

# Long Term Plan Year 13 L3 HSC : Extended Certificate Award (2016 Suite)

**Ethos and driver of department** - *“To develop skills demanded by employers to empower the diverse world that our learners live in. To enable flexibility and scope delivering individual pathways - strongly emphasising the importance of promoting and maintaining high quality care within the HSC and Early Years sectors”.*

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Half term 1: Sept - Oct	<p><b>Unit 4</b> Anatomy and physiology for Health and Social Care</p> <p><b>Prep for PPE (NOV)</b></p> <p><b>Prep for First sitting of external exam :</b></p> <p><b>Full Paper January Series</b></p>	<p><b>Complete LO1: Understand the cardiovascular system, malfunctions and their impact on individuals.</b></p> <p><b>Complete LO2: Understand the respiratory system, malfunctions and the impact on individuals</b></p> <p><b>Complete LO3: Understand the digestive system, malfunctions and their impact on individuals.</b></p> <p><b>Complete to LO4: Understand the musculoskeletal system, malfunctions and their impact on individuals</b></p>	<p><b>Generic skills -</b> Resilience Teamwork Negotiating and working with others towards a common goal.</p> <p>Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a HSC context.</p> <p>Willingness to accept responsibility, demonstrate flexibility, time management, assertiveness</p>	<p>To sustain <b>high quality care</b> through rigorous health care by understanding essential processes of the human body in maintaining life.</p> <p>Understand how the body is structured and functions of the body systems everyday activities.</p> <p>System diseases and disorders.</p> <p>As individuals</p>	<p>The differences that there are between the SA and AV nodes</p> <p>The meaning and role of hydrostatic pressure</p> <p>The conditions asthma, emphysema and cystic fibrosis</p> <p>The meaning of the terms absorption and assimilation</p> <p>The differences that exist between different types of neurons (nerve cells) and cells</p>	<p><b>Unit 14:</b> The impact of long-term physiological conditions – LO1 Know what long-term physiological conditions are; their causes and symptoms</p> <p><b>Unit 15:</b> Promoting health and wellbeing – LO1 Understand reasons for maintaining a healthy lifestyle Unit 18, Caring for older people- LO1 Understand the ageing process</p> <p><b>Unit 22:</b> Psychology for</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p>	<p>Understanding of spiritual, moral, ethical, social and cultural issues:</p> <p>Recognising and understanding the <b>duty of care</b> required and the impact it may place upon them as individuals - both care worker and service user alike, providing personal care, supervision or emotional support for the individual;</p> <p><b>Resilience</b> is also an area of</p>	<p>To understand and see how the body works - and gain an appreciation of how it impacts an individual when the body systems start to falter / fail.</p> <p>To link this human biology aspect into the importance first aid and CPR; Possibilities of completing a basic first aid course / Heart Start programme within this unit;</p> <p>Opportunities to discuss concerns, issues, moral and ethical</p>	<p><b>Unit 4</b> links to the overall extended certificate which will provide the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.</p> <p>This units will give an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the importance of effective</p>

			<p>Be able to be a reflective learner - professionally and personally.</p> <p><b>Subject specific skills -</b> Communication and Presentation skills</p> <p>Using own initiative - ability to work independently and take responsibility for a piece of work or a problem. (Problem solving and self management).</p> <p>Numerical skills and Literacy skills ie. spelling, punctuation and grammar (SPaG)</p> <p>The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.</p> <p>Referencing and research - sourcing relevant statistical and normative data.<b>and including specific task criteria skills:</b></p> <p>Explain Analyse</p>	<p>grow older, the <b>duty of care</b> needs to adapt accordingly due to the effects of malfunctioning body systems and decline in health that may be inconvenient or even life changing.</p> <p>To understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible and how this will have a huge importance on the <b>duty of care</b> they provide; .</p>	<p>The concept of homeostasis</p> <p>The conditions stroke, multiple sclerosis, diabetes, nephrotic syndrome and cirrhosis</p> <p>The ciliary muscle contraction process</p>	<p>health and social care – LO3 Understand the impact of chronic illness and long-term health conditions on individuals</p>	<p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL / exemplar material;</p>	<p>focus particularly when providing a high level duty of care to individuals in need.