

**Year 12 – EXTENDED CERTIFICATE (Single) and Year 12 - DIPLOMA (Double) Diploma students ALSO cover all of the Extended Certificate Units**

	<b>Unit 1</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 12</b>	<b>Unit 16</b>	<b>Unit 17</b>
Guided learning hours	60 Hours	60 Hours	90 Hours	60 Hours	60 Hours	60 Hours	30 Hours	60 Hours	60 Hours	60 Hours
	<p><b>1. Understand relationships in health, social care or childcare environments:</b></p> <ul style="list-style-type: none"> <li>-Types of relationship</li> <li>-Relationship context</li> <li>- 3 How context can impact relationships</li> </ul> <p><b>2. Understand the factors that influence the building of relationships:</b></p> <ul style="list-style-type: none"> <li>- Communication factors,</li> <li>- Cultural factors</li> <li>- Environmental factors</li> <li>- Spiritual factors</li> <li>-Physical factors</li> </ul> <p><b>3. Understand how a person-centred approach builds positive relationships in health, social care or childcare environments:</b></p> <ul style="list-style-type: none"> <li>- Strategies to ensure a person-centred approach</li> <li>- How a person-centred approach supports positive relationships,</li> </ul> <p><b>4. Be able to use communication skills effectively to build positive relationships in a health, social care or childcare environment:</b></p> <ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Effectiveness of interactions</li> <li>- Aspects of reflective practice</li> </ul>	<p><b>1. Understand potential hazards in health, social care and child care environments</b></p> <ol style="list-style-type: none"> <li>1.1 Types of hazards</li> <li>1.2 Potential impacts of hazards for individuals who require care or support, employees and employers</li> <li>1.3 Harm and abuse</li> <li>1.4 Types of settings</li> </ol> <p><b>2. Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</b></p> <ol style="list-style-type: none"> <li>2.1 Legislation</li> <li>2.2 Safeguarding</li> <li>2.3 Influences of legislation</li> <li>2.4 Implementation of policies and procedures</li> <li>2.5 Review of policies and procedures</li> </ol> <p><b>3. Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</b></p> <ol style="list-style-type: none"> <li>3.1 Roles</li> <li>3.2 Responsibilities</li> <li>3.3 Consequences of not meeting responsibilities</li> </ol> <p><b>4. Know how to respond to incidents and emergencies in a health, social care or child care environment</b></p> <ol style="list-style-type: none"> <li>4.1 Incidents and emergencies</li> <li>4.2 Responses to incidents and emergencies</li> <li>4.3 Responsibilities of a first aider</li> </ol>	<p><b>1.To Understand the cardiovascular system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>- Composition of blood</li> <li>- 2 Functions of blood,</li> <li>- Structure of heart</li> <li>- Function of heart</li> <li>- Control and regulation of cardiac cycle</li> <li>- Types, structure and functions of blood vessels</li> <li>- Formation of tissue fluid and lymph, I</li> <li>- Cardiovascular malfunctions – possible causes and effects on the individual</li> </ul> <p><b>2.To Understand the respiratory system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>-Structure of respiratory system</li> <li>- Inspiration and expiration</li> <li>- Gaseous exchange</li> <li>- Cellular respiration</li> <li>- Respiratory malfunctions – possible causes and effects on the individual</li> </ul> <p><b>3.To Understand the digestive system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>- Gross structure of digestive system and functions of component parts</li> <li>- Mechanical and chemical digestion</li> <li>- Digestive roles of liver and pancreas</li> <li>- Absorption and assimilation</li> <li>- Digestive malfunctions – possible causes and effects on the individua</li> </ul> <p><b>4.To Understand the musculoskeletal system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>- Structure of bone</li> <li>- Types of joint</li> <li>- Components of a synovial joint</li> <li>- Muscle action around a joint</li> <li>- Musculoskeletal malfunctions – possible causes and effects on the individua</li> </ul> <p><b>5.To Understand the control and regulatory system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>- Components of nerve systems,</li> </ul>	<p><b>1.To understand infection control in H&amp;SC by:</b></p> <ul style="list-style-type: none"> <li>- Describing common terms in relation to infection control.</li> <li>- Explaining how risks associated with poor infection control are different for different H&amp;SC.</li> </ul> <p><b>2.To know the chain of infection by:</b></p> <ul style="list-style-type: none"> <li>- describing sources of infection.</li> <li>- outlining the ways in which infection can be transmitted from one body to another.</li> </ul> <p><b>3.Be able to control the spread by:</b></p> <ul style="list-style-type: none"> <li>-demonstrating methods used to prevent the spread of infection.</li> <li>- Describe why standard precautions for infection control should be maintained at all times.</li> <li>-Explaining the purpose of protective clothing in controlling the spread of infection.