



LANGLEY PARK SCHOOL FOR GIRLS CO-ED SIXTH FORM

A student guide booklet to:

OCR Level 3 CTEC in Health and Social Care

STUDENT HANDBOOK



Langley Park
School for Girls

HEALTH AND SOCIAL CARE

Student Handbook

OCR Level 3 Cambridge Technical Diploma in Health and Social Care

and

OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in
Health and Social Care (Extended Certificate)

School/college	Langley School for Girls
Course leader	Miss C Harris (Head of Health faculty, Head of PE and Head of Health and Social Care)
Version	Version 1 July 2026

How to use this handbook

Keep this handbook available throughout Year 12 and 13 as a reference guide.

This handbook explains the structure of your course, how you will be assessed, what is expected of you and where to get help. Some pages apply to both qualifications and others are clearly labelled AAQ or CTEC.

CHECK YOUR QUALIFICATION

The course you are studying will be confirmed upon enrollment, either being the CTEC Diploma or the AAQ Extended Certificate. Use the matching course-structure and assessment pages, but follow the shared expectations throughout the handbook.

School Information

Information	
School/college name	Langley Park School for Girls
Course leader	Miss C Harris (Head of Health faculty, Head of PE and Head of Health and Social Care)
Cohort start year	Year 12 (2026-2028) Year 13 (2025-2027)
Planned review date	July 2027ss

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Welcome to Health and Social Care

Curriculum Vision:

The Health and Social Care department aim to provide an excellent platform for students interested in careers in health, social care or childcare, and build lifelong skills that are applicable to society today. Students will be encouraged to explore many themes including equality, diversity and principles of care, underpinning the importance of kindness, belonging and respect within our community. Through our teaching, students will develop empathy and an appreciation towards different situations that occur in Health and Social care settings. We will provide students with different experiences to further their understanding, with guest speakers and visits from NHS and social care professionals. We support students in achieving their potential and to fulfil their ambitions in a variety of potential career pathways, such as midwifery, education and social care.

The courses at KS5 that we offer here at Langley Park School for Girls are:

Y12 and 13 – Cambridge Technical Diploma and AAQ Extended Certificate KS5

Across the courses you will develop

- Knowledge of health and social care practice
- Research and referencing
- Problem solving
- Presentation skills
- Analysis and evaluation
- Professional communication
- Time management
- Reflection and use of feedback

Course overview and comparison

Feature	CTEC Diploma	AAQ Extended Certificate
Full title	OCR Level 3 Cambridge Technical Diploma in Health and Social Care	OCR Level 3 AAQ Cambridge Advanced National in Health and Social Care (Extended Certificate)
Entry / certification code	05833	H125
Qualification number	601/7062/1	610/3986/X
Size	720 GLH - broadly equivalent in size to two A levels	360 GLH - broadly equivalent in size to one A level
Units	Seven mandatory units, at least one core optional unit and further optional units to reach 720 GLH	Four mandatory units and two optional units
Assessment	Five examined mandatory units; remaining units internally assessed and OCR moderated	Two written examinations and four NEA units
Overall grades	PP, MP, MM, DM, DD, D*D, D*D*	P, M, D, D*

IMPORTANT

The qualification titles, unit rules and grading systems are not interchangeable. Always check which qualification an assessment belongs to.

Progression routes

Higher education

- Adult, child, mental health or learning disability nursing
- Social work
- Occupational therapy
- Public health
- Psychology or sociology
- Midwifery
- Paramedic science
- Physiotherapy
- Health sciences
- Primary teaching or education studies

Apprenticeships and employment

- Nursing associate
- Adult care worker
- Public-sector administration
- Mental health support roles
- Healthcare support worker
- Early years or childcare roles
- Community support work
- Social care apprenticeships

CHECK ENTRY REQUIREMENTS EARLY

Universities and apprenticeship providers set their own entry requirements. Some courses require specific GCSEs, A levels, science content, work experience, occupational health checks or a DBS check. Research requirements during Year 12, not at the end of Year 13.