</p> <p>Learning the importance of <b>developing capacity</b> to recover quickly when dealing with difficult, upsetting and possibly traumatic situations faced within the contexts of HSC situations.</p> <p>Includes <b>adapting to adversity or trauma</b> and discussing and practising coping strategies that will make them more tolerant and therefore develop into effective empathic and understanding care providers</p>	<p>dilemmas in terms of chronic medical conditions that may be life limiting or threatening; End - of life / palliative care implications.</p> <p>Development of personal attributes and qualities and to learn how to apply these in their everyday approach to caring for an individual.</p>	<p>communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care given.</p> <p>Students will develop transferable skills such as communication, research, planning and organisation.</p> <p><b>Career links to other opportunities:</b> Law, Criminology, Sociology; Psychology; Barrister, Uniform Services; etc; Construction; Building; Maintenance; Emergency Services; Health and Safety operators;</p> <p>Nurse GP Scientist Phlebotomist Midwife Pharmacist Nutritionist</p>
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			Demonstrate Review Justify  As well as:  Compare Describe Evaluate  Primary and secondary research:  Planning, Conducting, Analysing							
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--

<p><b>Half term 2: Oct - Dec</b></p>	<p><b>Unit 4</b> Anatomy and physiology for Health and Social Care</p> <p><b>Continued Prep for PPE (NOV)</b></p> <p><b>Prep for First sitting of external exam :</b></p> <p><b>Full Paper January Series</b></p>	<p><b>Complete LO5: Understand the control and regulatory systems, malfunctions and the impact on individuals.</b></p> <p><b>Complete : LO6: Understand the sensory systems, malfunctions and their impact on individuals and child care environments</b></p> <p><b>Revision and examination preparation :</b></p> <p><b>LO1: Cardiovascular system;</b></p> <p><b>LO2: Respiratory System;</b></p> <p><b>LO3: Digestive System;</b></p> <p><b>LO4: Musculoskeletal System;</b></p> <p><b>LO5: The Nervous System; Kidneys and Liver;</b></p> <p><b>LO6: Eye and Ear;</b></p>	<p><b>Generic skills -</b> Resilience Teamwork Negotiating and working with others towards a common goal.</p> <p>Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a HSC context.</p> <p>Willingness to accept responsibility, demonstrate flexibility, time management, assertiveness</p> <p>Be able to be a reflective learner - professionally and personally.</p> <p><b>Subject specific skills -</b> Communication and Presentation skills</p> <p>Using own initiative - ability to work independently and take responsibility for a piece of work or a problem. (Problem solving and self management).</p>	<p>To sustain <b>high quality care</b> through rigorous health care by understanding essential processes of the human body in maintaining life.</p> <p>Understand how the body is structured and functions of the body systems everyday activities.</p> <p>System diseases and disorders.</p> <p>As individuals grow older, the <b>duty of care</b> needs to adapt accordingly due to the effects of malfunctioning body systems and decline in health that may be inconvenient or even life changing.</p> <p>To understand</p>	<p>The differences that there are between the SA and AV nodes</p> <p>The meaning and role of hydrostatic pressure</p> <p>The conditions asthma, emphysema and cystic fibrosis</p> <p>The meaning of the terms absorption and assimilation</p> <p>The differences that exist between different types of neurons (nerve cells) and cells</p> <p>The concept of homeostasis</p> <p>The conditions stroke, multiple sclerosis, diabetes, nephrotic syndrome and cirrhosis</p> <p>The ciliary muscle contraction process</p>	<p><b>Unit 14:</b> The impact of long-term physiological conditions – LO1 Know what long-term physiological conditions are; their causes and symptoms</p> <p><b>Unit 15:</b> Promoting health and wellbeing – LO1 Understand reasons for maintaining a healthy lifestyle Unit 18, Caring for older people- LO1 Understand the ageing process</p> <p><b>Unit 22:</b> Psychology for health and social care – LO3 Understand the impact of chronic illness and long-term health conditions on individuals</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p>	<p>Understanding of spiritual, moral, ethical, social and cultural issues:</p> <p>Recognising and understanding the <b>duty of care</b> required and the impact it may place upon them as individuals - both care worker and service user alike, providing personal care, supervision or emotional support for the individual;</p> <p><b>Resilience</b> is also an area of focus particularly when providing a high level duty of care to individuals in need.</p> <p>Learning the importance of <b>developing capacity</b> to recover quickly when dealing with difficult, upsetting and possibly traumatic situations faced within the</p>	<p>To understand and see how the body works - and gain an appreciation of how it impacts an individual when the body systems start to falter / fail.