 C's. Assessment: Exam style question practice.</p>	<p>RO33: Introduction NEA Life stages. TA1: Life stages and development. PIES development, Factors that affect development, milestones. Mini case study assessment TA2: Life events and their impacts on individuals. Expected and unexpected events. Questionnaire to chosen individual. Write up of interview and questions milestones to be discussed and PIESF to be used. Needs based on life event</p>	<p>RO33 NEA: Complete Task 1a NEA</p> <p>TA3: Sources of support: Sources of support formal, informal, charities. The role of practitioners and how they meet the needs of the individual. Research based on services and practitioners.</p>	<p>RO33 NEA: Complete Task 2a NEA</p> <p>TA3: How you would apply Person centred care values in recommending support to meet their needs. .</p> <p>Complete Task 2b NEA</p> <p>Coursework review Final hand in date set work to be sent for moderation (May)</p>	<p>Revisit RO32: TA3: Effective communication in health and social care settings. Importance of non-verbal communication, active listening and special communication. RO32: Topic assessment test Exam style assessment.</p> <p>Students placed in work experience</p>	<p>RO32: TA4: Protecting service users' and service providers in health and social care settings. Safeguarding, infection prevention, safety and procedures and measures .</p> <p>PPE's Review of PPEs If time before the summer term finishes go over the next NEA and set some homework related to it over the summer break.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 11</p> <p>RO35: Health promotion campaigns</p> <p>RO32 Principles of Health and Social Care.</p>	<p>Introduce new NEA:</p> <p>RO35: Health Promotion Campaigns</p> <p>TA1: Current health issues and the impact on society. Reasons why a healthy society is important. Public health challenges in society. Current health promotion campaigns and their benefits.</p> <p>Complete NEA 1a</p> <p>TA2: Factors influencing health and wellbeing. Leading a healthy lifestyle.</p> <p>Begin NEA 1b</p>	<p>RO35: Complete NEA 1b</p> <p>TA2: Barriers to leading a healthy lifestyle.</p> <p>TA3: Plan a health promotion. Planning and preparation for delivery of health promotion campaign.</p>	<p>TA4: Deliver a health promotion. Assessment delivery</p> <p>Final section TA4: Evaluate your own performance. Evaluate your planning and your own performance. (self-assessment)</p>	<p>Review RO32: Coursework review</p> <p>Topic 1 revision</p> <p>Topic 2 Revision</p> <p>PPE's</p>	<p>RO32 Walk through Mocks</p> <p>Topic 3 revision</p> <p>Topic 4 Revision</p> <p>Practice questions RAG rating knowledge in preparation for final exam assessment.</p>	<p>RO32 Final examination in June Year 11 leave or study leave</p>

Suggested planner detail

This section looks at the planner in more detail and explains the reasons for some of the choices in this case study.