Resources and School Contacts

School Contacts

Title	Teachers	Contact
Course leader	Miss C Harris (Head of Health faculty, Head of PE and Head of Health and Social Care)	chr@lpgs.bromley.sch.uk
Teacher of Health and Social Care	Miss G Babalola	gba@lpgs.bromley.sch.uk
Teacher of Health and Social Care	Miss Boreland	mbo@lpgs.bromley.sch.uk
Teacher of Health and Social Care	Miss C Bush (Assistant Head)	cb@lpgs.bromley.sch.uk
Teacher of Health and Social Care	Miss T McGovern	tm@lpgs.bromley.sch.uk
Head of Sixth Form	Miss S Osborne (Assistant Head)	sos@lpgs.bromley.sch.uk
Sixth Form pastoral contact	Ms M Forde	mfo@lpgs.bromley.sch.uk
SEND / learning support contact	Mr J Chinery (Assistant Head)	jc@lpgs.bromley.sch.uk
Examinations officers	Mrs McAleer & Mrs Read	smc@lpgs.bromley.sch.uk hre@lpgs.bromley.sch.uk
Careers adviser and Work Experience coordinator	Mrs Hayden and Miss Day	hha@lpgs.bromley.sch.uk wda@lpgs.bromley.sch.uk

Course resources

Resource	Where to find it	How it should be used
Microsoft Teams	Langley Home Page	Lesson resources, announcements, homework and submission instructions.
Student SharePoint	Langley Home Page	Store your own organised notes, drafts and evidence securely.
OCR specification and unit documents	OCR qualification website	Check unit content, command words and official assessment requirements.
Textbook(s)	Cambridge Technicals Level 3 Health and Social Care - Cambridge Technicals Level 3 Health and Social Care : Peteiro, Maria Ferreiro, Adams, Judith, Riley, Mary, Rogers, Sarah, Wedlake, Pete: Amazon.co.uk: Books Cambridge Advanced National (AAQ) in Health and Social Care - Cambridge Advanced National in Health and Social Care - H025, H125	Consolidate lesson content and support independent study.

RESOURCES AND CONTACTS

Useful organisations and websites

Organisation	Website	Useful for
OCR Health and Social Care qualifications	Open website	Specifications, unit documents, sample assessment materials and updates.
NHS	Open website	Health information and access to services.
NHS Health Careers	Open website	Career profiles, routes and entry requirements.
Care Quality Commission	Open website	Regulation and inspection of health and social care services in England.
NICE	Open website	Evidence-based guidance and quality standards.
Skills for Care	Open website	Adult social care workforce information and career resources.
GOV.UK	Open website	Legislation, policy and government publications.
UCAS	Open website	University research, applications and tariff information.

SOURCE QUALITY

Check the author, date, evidence and purpose of every source. Health information can change, so use current and authoritative material.

Course Structure

AAQ Extended Certificate Overview

OCR entry code H125 | 360 GLH | Four mandatory and two optional units

The course combines two external examinations with four non-examined assessment (NEA) units.

Unit	Title	GLH	Assessment	Status
F090	Principles of health and social care	80	1 hour 30 minute written exam	Mandatory
F091	Anatomy and physiology for health and social care	80	1 hour 30 minute written exam	Mandatory
F092	Person-centred approach to care	50	OCR set assignment, centre assessed and OCR moderated	Mandatory
F093	Supporting people with mental health conditions	50	OCR set assignment, centre assessed and OCR moderated	Mandatory
F095	Investigating public health	50	OCR set assignments, centre assessed and OCR moderated	Optional
F096	Supporting people in relation to sexual health, pregnancy and postnatal health	50	OCR set assignments, centre assessed and OCR moderated	Optional

ASSESSMENT BALANCE

Across the qualification, external assessment contributes 40% and NEA contributes 60% of the overall assessment weighting.

AAQ mandatory units

These units are mandatory, all AAQ students will complete.

Unit	Unit title	Main areas of study
F090	Principles of health and social care	Equality, diversity and rights; hazards and health and safety; legislation; best practice.
F091	Anatomy and physiology for health and social care	Cardiovascular, respiratory, digestive, musculoskeletal, control and regulatory, and reproductive systems; conditions, monitoring and treatment.
F092	Person-centred approach to care	Person-centred values; meeting needs; communication; care planning; relationships and reflective practice.
F093	Supporting people with mental health conditions	Definitions and views of mental health; conditions; services; treatment and support.

How the units connect

Knowledge from the two examined units supports the practical and applied decisions you make in NEA. You should expect to use earlier learning in later units and to make links between legislation, person-centred care, anatomy, mental health, risk and professional practice.

KEEP EARLIER NOTES

Do not discard a unit folder once an assessment is complete. Synoptic links mean that earlier knowledge can strengthen later assignments and exam answers.

COURSE STRUCTURE

AAQ Optional units

These are the optional units that you will be completing, both 50GLH.

Unit	Unit title	Focus
F095	Investigating public health	Public-health challenges, determinants of health, data, interventions and proposals.
F096	Supporting people in relation to sexual health, pregnancy and postnatal health	Sexual health, pregnancy, postnatal health, needs, services, advice and support.