</p> <p>To link this human biology aspect into the importance first aid and CPR; Possibilities of completing a basic first aid course / Heart Start programme within this unit;</p> <p>Opportunities to discuss concerns, issues, moral and ethical dilemmas in terms of chronic medical conditions that may be life limiting or threatening; End - of life / palliative care implications.</p> <p>Development of personal attributes and qualities and to learn how to apply these in their everyday approach to caring for an individual.</p>	<p><b>Unit 4 links to the overall extended certificate</b> which will provide the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.</p> <p>This units will give an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the importance of effective communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care given.</p> <p>Students will develop transferable skills such as communication, research, planning and organisation.</p>
--------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>Numerical skills and Literacy skills ie. spelling, punctuation and grammar (SPaG)</p> <p>The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.</p> <p>Referencing and research - sourcing relevant statistical and normative data <b>and including specific task criteria skills:</b></p> <p>Explain Analyse Demonstrate Review Justify</p> <p>As well as:</p> <p>Compare Describe Evaluate</p> <p>Primary and secondary research:</p> <p>Planning, Conducting, Analysing</p>	<p>the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible and how this will have a huge importance on the <b>duty of care</b> they provide; .</p>			<p>Use of WAGOLL / exemplar material;</p>	<p>contexts of HSC situations.</p> <p>Includes <b>adapting to adversity or trauma</b> and discussing and practising coping strategies that will make them more tolerant and therefore develop into effective empathic and understanding care providers</p>	<p><b>Career links to other opportunities:</b> Law, Criminology, Sociology; Psychology; Barrister, Uniform Services; etc; Construction; Building; Maintenance; Emergency Services; Health and Safety operators;</p> <p>Nurse GP Scientist Phlebotomist Midwife Pharmacist Nutritionist</p>
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Half term 3: Jan - Feb</b></p>	<p><b>Unit 4</b> Anatomy and physiology for Health and Social Care</p> <p><b>Prep for First sitting of external exam : Full Paper January Series</b></p>	<p><b>Continues coverage and revision of LO1 - LO6;</b></p> <p><b>LO1: Cardiovascular system;</b></p> <p><b>LO2: Respiratory System;</b></p> <p><b>LO3: Digestive System;</b></p> <p><b>LO4: Musculoskeletal System;</b></p> <p><b>LO5: The Nervous System; Kidneys and Liver;</b></p> <p><b>LO6: Eye and Ear;</b></p> <p><b>Students to Sit Full Paper Jan Series Exam:</b></p>	<p><b>Generic skills -</b> Resilience Teamwork Negotiating and working with others towards a common goal.</p> <p>Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a HSC context.</p> <p>Willingness to accept responsibility, demonstrate flexibility, time management, assertiveness</p> <p>Be able to be a reflective learner - professionally and personally.</p>	<p><b>As above</b></p>	<p>The differences that there are between the SA and AV nodes</p> <p>The meaning and role of hydrostatic pressure</p> <p>The conditions asthma, emphysema and cystic fibrosis</p> <p>The meaning of the terms absorption and assimilation</p> <p>The differences that exist between different types of neurons (nerve cells) and cells</p> <p>The concept of homeostasis</p> <p>The conditions stroke, multiple sclerosis, diabetes, nephrotic syndrome and cirrhosis</p> <p>The ciliary muscle contraction process</p>	<p><b>Unit 14:</b> The impact of long-term physiological conditions – LO1 Know what long-term physiological conditions are; their causes and symptoms</p> <p><b>Unit 15:</b> Promoting health and wellbeing – LO1 Understand reasons for maintaining a healthy lifestyle Unit 18, Caring for older people- LO1 Understand the ageing process</p> <p><b>Unit 22:</b> Psychology for health and social care – LO3 Understand the impact of chronic illness and long-term health conditions on individuals</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of WAGOLL /</p>	<p>Understanding of spiritual, moral, ethical, social and cultural issues:</p> <p>Recognising and understanding the <b>duty of care</b> required and the impact it may place upon them as individuals - both care worker and service user alike, providing personal care, supervision or emotional support for the individual;</p> <p><b>Resilience</b> is also an area of focus particularly when providing a high level duty of care to individuals in need.</p> <p>Learning the importance of <b>developing capacity</b> to recover quickly when dealing with difficult, upsetting and possibly traumatic situations faced within the</p>	<p><b>As above</b></p>	<p><b>Unit 16 and 4</b> all link to the overall extended certificate which will provide the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.</p> <p>These units will give an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the importance of effective communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care given.</p> <p>Students will develop transferable skills such as communication, research, planning and organisation. <b>Career links to</b></p>