YEAR 10	Content
<p>Autumn 1</p> <p>R032: Principles of Health and Social Care.</p>	<p>As RO32 lays the foundation for key terms and key words and an overall understanding of health and social care, the first two TA's support this understanding, they are synoptic and support both RO33 and RO35/34. The knowledge is recalled throughout RO33 which is why, through trial and error in my centre, we have found that some dipping into basics in RO32 at the beginning is the best way forward. In the first year of this new course, I went straight into the NEA unit. This was a mistake as students were not on board with the new language being learnt and struggled then with understanding the content.</p> <p>TOP TIP: I make sure students (really supportive of the low ability) keep a record of key terms. In our centre we do this as a glossary in the back of folders or books. It can then be used for recall starters or plenary. School credits can be given for use of the word in their work, putting it into a sentence for example, so their understanding is embedded. This not only supports retrieval but allows for revision notes to be used later in the course for RO32.</p>
<p>Autumn 2</p> <p>R033 Supporting individuals through life events.</p>	<p>Off the back of the understanding and knowledge gained from Autumn Term 1, introduce life stages and the NEA for R033 the mandatory unit. You must make sure you use the live assessment as this changes yearly. This can be found from the 1st of June on the Teach Cambridge website. I have taught this unit twice now; the first time through I taught all the content and then did the NEA at the end. Students found the recall difficult for this, as there are four Topic areas to cover in this unit. Those that had made great notes did well on the assessment, but those that had not, didn't and struggled with the understanding of what to write about. The second time of teaching this unit I decided to break it down into sections. I still taught all the areas recommended in the specification for each section, but as you can see from the curriculum map as an area was completed, e.g. TA1 knowledge content, students then completed the NEA section that matches. Students found this much easier to follow. However, you need to make sure you have broken down the hours allowed for the NEA in your planning.</p> <p>The NEA suggests for 1a that you can choose a celebrity. Our centre did this for the first year of teaching, but it had its difficulties as sometimes there is only so much information a student can find out about a celebrity and students made poor choices. They chose some that had a history of drugs or alcohol misuse and couldn't find links to their development in the life stage. Students struggled with the information to make it fit the brief and avoid just writing a timeline of the person's events, so it became more story like and not what the specification requires. I suggest the teacher checks if the celebrities are suitable. This year I suggested they used a real person in the chosen life stage, and this has worked well.</p> <p>TOP TIP: you can do mini practice case studies to allow students to timeline how the person has developed and figure out how PIES could be affected. This could be set as a homework task or could be group teaching tasks. I use homework booklets that support learning as we move our way through the course. It has research tasks and activities that can be used to reinforce the knowledge gained in the lesson and also the research can be used in their NEA.</p>

YEAR 10	Content
	<p>TOP TIP: make sure all factors listed in the NEA have been covered for 1b. This should be two from each section. If all factors are not covered then this should be discussed and stated. Students will need a suitable person to interview for TA2. If students wish they can use the individual they focused on for Task 1 for their interview in Task 2, as the person in Task 2 can be from any life stage.</p>
<p>Spring 1</p> <p>RO33 Supporting individuals through life events.</p>	<p>TA2 and TA3 supports a great deal of content from RO32 as there are links to practitioners' effective communication, and person centered values. Make sure that the student again has chosen a suitable person to interview for this part of the NEA as they must conduct a full interview, which the teacher must authenticate that it has taken place using the form provided on Teach Cambridge.</p> <p>Students enjoy this section as it gives them an opportunity to research different practitioners and their job roles in the services they are recommending for their person. I set this research as homework. In some circumstances this may lead to another interview or discussion with their person around what services they used. Some students like to follow up with an interview or discussion but there is no expectation that students need to do this. It gives a great link into how health and social care fits with the 'real world' and reinforces their understanding of the work roles and what the service offers.</p> <p>TOP TIP: The 'needs' section can be confusing so check the specification and make sure that the student has highlighted two life events and that they have covered PIES for only one of these. This should lead them to the types of support that their person would have benefited from. In my centre we complete 'needs' as a separate headed piece of work so it is clear.</p>
<p>Spring 2</p> <p>RO33 Supporting individuals through life events.</p>	<p>Completion time is needed in this part of the term to allow for students to complete their NEA sections 2a and a revisit here to person centered values from RO32. Some good use of retrieval techniques can be used to support this, embedding the content in preparation for examination in year 11. I also link any examination questions around person centered values for homework. 'OCR Exam Builder' is good for this.</p> <p>TOP TIP: remember you are keeping note of the time taken to complete the tasks and should stay within the guided hours for completion of the NEA. However, you may wish to have several different extra pieces of work available at this stage as some students will finish before others. I have a self-explanatory task booklet that supports RO32. The end of this spring term should allow for students who had missed time due to absence, or those that are able to have extra time due to additional needs. In our centre we offer invited NEA catch up sessions for those students that have lost hours.</p> <p>We also prepare all work for moderation, have Teacher Observation Records completed and student and centre authentication paperwork signed.</p> <p>In the specification, check what the requirements are for submitting the NEA and what to include. Make sure you have annotated the URS (Unit Recording Sheet) so the moderator can see where you think the marks were given.</p>