CTEC Diploma Overview

OCR entry code 05833 | 720 GLH | broadly equivalent in size to two A levels

The Cambridge Technical Diploma is a 720 GLH applied general qualification. Students complete seven mandatory units totalling 450 GLH, at least 60 GLH from the core optional group, and further optional units so that the course reaches at least 720 GLH.

Requirement	What must be completed
Mandatory	Units 1 to 7 - 450 GLH in total.
Core optional	At least one of Unit 12 or Unit 14 - minimum 60 GLH.
Optional	Additional units from Units 8 to 24 - minimum 210 GLH, so the full programme reaches at least 720 GLH.
External assessment	Mandatory Units 2, 3, 4, 6 and 7 are examined.
Internal assessment	Unit 1, Unit 5 and the selected core/optional units are internally assessed and OCR moderated.

CTEC mandatory units

Unit	Title	GLH	Assessment
1	Building positive relationships in health and social care	60	Internal
2	Equality, diversity and rights in health and social care	60	External exam
3	Health, safety and security in health and social care	60	External exam
4	Anatomy and physiology for health and social care	90	External exam
5	Infection control	60	Internal
6	Personalisation and a person-centred approach to care	60	External exam
7	Safeguarding	60	External exam

Why these units matter

The mandatory units provide the underpinning knowledge required across the rest of the course. They cover communication and relationships, equality and rights, safety, anatomy, infection control, personalisation and safeguarding.

MINIMUM ACHIEVEMENT RULE

To be awarded the full CTEC qualification, students must achieve at least a Near-Pass in each externally assessed unit and at least a Pass in every internally assessed unit required for the qualification.

CTEC optional units

These are the optional units that you will be completing.

Unit	Title	GLH	Assessment
13	Sexual health, reproduction and early development stages	60	Internal
14	The impact of long-term physiological conditions	60	Internal
15	Promoting health and wellbeing	60	Internal
22	Psychology for health and social care	60	Internal
24	Public health	30	Internal

Teaching Plan

These are the units you will complete in Year 12 and 13, and show exact times these will be completed.

AAQ

Year 12

UNIT	STAFF ALLOCATION	TEACHING PERIODS (ACROSS FORTNIGHT)	WHEN?
F090: Principles in Health & Social Care – EXAM	GBA	6	September 2026 – January 2027 Sit exam in January 2027 Resit opportunity in May 2027
F092: Person centred approach to care – NEA	MBO	4	September – February 2027 Submit in March series
F093: Supporting people with mental health conditions – NEA	GBA	4	January – May 2027 (Early) Submit in May series
F091: Anatomy and Physiology for Health & Social Care – EXAM	TBC	6	May – January 2028 Sit in January series (Year 13)

Year 13

UNIT	STAFF ALLOCATION	TEACHING PERIODS (ACROSS FORTNIGHT)	WHEN?
F091: Anatomy and Physiology for Health & Social Care – EXAM	MBO	6	September – January 2028 Sit exam in January 2028 Resit opportunity in May 2028
F095: Investigating Public Health – NEA	GBA/CHR	4	September – December 2027 Submit in January series
F096: Supporting people in relation to sexual health, pregnancy and postnatal health – NEA	MBO	6	January – May 2028 (Early) Submit in May series

TEACHING STRUCTURE

CTEC

Year 12

Unit	Title	Format	Dates
1	Building positive relationships in health & social care Y/507/4365	Coursework	Jan – April
2	Equality, diversity and rights in health & social care D/507/4366	Exam	September – Jan Exam – Jan R – May
3	Health, safety and security in health & social care H/507/4367	Exam	Jan – May Exam – May R – Jan
4	Anatomy and physiology for health & social care K/507/4368	Exam	April – Jan Exam – Jan R – May
5	Infection Control H/507/4420	Coursework	Feb – July
7	Safeguarding M/507/4422	Exam	September – Jan Exam – Jan R – May
15	Promoting health and wellbeing H/507/4434	Coursework	Sept – Feb
24	Public health R/507/4445	Coursework	Sept-Dec

Year 13

Unit	Title	Format	Dates
4	Anatomy and physiology for health & social care K/507/4368	Exam	April – Jan Exam – Jan R – May
6	Personalisation and a person centred approach to care K/507/4421	Exam	Sept – Jan Exam – Jan R – May
13	Sexual health, reproduction and early development stages R/507/4431	Coursework	Sept – April
14	The impact of long term physiological conditions Y/507/4432	Coursework	Jan – May
22	Psychology for Health & Social Care J/507/4443	Coursework	Jan – May

Assessment overview

Know whether you are preparing for an exam, an AAQ NEA assignment or a CTEC internally assessed unit.