<p><b>Mid Jan to Feb</b></p>	<p><b>Unit 16:</b> Supporting people with Dementia.</p>	<p><b>Pick Up Unit 16:</b></p> <p><b>Complete LO1: Understand types of dementia and the impact of dementia and diagnosis on individuals: (P1, P2, P3, M1, D1);</b></p>	<p><b>Subject specific skills -</b> Communication and Presentation skills</p> <p>Using own initiative - ability to work independently and take responsibility for a piece of work or a problem. (Problem solving and self management).</p>							

			<p>Numerical skills and Literacy skills ie. spelling, punctuation and grammar (SPaG)</p> <p>The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.</p> <p>Referencing and research - sourcing relevant statistical and normative data.</p> <p><b>including specific task criteria skills:</b></p> <p>Explain Analyse Demonstrate Review Justify</p> <p>As well as:</p> <p>Compare Describe Evaluate</p> <p>Primary and secondary research:</p> <p>Planning, Conducting, Analysing</p>				<p>exemplar material;</p>	<p>contexts of HSC situations.</p> <p>Includes <b>adapting to adversity or trauma</b> and discussing and practising coping strategies that will make them more tolerant and therefore develop into effective empathic and understanding care providers</p>	<p><b>other opportunities:</b></p> <p>Law, Criminology, Sociology; Psychology; Barrister, Uniform Services; etc; Construction; Building; Maintenance; Emergency Services; Health and Safety operators;</p> <p>Nurse GP Scientist Phlebotomist Midwife Pharmacist</p>
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Half term 4: Feb - Easter</b></p>	<p><b>Unit 16:</b> Supporting people with Dementia.</p> <p><i>Moderation: Late May</i></p>	<p><b>Continuation of Unit 16:</b></p> <p><b>LO2: Know legislation and frameworks which support the care of individuals with dementia: (P4);</b></p> <p><b>LO3: Be able to support individuals with dementia to plan their care and support (P5, P6, P7, P8, M2)</b></p> <p><b>Preparation for moderation:</b></p> <p><b>Tasks, witness statements, photographic evidence; authentication sheets, signatures, recording sheets; IV / Standardisation;</b></p>	<p><b>Generic skills -</b> Resilience Teamwork Negotiating and working with others towards a common goal.</p> <p>Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a HSC context.</p> <p>Willingness to accept responsibility, demonstrate flexibility, time management, assertiveness</p> <p>Be able to be a reflective learner - professionally and personally.</p> <p><b>Subject specific skills -</b> Communication and Presentation skills</p> <p>Using own initiative - ability to work independently and take responsibility for a piece of work or a problem. (Problem solving and self management).</p>	<p><b>See Career column -</b></p> <p>Dementia is not a natural part of the ageing process, but is affecting more and more people. Regardless of the area of the sector students intend to work in, they will need some understanding of the needs of people with dementia - in order to provide duty of care and high quality of care.</p> <p>Dementia is progressive and has a devastating effect for all concerned.</p> <p>This unit teaches how to support people with dementia with an overview of the different types of dementia and the legislation which is in place to support the</p>	<p>Dementia and Alzheimer's are the same conditions</p> <p>Dementia is a normal part of ageing</p> <p>A person with dementia cannot enjoy life</p> <p>Nothing can be done for a person with dementia</p> <p>Dementia is usually inherited</p> <p>A person with memory loss has dementia</p> <p>People with dementia cannot understand what is happening</p> <p>The impact of dementia on a family is devastating</p> <p>Individuals with dementia cannot be cared for in their homes</p> <p>Dementia can only be treated or managed using drugs</p> <p>Medical and social care for individuals with</p>	<p>LO1 links to: Unit 1 Building positive relationships in health and social care, mandatory Unit 2 Equality, diversity and rights. Unit 4 Anatomy and physiology Unit 14 The impact of long term physiological conditions; Unit 22 / 23 Psychology / Sociology for health and social care;</p> <p>LO2 links to: Unit 2 Equality, diversity and rights</p> <p>LO3 links to: Unit 3 Health, safety and security in health and social care; Unit 6 Personalisation and a person centred approach to care; Unit 7 Safeguarding; Unit 11 Career planning in health and social care; Unit 12 Promote positive</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of</p>	<p>Recognising and understanding the duty of care required and the impact it may place upon them as individuals - both care worker and service user alike, providing personal care, supervision or emotional support for the individual;</p> <p>Resilience is also an area of focus particularly when providing a high level duty of care to individuals in need.