YEAR 10	Content
<p>Summer 1</p> <p>RO32: Principles of Health and Social Care.</p>	<p>TA3: There are many ways of teaching the section on communication from the specification, and video clips are good to use to elaborate on methods. I use clips from old talk shows where the person being interviewed is caught out lying and students study body language. You can also watch clips of health and social care settings, but mute the sound and see if the students can recognise the actions and what they think is happening without the dialogue. Role play also works well if you have students that enjoy drama as they can put together a good example of care being given and a bad example and show the class. This can be freeze framed to show what reaction students watching think will happen next due to the body language or facial expressions being shown.</p> <p>TOP TIP: Have a bank of scenarios using different types of communication methods so students can put into practice what they have learned around the different ways of communicating; these make great extension activities. Also provide plenty of opportunity for game playing using communication games, such as a blind folded obstacle course with students guiding each other.</p> <p>The SEND lead in school may be willing to come in and talk about the different special methods of communication. Or the local deaf community may have a volunteer to come and teach some sign language to the students. There may be a health care ambassador programme in your area that can support this.</p>
<p>Summer 2</p> <p>RO32: Principles of Health and Social Care.</p>	<p>TA4: If you have a safeguarding officer in school that is willing to deliver a shortened, child friendly version of safeguarding training to the class, this supports the safeguarding element well. Safety and security can also be linked into your own centre, and the site manager may be willing to come and talk to students about the school safety procedures and risk assessments. Students can risk assess areas in the school as an activity. Work experience is a great way of embedding the communication techniques, as well as security and safety in settings learned in class.</p> <p>TOP TIP: This part of the specification can be made practical, which reaches all learning styles and can cover topic areas which can be quite difficult concepts for students to grasp as they are not in a work environment. So be inventive by finding people in the local community to demonstrate how it is done in the real world. Develop links with the local care home and have the class complete a 'postcard of kindness' to send and demonstrate how communication, in all its forms, supports throughout the life stages.</p>

YEAR 11	Content
<p>Autumn 1</p> <p>RO35: Health promotion campaigns.</p>	<p>TOP TIP: make sure the correct NEA for the academic year is being used.</p> <p>Introducing RO35 can be done visually by using many of the government campaigns, old and new, already in place. These can be shown via adverts used for them, or by contacting agencies and getting posters to display; for example 'Catch it, Kill it, Bin it' Change 4 life , so students can identify what health promotion is. It is easy to then investigate what health issues are current, in the area where you're situated or nationally. Small group research works well here, with teacher support guiding how to research statistics via the 'Office for National Statistics' and NHS England.</p> <p>TOP TIP: Make sure all areas of the specification are covered for TA1 to allow breadth of understanding and do not just teach around the topic areas given in the assessment.</p> <p>Keep going with a glossary for students as lots of tricky words again are used in this unit, such as 'target audience'.</p> <p>There is a synoptic link again here when referring to benefits to health, as PIES could be considered when covering 'improved quality of life', but this is not required for all the benefits suggested in the specification.</p>
<p>Autumn 2</p> <p>RO35: Health promotion campaigns.</p>	<p>TA2/TA3</p> <p>I have found this unit should be broken down to allow for the new information to embed and to make sure students are not overwhelmed at the end to complete their NEA. If you have already taught the Level 3 qualification around health promotion in the old A Level and in the replacement Technical qualification, I have found that I have to keep reminding myself that this is Level 2 and the understanding of the topic areas such as barriers and factors is vast between the age groups.</p> <p>TOP TIP: Remember timings are vital to allow for the suggested guided learning hours. Students can get bogged down with the research around campaigns as there are so many and they find it interesting, so I set this as homework.</p> <p>TA3 and planning the health promotion.</p> <p>Students are too eager to get onto making their presentations once they have an idea, before planning adequately. I do not allow any students to make their presentation until I have looked over their plan, and they must have a good plan and all areas should be covered. I used the OCR template for this found on Teach Cambridge as it is easy to follow, and the headings are there so students have a guide and don't miss any important elements.</p> <p>TOP TIP: Allow students to be creative, let them choose their own target audience as it should not be guided by the teacher. They do not have to deliver their campaign to the actual target audience they have chosen it for, and they just need an audience that is able to provide feedback on their campaign.</p> <p>Get a good supply of sugar paper, card, pens and display boards if you are going for poster displays.</p>