Assessment type	What it involves	Who marks it	Key student action
External examination	Timed written paper completed under examination conditions.	OCR	Revise the full unit, practise command words and answer every question.
AAQ NEA	OCR set assignment completed under specified supervised conditions.	Centre assesses; OCR moderates	Follow the live assignment instructions, work independently and meet internal deadlines.
CTEC internal assessment	Centre-set or OCR model assignment with evidence against grading criteria.	Centre assesses; OCR moderates	Produce sufficient, authentic evidence and satisfy every criterion needed for the target grade.

Assessment language

- Formative assessment - practice and feedback used to improve learning.
- Summative assessment - work used to determine a formal unit result.
- Moderation - OCR checks the centre assessment decisions and may confirm or adjust them.
- Authentication - confirmation that submitted work is the student's own.

READ THE INSTRUCTIONS FIRST

Assessment rules vary by qualification and unit. Your teacher will explain exactly what support, resources, notes, internet access and supervision are permitted.

AAQ

External examinations

F090 and F091 are each assessed by a 1 hour 30 minute written paper.

Unit	Exam format	What to expect
F090	60 marks; five compulsory questions	Short, medium and extended responses across equality, safety, legislation and best practice.
F091	60 marks; two sections and 14 compulsory questions	Section A controlled-response items; Section B structured and extended responses across all body-system topic areas.

Exam expectations

- Arrive at the published time with permitted equipment.
- Match the depth of your answer to the marks available.
- Show clear chains of reasoning when explaining impacts.
- Use the scenario or context in the question.
- Use accurate subject terminology.
- Leave time to check that every question has been attempted.

RESITS

OCR permits up to three attempts in total for each AAQ examined unit before certification. The best result is used, but any resit plan is at the centre's discretion.

AAQ non-examined assessment

OCR set assignments are completed in supervised conditions and centre assessed.

Each 50 GLH NEA unit uses a live OCR set assignment. The assignment specifies the scenario, tasks, permitted evidence, assessment conditions and expected completion time. Your teacher must be able to authenticate your work.

ASSESSMENT INFORMATION

During an AAQ assignment you must

- Complete work during the required supervised sessions.
- Reference all sources and clearly distinguish your own ideas.
- Submit complete work by the internal deadline.
- Use only the resources and notes permitted for the task.
- Keep research notes separate from assessed evidence where required.
- Follow file naming and upload instructions.

Feedback, reattempt and resubmission

Teachers may give feedback within OCR rules, but must not provide model answers, detailed step-by-step instructions or tell you exactly what to add. A reattempt may be permitted before final submission for moderation. After moderation, OCR allows one resubmission opportunity per NEA assignment, subject to the assignment remaining live and centre agreement.

INDEPENDENCE MATTERS

Feedback should make you think and apply your learning. It must not turn your teacher into a co-author of the assessed work.

CTEC

External assessment

Mandatory Units 2, 3, 4, 6 and 7 are externally examined

Unit	Title	GLH	Planned assessment series
2	Equality, diversity and rights in health and social care	60	[Insert]
3	Health, safety and security in health and social care	60	[Insert]
4	Anatomy and physiology for health and social care	90	[Insert]
6	Personalisation and a person-centred approach to care	60	[Insert]
7	Safeguarding	60	[Insert]

CTEC examined units are graded Near-Pass, Pass, Merit or Distinction. Grade boundaries are set for each assessment series. Students may resit an examined unit twice before completing the qualification, giving up to three attempts in total.

What good exam preparation looks like

- Complete topic-by-topic retrieval practice.
- Act on examiner-report feedback.
- Record weak topics and revisit them.
- Use past papers and mark schemes.
- Practise extended responses under timed conditions.
- Attend every scheduled intervention or revision session.

Internally assessed units

Evidence is judged against Pass, Merit and Distinction grading criteria.

For an internally assessed CTEC unit, each grade is criteria based. To achieve Merit, all Pass and Merit criteria must be satisfied. To achieve Distinction, all Pass, Merit and Distinction criteria must be satisfied. Missing one required criterion can limit the unit grade.

Your evidence may include

- Written reports
- Presentations
- Care or support plans
- Witness statements
- Case-study responses
- Research findings
- Professional discussions
- Practical evidence

ASSESSMENT INFORMATION

Submission expectations

- Submit the full assignment, not isolated sections, unless told otherwise.
- Keep drafts and research organised.
- Complete the authentication declaration.
- Clearly label evidence and cross-reference it to tasks or criteria.
- Retain a backup copy.
- Use the correct submission platform and filename.