</p> <p>Learning the importance of developing capacity to recover quickly when dealing with difficult, upsetting and possibly traumatic situations faced within the contexts of HSC situations.</p> <p>Includes adapting to adversity or</p>	<p>To understand the concepts of dementia and become a Dementia Friend - volunteering within their own local community;</p> <p>Opportunities to discuss concerns, issues, moral and ethical dilemmas in a safe and secure environment without ridicule or consequence.</p> <p>Development of personal attributes and qualities and to learn how to apply these in their everyday approach to caring for an individual. Discuss moral dilemmas - knowing right from wrong are encouraged in discussion when critically analysing the effectiveness of laws and regulations. dealing with challenging behaviour .</p>	<p><b>Unit 16</b> links to the overall extended certificate which will provide the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.</p> <p>This unit will give an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the importance of effective communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care given.</p> <p>Students will develop transferable skills such as communication, research, planning and organisation.</p> <p>Career links to</p>
-----------------------------------------	------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>Numerical skills and Literacy skills ie. spelling, punctuation and grammar (SPaG)</p> <p>The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.</p> <p>Referencing and research - sourcing relevant statistical and normative data.</p> <p><b>including specific task criteria skills:</b></p> <p>Explain Analyse Demonstrate Review Justify</p> <p>As well as:</p> <p>Compare Describe Evaluate</p> <p>Primary and secondary research:</p> <p>Planning, Conducting, Analysing</p>	care of people with dementia.	dementia are always separate	behaviour; Unit 15 Promote health and wellbeing. Unit 17 Supporting people with mental health conditions; Unit 18 caring for older people; Unit 19 Creativity and activity for adults.	WAGOLL / exemplar material;	trauma and discussing and practising coping strategies that will make them more tolerant and therefore develop into effective empathic and understanding care providers.		<p>other opportunities: Law, Criminology, Sociology; Psychology; Barrister, Uniform Services; etc; Construction; Building; Maintenance; Emergency Services; Health and Safety operators;</p> <p>Nurse GP Scientist Phlebotomist Midwife Pharmacist Nutritionist</p>
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------	------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Half term 5 : Easter - May</b></p>	<p><b>Unit 10:</b> Nutrition for health</p>	<p><b>LO1: Know Nutritional and diet guidelines</b></p> <p><i>P1: Describe nutritional and diet guidelines</i></p> <p><b>LO2: Understand the functions of nutrients</b></p> <p><i>P2: Describe the functions of nutrients</i></p> <p><i>M1: Analyse the possible effects of poor nutrition for different individuals</i></p> <p><i>D1: Evaluate the possible causes of poor nutrition for different individuals</i></p> <p><i>P3: Explain how nutritional requirements differ for individuals</i></p> <p><b>LO3: Understand factors which influence nutritional health</b></p> <p><i>P4: Explain factors which influence nutritional health</i></p> <p><i>M2: Analyse the sustainability of a dietary plan for a chosen individual</i></p> <p><b>LO4: Be able to make recommendations to improve nutritional health</b></p>	<p><b>Generic skills -</b> Resilience Teamwork Negotiating and working with others towards a common goal.</p> <p>Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a HSC context.</p> <p>Willingness to accept responsibility, demonstrate flexibility, time management, assertiveness</p> <p>Be able to be a reflective learner - professionally and personally.</p> <p><b>Subject specific skills -</b> Communication and Presentation skills</p> <p>Using own initiative - ability to work independently and take responsibility for a piece of work or a problem. (Problem solving and self management).</p>	<p>Eating and what we eat impacts our health.</p> <p>As future practitioners, it is important to understand the impact of nutrition on well-being and health, in order to promote a high duty of care;</p> <p>Many HSC practitioners are involved in the provision of meals, so it is important to understand good nutrition.