YEAR 11	Content
<p>Spring 1</p> <p>RO35: Health promotion campaigns.</p>	<p>When presenting their campaigns, students need time to make their presentations. They can bring print outs/pictures as part of their research from home if they wish.</p> <p>I have used the 'Promotion Fair' approach for my classes. I am a sole teacher of two full classes, therefore watching them takes time and class time did not allow for this. I therefore set up two separate health promotion events in our school hall. This was well advertised so that students from other classes could come and visit with their teachers. This allowed me time to listen to their presentations and have other teachers support this.</p> <p>TOP TIP: Teacher Observation Records statements must be completed, and these can take a long time to do as they should be individualised to each student. So being well organised and completing these as soon as you have observed them is beneficial.</p> <p>There are many other ways of delivering these presentations; they could be done in the class where the teacher observes each presentation to a smaller group of peers, or they could be done in front of the whole class. I gave all the suggestions to my cohort, and they wanted to do the promotional fair. Not all students are presenters, but for those who struggled with this I set up a small group of peers and we watched their presentation in a quieter space.</p> <p>There are many other ways of delivering these presentations; they could be done in the class where the teacher observes each presentation to a smaller group of peers, or they could be done in front of the whole class. I gave all the suggestions to my cohort, and they wanted to do the promotional fair. Not all students are presenters, but for those who struggled with this I set up a small group of peers and we watched their presentation in a quieter space.</p> <p>Students must complete the evaluation and should not rush this. Remember they must also evaluate their planning, and this is why having a good plan is so important, but also an opportunity here to suggest what they wish they had done differently, especially after seeing others do their presentations.</p>

YEAR 11	Content
<p>Spring 2</p> <p>RO35: Health promotion campaigns.</p> <p>And back to</p> <p>RO32: Principles of Health and Social Care.</p>	<p>TOP TIP: Allow time in the beginning of this term to 'mop up' any students that did not present their campaigns as they will lose a lot of marks if they do not present it.</p> <p>Prepare all work for moderation, have Teacher Observation Records completed and student and centre authentication paperwork signed.</p> <p>Check in the specification what the requirements are for sending the NEA and what to include. Make sure you have annotated the Unit Recording Sheet (URS) so the moderator can see where you think the marks were given.</p> <p>Recall and review RO32.</p> <p>Topic 1 and Topic 2 revision lessons.</p> <p>TOP TIP: Have the students RAG rate what they recall from RO32. Set questions and give the students the mark schemes before you test. I have tried many approaches to revision lessons. Giving students set questions and the mark scheme is a great way for them to practise formulating responses and using the mark schemes for flash cards from their RAG rating.</p> <p>I also do open book tests and closed book tests. I also give them group tests, where they have a set of questions and work as a group to formulate their responses.</p>
<p>Summer 1</p> <p>RO32: Principles of Health and Social Care.</p>	<p>RO32: Walk through their internal assessments</p> <p>Walking talking mocks are brilliant to support revision. We use the purple pen approach in our school, where students have another go at the responses. Going over the mock paper after it has been taken is a great way to use this approach. If you have a visualiser breaking the responses down live is a great way to support.</p> <p>Topic 3 revision</p> <p>Topic 4 revision</p> <p>TOP TIP: Make sure students understand the command verbs. Practice responses using these words. Make use of OCR Exam Builder as it is a great resource.</p>
<p>Summer 2</p>	<p>Finish preparations for the final examination.</p>
<p>This may seem an odd way to cover the units, completing some of RO32, then moving on to the NEAs, then returning to RO32, but it depends on the lesson guided learning hours your centre offers. We have 100 minute lessons and this way of working suits our curriculum.</p> <p>There are plenty of cross-curricular links that you can also make with Citizenship and PSHEE, Food Technology and Science.</p> <p>It is good to get a link with a neighbouring school if they also offer the Cambridge Nationals. This supports internal standardisation after you have marked the work. I have this with another local school, and we have planned and moderated together.</p>	

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