RESUBMISSION IS NOT AUTOMATIC

A resubmission may be permitted at the teacher's discretion when it is in the student's best interests and OCR conditions are met. Deadlines and the permitted level of feedback still apply.

Academic integrity, plagiarism and AI

Your submitted work must be authentic and accurately acknowledge all sources.

Plagiarism includes

- Copying text, images, tables or ideas without acknowledgement.
- Submitting another student's work.
- Allowing another person to write or substantially edit your assessment.
- Using translated, paraphrased or AI-generated material as if it were your own.
- Reusing your own previously submitted work without permission or acknowledgement.
- Inventing references, research findings or placement evidence.

Using artificial intelligence

AI may be useful for learning activities when your teacher permits it, such as generating practice questions or checking your understanding. It must not be used to produce assessed work unless the assessment rules explicitly allow that use. Any permitted use must be acknowledged accurately, and you remain responsible for checking accuracy, bias, confidentiality and the quality of the final work.

NEVER UPLOAD CONFIDENTIAL INFORMATION

Do not enter personal, sensitive, placement or case-study information into an AI system. Use anonymised information and follow school data-protection and safeguarding policies.

Where to find this information?	
AI Use	AI use in assessments
JCQ – Plagiarism	JCQ plagiarism in assessments.
LPGS Malpractice policy	LPGS Malpractice Policy

Referencing guide

Use a consistent referencing system and keep a record of every source as you work.

We recommend using Harvard referencing or referencing by sources, examples can be found below. The examples below use a simple Harvard-style approach and can be amended to match the school policy.

Source type	In-text example	Reference-list pattern
Website	(NHS, 2026)	Organisation (Year) Title of page. Available at: web address (Accessed: date).
Book	(Author, 2024)	Author surname, Initial. (Year) Title. Edition. Place: Publisher.
Government report	(Department of Health and Social Care, 2025)	Department (Year) Title. Place: Publisher or web address.
Journal article	(Smith and Jones, 2025)	Surname, Initial. and Surname, Initial. (Year) Article title. Journal, volume(issue), pages.
Image or chart	Source below the image	Creator/organisation (Year) Title or description. Web address and access date.

Before submitting

- Every source used in the work appears in the reference list.
- Direct quotations are brief, accurate and clearly marked.
- Images, data and statistics include a source.
- Every reference-list entry is used in the work.
- Paraphrased ideas are still referenced.
- Access dates are included for online material.

Grading

AAQ

AAQ Extended Certificate grades are calculated by combining unit UMS.

Overall grade	Minimum total UMS	UCAS Tariff points
D*	270 out of 300	56
D	240 out of 300	48
M	180 out of 300	32
P	120 out of 300	16

Each examination and NEA result is converted to a Uniform Mark Scale (UMS). Unit UMS marks are added to produce the overall qualification grade. Strong performance in one unit can help balance weaker performance elsewhere, but every assessment matters.

AAQ unit grading

- External units receive a unit grade based on the series grade boundaries.
- NEA unit grades are based on the number of assessment criteria achieved and are moderated by OCR.
- Unit results and UMS contribute to the overall grade.
- The best result is used where a permitted resit or resubmission has taken place.

TARIFF POINTS ARE NOT ENTRY REQUIREMENTS

Universities may use grades, subjects, GCSE requirements, interviews or experience rather than UCAS points alone. Always check the individual course page.

CTEC Diploma

CTEC Diploma grades combine two grade letters because the qualification is 720 GLH.

Qualification points	Overall grade	UCAS Tariff points
208 and above	D*D*	112
204-207	D*D	104
200-203	DD	96
192-199	DM	80
184-191	MM	64
176-183	MP	48
144-175	PP	32
Below 144	Unclassified	0

Unit grades generate qualification points according to unit size. For example, a 60 GLH internally assessed unit is worth 14 points at Pass, 16 at Merit and 18 at Distinction. OCR adds the points from the units used in the qualification to determine the final grade.

ALL REQUIRED UNITS MUST BE ACHIEVED

A points total alone is not enough. Students must also meet the qualification rules, including at least Near-Pass in required external units and Pass in required internal units.

Results, reviews and certificates

Know what happens when unit and qualification results are released.

When results are issued

- Check every unit result and overall qualification result carefully.
- Record the unit grade, marks/UMS where provided and the next action.
- Speak to the course leader promptly if a result is missing or unexpected.
- Do not request a review or resit without discussing the likely benefits and risks.

Possible post-results actions

Action	What it means	Who decides
Access to script	The marked exam script may be requested to support review and future learning.	Centre, following discussion with the student.
Review of marking	A review checks whether the mark scheme was applied correctly. Marks can stay the same, rise or fall.	Centre submits the request with required consent.
Resit or resubmission	A further permitted assessment opportunity. Rules and deadlines vary by qualification.	Centre discretion within OCR rules.