</p> <p>This unit allows the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.</p>	<p>The difference between malnutrition and starvation</p> <p>Need for carbohydrates and current trends in dieting</p> <p>Vegan and vegetarian diet</p> <p>Nutritional information per 100g or per portion</p> <p>Vitamin C prevents you getting a cold</p> <p>Cholesterol is bad for us because it causes heart disease</p> <p>Appetite is often confused with hunger</p> <p>Diet and weight loss diet</p>	<p><b>LO1:</b> links to <b>Unit 3</b> Health, Safety and security in health and social care</p> <p><b>LO2:</b> links to <b>Unit 4</b> Anatomy and physiology; <b>Unit 13</b> Sexual health, reproduction and early developmental stages.</p> <p><b>LO3</b> links to <b>Unit 14</b> The impact of long term physiological conditions; <b>Unit 2</b> Equality, diversity and rights in health and social care; <b>Unit 4 - Anatomy and physiology</b> <b>Unit 6</b> Personalisation and a person centred approach to care <b>Unit 12</b> Promote positive behaviour; <b>Unit 17</b> Supporting people with mental health conditions; and <b>Unit 22 / 23</b> Psychology / Sociology for health and social care.</p> <p><b>LO4:</b> links to</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p> <p>Use of</p>	<p>Understanding of spiritual, moral, ethical, social and cultural issues:</p> <p>Recognising and understanding the <b>duty of care</b> required and the impact it may place upon them as individuals - both care worker and service user alike, providing personal care, supervision or emotional support for the individual;</p> <p><b>Moral education:</b> to recognise and understand the values, attitudes and beliefs about nutrition - what is right or wrong, good or bad, and how they will differ in both individuals and communities in terms of healthy diet and making healthy choices.</p>	<p>To understand the concepts of eating a balanced diet; Know the facts about the importance of eating healthy;</p> <p>Having an awareness of the impact of processed foods, junk, take - out / convenience foods;</p> <p>The impact of high content of sugar in diet including high caffeine drinks and the impact on health;</p> <p>Opportunities to cook a healthy meal and analyse the calorie and labelling of prepared fresh food;</p> <p>Opportunities to discuss concerns, issues, moral and ethical dilemmas in terms of eating disorders and poor habits.;</p> <p>Development of personal attributes and qualities and to</p>	<p><b>Unit 10</b> links to the overall extended certificate which will provide the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.</p> <p>This unit will give an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the importance of effective communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care given.</p> <p>Students will develop transferable skills such as communication, research, planning and organisation. <b>Career links to other</b></p>
------------------------------------------	-------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p><i>P5: Evaluate the diet and nutrition of a chosen individual</i></p> <p><i>P6: Develop a dietary plan to improve the nutritional health of an individual</i></p> <p><b>Preparation for moderation:</b></p> <p><b>Tasks, witness statements, photographic evidence; authentication sheets, signatures, recording sheets; IV / Standardisation;</b></p>	<p>Numerical skills and Literacy skills ie. spelling, punctuation and grammar (SPaG)</p> <p>The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets.</p> <p>Referencing and research - sourcing relevant statistical and normative data.</p> <p><b>and including specific task criteria skills:</b></p> <p>Explain Analyse Demonstrate Review Justify</p> <p>As well as:</p> <p>Compare Describe Evaluate</p> <p>Primary and secondary research:</p> <p>Planning, Conducting, Analysing</p>			<p><b>Unit 1</b> Building positive relationships in health and social care; <b>Unit 6</b> Personalisation and a person centred approach to care; <b>Unit 15</b> Promoting health and wellbeing. <b>Unit 16</b> Supporting people with dementia and <b>Unit 19</b> Creativity and activity for adults.</p>	WAGOLL / exemplar material;		<p>learn how to apply these in their everyday approach to caring for an individual.</p>	<p><b>opportunities:</b> Law, Criminology, Sociology; Psychology; Barrister, Uniform Services; etc; Construction; Building; Maintenance; Emergency Services; Health and Safety operators;</p> <p>Nurse GP Scientist Phlebotomist Midwife Pharmacist Nutritionist</p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------	--	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Half term 6: May - July</p>	<p>Revision and examination preparation:</p> <p><b>Unit 4</b> Anatomy and physiology for Health and Social Care</p> <p><b>Final sitting: Full Paper May 2022</b></p>	<p>Revision and examination preparation for Unit 4: LO1 - LO6;</p> <p><b>LO1: Cardiovascular system;</b></p> <p><b>LO2: Respiratory System;</b></p> <p><b>LO3: Digestive System;</b></p> <p><b>LO4: Musculoskeletal System;</b></p> <p><b>LO5: The Nervous System; Kidneys and Liver;</b></p> <p><b>LO6: Eye and Ear;</b></p> <p><b>Students to Sit Full Paper Jan Series Exam:</b></p>	<p>As above</p>	<p>To sustain <b>high quality care</b> through rigorous health care by understanding essential processes of the human body in maintaining life.</p> <p>Understand how the body is structured and functions of the body systems everyday activities.</p> <p>System diseases and disorders.</p> <p>As individuals grow older, the <b>duty of care</b> needs to adapt accordingly due to the effects of malfunctioning body systems and decline in health that may be inconvenient or even life changing.</p> <p>To understand</p>	<p>The differences that there are between the SA and AV nodes</p> <p>The meaning and role of hydrostatic pressure</p> <p>The conditions asthma, emphysema and cystic fibrosis</p> <p>The meaning of the terms absorption and assimilation</p> <p>The differences that exist between different types of neurons (nerve cells) and cells</p> <p>The concept of homeostasis</p> <p>The conditions stroke, multiple sclerosis, diabetes, nephrotic syndrome and cirrhosis</p> <p>The ciliary muscle contraction process</p>	<p><b>Unit 14:</b> The impact of long-term physiological conditions – LO1 Know what long-term physiological conditions are; their causes and symptoms</p> <p><b>Unit 15:</b> Promoting health and wellbeing – LO1 Understand reasons for maintaining a healthy lifestyle Unit 18, Caring for older people- LO1 Understand the ageing process</p> <p><b>Unit 22:</b> Psychology for health and social care – LO3 Understand the impact of chronic illness and long-term health conditions on individuals</p>	<p>Extension and challenge activities embedded into course delivery.</p> <p>Opportunity to participate in role play;</p> <p>Application of relevant case studies;</p> <p>Developing high level reading and writing - critical comparisons, justifications and application of statistical data;</p> <p>Use of TEEP strategies and Metacognitive principles in delivery.</p> <p>Access to Exambuilder resources;</p> <p>Practice examination questions / peer marking / use of chief examiners report / high level answers;</p>	<p>Understanding of spiritual, moral, ethical, social and cultural issues:</p> <p>Recognising and understanding the <b>duty of care</b> required and the impact it may place upon them as individuals - both care worker and service user alike, providing personal care, supervision or emotional support for the individual;</p> <p><b>Resilience</b> is also an area of focus particularly when providing a high level duty of care to individuals in need.</p> <p>Learning the importance of <b>developing capacity</b> to recover quickly when dealing with difficult, upsetting and possibly traumatic situations faced within the</p>	<p>To understand and see how the body works - and gain an appreciation of how it impacts an individual when the body systems start to falter / fail.</p> <p>To link this human biology aspect into the importance first aid and CPR; Possibilities of completing a basic first aid course / Heart Start programme within this unit;</p> <p>Opportunities to discuss concerns, issues, moral and ethical dilemmas in terms of chronic medical conditions that may be life limiting or threatening; End - of life / palliative care implications.</p> <p>Development of personal attributes and qualities and to learn how to apply these in their everyday approach to caring for an individual.</p>	<p><b>Unit 4</b> links to the overall extended certificate which will provide the skills, knowledge and understanding to progress into Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.</p> <p>This unit will give an understanding of health and social care in the wider contexts of different environments and settings where care takes place, the importance of effective communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care given.</p> <p>Students will develop transferable skills such as communication, research, planning and organisation.</p>
--------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				<p>the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible and how this will have a huge importance on the <b>duty of care</b> they provide; .</p>			<p>Use of WAGOLL / exemplar material;</p>	<p>contexts of HSC situations.</p> <p>Includes <b>adapting to adversity or trauma</b> and discussing and practising coping strategies that will make them more tolerant and therefore develop into effective empathic and understanding care providers</p>	<p><b>Career links to other opportunities:</b>  Law, Criminology, Sociology;  Psychology;  Barrister, Uniform Services; etc;  Construction;  Building;  Maintenance;  Emergency Services;  Health and Safety operators;</p> <p>Nurse  GP  Scientist  Phlebotomist  Midwife  Pharmacist  Nutritionist</p>
--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------