Information	
LPGS Exams policy	LPGS Exams Policy
Level 3 Vocational Examinations and Resits Entry Policy	LPGS6 Level 3 Vocational Examinations and Resits Entry Policy.docx

Teaching and learning expectations

Lessons will combine explicit teaching with application, discussion, research and assessment practice.

In lessons you should expect to

- Listen actively and make useful notes.
- Apply knowledge to case studies and scenarios.
- Practise examination questions.
- Use subject terminology accurately.
- Contribute to professional discussion.
- Complete independent and collaborative tasks.
- Plan and produce assignment evidence.
- Reflect on feedback and improve.

Your teacher will

- Teach the required content and skills.
- Model approaches during teaching, not complete assessed work for you.
- Monitor progress and intervene when needed.
- Explain assessment rules and deadlines.
- Set purposeful independent study.
- Provide feedback within OCR rules.

Independent study expectations

Plan regular study rather than relying on last-minute revision or deadline pressure.

The amount of independent study will vary across the year. As a guide, aim to match lesson time with purposeful independent learning across your programme and increase this before examinations and deadlines. Your teacher may set a specific weekly expectation.

Independent-study activity	Suggested routine
Consolidate notes	Within 48 hours of each lesson: organise, correct and reduce notes to key ideas.
Retrieval practice	At least three short sessions per week using questions, flashcards or blank-page recall.
Exam practice	Complete regular timed questions and self-assess using mark schemes.
Assignment preparation	Break tasks into research, planning, production, checking and submission stages.
Wider reading	Read credible health, social care and policy sources and record useful examples.
Organisation	Update deadlines, back up files and prepare equipment each week.

KEY DATES

Key dates

AAQ

The course team will update this calendar at the beginning of the year and after any change.

	Year 12						Year 13				
	Autumn		Spring		Summer		Autumn		Spring		Summer
Units	F092 (NEA)	F090 (Exam)	F092 F093 (NEA)		F092 (NEA) F093 (NEA)	F091 (Exam)	F095 (NEA)	F091 (Exam)	F095 F096 (NEA)		F095 F096 (NEA)
Exams/ Trial exams	Baseline	Dec Assessment Week F090 Trial exam		Jan ESA F090 (1)	April Trial Exams/ May ESA			Nov Trial Exams F091 Trial Exam	Jan ESA F091 (1)	Feb Trial Exams	
Resit opportunity					May ESA - Resits F090 (2)				Jan ESA - Resits F090 (3)		May ESA - Resits F091 (2)

KEY DATES

CTEC

The course team will update this calendar at the beginning of the year and after any change.

	Year 12						Year 13				
	Autumn		Spring		Summer		Autumn		Spring		Summer
Units	Unit 15 Unit 24 (NEA)	Unit 2 Unit 7 (Exam)	Unit 1 Unit 5 Unit 15 (NEA)	Unit 3 (Exam)	Unit 1 Unit 5 Unit 15 (NEA) Unit 4 (Exam)	Unit 3 (Exam)	Unit 13 (NEA)	Unit 4 Unit 6 (Exam)	Unit 13 Unit 14 Unit 22 (NEA)	Unit 13 Unit 14 Unit 22 (NEA)	Unit 13 Unit 14 Unit 22 (NEA)
Exams/ Trial exams	Baseline	Dec Assessment Week Unit 2 & 7 Trial exam	Jan ESA Unit 2 (1) Unit 7 (1)		April Trial Exams Unit 3 Trial Exam May ESA Unit 3 (1)			Nov Trial Exams Unit 4 & 6 Trial exam	Jan ESA Unit 4 (1) Unit 6 (1)	Feb Trial Exams	
Resit opportunity					May ESA - Resits Unit 2 (2) Unit 7 (2)				Jan ESA - Resits Unit 2 (3) Unit 3 (2) Unit 7 (3)		May ESA - Resits Unit 3(2) Unit 4 (2) Unit 6 (2)

Student Responsibilities

Attendance and punctuality

Regular attendance protects learning time, assessment access and progress.

Health and Social Care content is cumulative. Missing lessons can affect later units, supervised assessment sessions and your ability to meet deadlines. You are responsible for following the school absence procedure and catching up absence promptly.

Expectation	Student responsibility
Attendance	Attend all scheduled lessons, assessment sessions, intervention and work experience.
Punctuality	Arrive before the lesson starts with equipment ready. Persistent lateness will be followed up under school policy.
Known absence	Tell the teacher in advance, check whether an assessment is affected and agree a catch-up plan.
Unexpected absence	Follow the school reporting procedure and contact the course team as soon as possible.
Catch-up	Access the missed resources, complete work and ask focused questions. Absence does not automatically move a deadline.

Deadlines, behaviour and professionalism

The course requires reliable habits that mirror expectations in health and social care settings.

Meeting deadlines

- Record every deadline immediately.
- Communicate early if a genuine difficulty may affect completion.
- Submit the correct file in the correct location.
- Break large assignments into interim milestones.
- Use available support before the final deadline.
- Do not assume an extension has been granted unless it is confirmed.

Professional behaviour

- Use respectful and inclusive language.
- Listen to different views without dismissing others.
- Use phones and devices only as directed.
- Contribute fairly to group work.
- Protect confidentiality.
- Follow safeguarding and health-and-safety instructions.
- Communicate with staff using an appropriate tone.
- Respect the dignity of people discussed in case studies.

SENSITIVE TOPICS

Health and Social Care includes illness, death, abuse, discrimination, mental health and other sensitive issues. Discuss examples maturely and seek support if content affects you.

Organisation and equipment

An organised system reduces stress and prevents avoidable assessment problems.

Bring to lessons

- Charged laptop or device, where required (Coursework)
- Folder or notebook
- Current textbook or unit booklet
- Planner or digital calendar
- Charger
- Pens and highlighters
- Any teacher-specified resources

STUDENT RESPONSIBILITIES

Recommended digital folder structure

Folder	Suggested contents
00 Course information	Handbook, assessment calendar, specification links and contacts.
01 Unit code and title	Lesson notes, retrieval activities, wider reading and exam practice.
02 Assessment preparation	Permitted research notes, plans and checklists.
BACK UP YOUR WORK Use approved cloud storage and keep filenames clear. Technology problems on the deadline day do not remove the need to submit on time.	

Feedback and progress tracking

Use feedback to decide your next action, not simply to record a grade.

You may receive

- Whole-class feedback
- Written formative feedback
- Assessment outcome and criteria record
- Target-setting conversation
- Verbal feedback
- Exam-question marking
- Progress review meeting
- Intervention plan

A useful response to feedback

1. Identify the precise knowledge, skill or habit that limited performance.
2. Correct the error or complete a similar practice task.
3. Record one clear action and when you will complete it.
4. Check later whether the same issue has improved.

ASSESSMENT FEEDBACK LIMITS

For live assessed work, teachers must follow OCR rules. They may identify the nature of a weakness but cannot give you a model answer or direct you step by step to the solution.

Support available

Ask early. Small difficulties become harder to solve when left until a deadline or examination.

Need	First step	Further support
I do not understand the content	Review lesson materials and identify a precise question for your teacher.	Attend subject support or intervention.
I am falling behind	Show your teacher what is complete and agree a prioritised catch-up plan.	Sixth Form or pastoral support may help with wider barriers.
I am worried about a deadline	Contact the teacher before the deadline and explain the issue clearly.	Course leader reviews any permitted adjustment under policy.
I need access arrangements or learning support	Speak to the SEND / learning support team early.	The examinations officer and centre follow JCQ/OCR procedures.
I am struggling with wellbeing	Speak to a trusted member of staff or the Sixth Form pastoral team.	Use school safeguarding and wellbeing support.
I need careers advice	Arrange a careers appointment and research entry requirements.	Use UCAS, NHS Careers and apprenticeship resources.

Work experience: Year 12

Use the placement to understand professional roles, standards and service-user needs.

Work experience should develop your understanding of real settings and professional expectations. The exact duration, dates, approved settings and evidence requirements will be shared with you in form time and by the careers team.

Before the placement

- Placement confirmed and approved.
- Travel planned and tested.
- Confidentiality and safeguarding understood.
- Health, allergy or access needs communicated appropriately.
- Contact details and emergency arrangements recorded.
- Dress code checked.
- Any required forms completed.
- Learning goals agreed.

PLACEMENT BOUNDARIES

Students must not undertake tasks beyond their training, competence or supervision. Follow the placement instructions and raise any concern immediately.

Conduct During the placement

Your conduct contributes to both safety and the quality of your learning.

- Arrive on time and follow sign-in procedures.
- Use professional language.
- Protect confidential information.
- Follow infection-control and health-and-safety procedures.
- Wear appropriate clothing and identification.
- Keep phones away unless instructed.
- Ask before recording any information.
- Report absence to both the placement and school.

ANONYMISE PLACEMENT EVIDENCE

Do not record service users' names, dates of birth, addresses, identifiable medical details or photographs. Use general, anonymised descriptions only.

Study skills:

Notes and retrieval

Effective study requires thinking, not repeatedly reading or highlighting.

A strong note-making cycle

- Capture the key explanation during the lesson rather than every word.
- Within 48 hours, organise the notes and correct gaps using an approved source.
- Reduce the topic to questions, key terms, diagrams or a one-page summary.
- Retrieve the content from memory without looking.
- Check, correct and repeat after increasing gaps of time.

Retrieval methods

- Flashcards with a question on the front
- Low-stakes quizzes
- Complete a diagram from memory
- Interleave old and new topics
- Blank-page recall
- Explain the topic aloud
- Create and answer scenario questions
- Use exam questions without notes

AVOID FALSE CONFIDENCE
Reading a familiar page can feel easy, but it does not prove you can recall or apply the knowledge. Close the notes and test yourself.

Examinations

Build knowledge, application and written precision before the assessment series.

Command-word reminders

Command word	What your response should do
Identify / state	Give the required fact, feature or example directly.
Describe	Give an account of key features or what happens.
Explain	Give reasons or linked consequences. Use a clear chain of reasoning.
Compare	Give similarities and differences using both items or situations.
Analyse	Break information into parts, make connections and develop reasoned comments.
Evaluate	Consider strengths, weaknesses or impacts and reach a supported judgement.
Recommend	Select an appropriate option and justify why it suits the individual or situation.

Six-week exam plan

Week	Main focus
6	Audit the specification and identify weak topics.
5	Relearn and retrieve priority content.
4	Practise application to scenarios.
3	Complete timed sections and improve technique.
2	Complete full papers and target repeated errors.
1	Short retrieval, sleep, equipment and final checks.

STUDY SKILLS

Assignment planning

Plan backwards from the deadline and protect time for checking and submission.

Stage	Questions to answer
Understand	What is the task? Which criteria or evidence are required? What are the assessment conditions?
Research	Which credible sources or information are permitted? How will I record references?
Plan	How will I structure the response or practical evidence? What must be completed in supervised time?
Produce	Which sessions will I use for each section? How will I show application to the scenario?
Check	Have I met the task, command words, evidence rules and referencing requirements?
Submit	Is the file complete, correctly named, uploaded and authenticated before the deadline?

Final submission checklist

- Every task has been completed.
- Evidence is clearly organised and labelled.
- Spelling, terminology and presentation have been checked.
- A backup copy is stored.
- The work responds to the stated individual or scenario.
- All sources are acknowledged.
- The correct version has been uploaded.
- The authentication declaration is complete.

Frequently asked questions

Please find here frequently asked questions.

Question	Answer
What should I do if I miss a lesson?	Follow the absence procedure, access the resources, complete catch-up work and ask a precise question.
Does absence move a deadline?	Not automatically. Contact the teacher as early as possible and follow the school assessment policy.
Can I redo coursework or NEA?	Possibly, but only within the rules for your qualification and at the centre's discretion. Reattempt and resubmission are not unlimited.
What happens if I do not pass an exam?	Speak to the course leader. A permitted resit may be considered, but the overall qualification rules and timing must be reviewed.
Can I use AI?	Only when permitted. AI must never replace your own assessed work, and any allowed use must follow school, JCQ and OCR requirements.
Can my teacher tell me exactly what to add?	Not in live assessed work. Feedback is limited so that the evidence remains your own.
How much independent study should I do?	Follow the school expectation and complete regular consolidation, retrieval, exam practice and assignment planning.
Where do I ask for help?	Start with the class teacher or course leader, then use the support contacts in this handbook.

Student agreement

Read each statement before signing. This will be shared with you as a Microsoft Form to complete when you start the course.

By signing this agreement, I confirm that I have read and understood the handbook and will seek clarification where needed. I agree that I will:

- ☐ Attend lessons, assessment sessions, support and work experience punctually.
- ☐ Meet deadlines and communicate early if a genuine difficulty arises.
- ☐ Complete independent study and keep my work organised and backed up.
- ☐ Produce authentic work and acknowledge every source used.
- ☐ Follow the rules on AI, plagiarism, confidentiality and assessment conditions.
- ☐ Behave professionally and respect the rights, dignity and views of others.
- ☐ Use feedback and progress information to improve.
- ☐ Follow school, OCR and JCQ policies and ask when I am unsure.

Declaration field	Details/signature
Student name	
Qualification	
Student signature	
Date	
Parent/carers signature	
Course leader signature	

KEEP A COPY
The signed agreement may be retained by the course team. Students should keep access to the current digital handbook throughout the course.