</li> </ul> <p><b>4.Understand the role of the H&amp;SC worker in controlling infection by:</b></p> <ul style="list-style-type: none"> <li>- Stating a range of methods of monitoring to ensure adequate cleaning</li> <li>- Describing how a H&amp;SC worker should manage themselves to prevent the spread of infection control</li> <li>-Explaining the importance of following policies &amp; procedures to ensure effective infection control</li> </ul>	<p><b>1.To Understand personalisation in health and social care by:</b></p> <ul style="list-style-type: none"> <li>-knowing the definition of personalisation and identifying key features of personalisation.</li> <li>-Knowing the benefits of personalisation to an individual.</li> <li>-Understanding the Impacts of personalisation (both positive and the challenges)</li> <li>-knowing what the Legislation underpinning personalisation is:</li> <li>• Health and Social Care Act 2012</li> <li>• Local Authority Circular (DH) 2008 – Personalisation Guidance.</li> <li>• The Care Act 2014 • Children and Families Act 2014</li> <li>-Knowing what the role of the local authority is</li> </ul> <p><b>2. Understand what is meant by a person-centred approach to care</b></p> <ul style="list-style-type: none"> <li>- Principles of a person-centred approach and how they support person-centred care.</li> <li>- Current context of the person-centred approach</li> <li>- Historic overview</li> <li>- Challenges to adopting a person-centred approach</li> <li>- Methods for overcoming challenges</li> </ul> <p><b>3. Understand methods used to implement a person-centred approach</b></p> <ul style="list-style-type: none"> <li>- Tools to find out what is important to/for a person</li> <li>- routines</li> <li>- Tools that enhance voice, choice and control</li> <li>- Tools to clarify roles and responsibilities in the care relationship</li> <li>- How to develop person-centred plans and records</li> </ul> <p><b>4. Know how to plan and conduct review meetings using a person-centred approach</b></p> <ul style="list-style-type: none"> <li>- Review meetings</li> <li>- Planning and preparing for review meetings</li> <li>- Conducting review meetings</li> </ul>	<p><b>1. Know the types and causes of learning disabilities</b></p> <ol style="list-style-type: none"> <li>1.1 Definition of learning disabilities</li> <li>1.2 Types of learning disabilities and associated conditions</li> <li>1.3 Causes of learning disabilities,</li> <li>1.4 Difference between learning disabilities and specific learning difficulties-</li> </ol> <p><b>2. Understand the difficulties that may be experienced by individuals with learning disabilities</b></p> <ol style="list-style-type: none"> <li>2.1 Potential difficulties and their impact</li> <li>2.2 Ways of overcoming potential difficulties</li> </ol> <p><b>3. Be able to support individuals with learning disabilities to plan their care and support</b></p> <ol style="list-style-type: none"> <li>3.1 Support services</li> <li>3.2 Practitioners</li> <li>3.3 Methods of care</li> <li>3.4 Legislation in relation to learning disabilities</li> <li>3.5 Guidance</li> </ol>	<p><b>1.Know nutritional and diet guidelines</b></p> <ol style="list-style-type: none"> <li>1.1 Understand dietary intake and guidelines.</li> <li>1.2 Energy balance, how diet and physical activity are linked.</li> <li>1.3 Nutritional measures</li> <li>1.4 Food labelling regulations and legal requirements.</li> </ol> <p><b>2. Understand the functions of nutrients</b></p> <ol style="list-style-type: none"> <li>2.1 Nutrients</li> <li>2.2 Functions</li> <li>2.3 Dietary needs of individuals</li> <li>2.4Effects of nutritional deficiencies</li> </ol> <p><b>3. Understand factors which influence nutritional health</b></p> <ol style="list-style-type: none"> <li>3.1 Health factors</li> <li>3.2 Lifestyle factors</li> <li>3.3 Economic factors</li> <li>3.4 Sociocultural factors</li> <li>3.5 Educational factors</li> <li>3.6 Personal preference</li> <li>3.7 Fluid balance</li> <li>3.8 Labelling</li> </ol> <p><b>4. Be able to make recommendations to improve nutritional health</b></p> <ol style="list-style-type: none"> <li>4.1 Record food intake over one period of three days.</li> <li>4.2 Review sources of nutritional information</li> <li>4.3 Quantitative analysis</li> <li>4.4 Compare to daily recommended intakes</li> <li>4.5 Create nutritional plan.</li> <li>4.6 Analyse lifestyle influences.</li> </ol>	<p><b>1. Be able to promote positive behaviour</b></p> <ol style="list-style-type: none"> <li>1.1 Understand the contexts where the promotion of positive behaviour is required.</li> <li>1.2 Positive behavioural support.</li> <li>1.3 Best practice</li> <li>1.4 Identifying patterns of behaviour</li> <li>1.5 Understand the impact of the environment on behaviour</li> <li>1.6 Understand the physiological aspects of behaviour</li> <li>1.7 Behavioural support plans</li> <li>1.8 Behavioural support plans must include</li> <li>1.9 Evaluation of best practice</li> </ol> <p><b>2. Understand situations in which staff are required to use reactive and restrictive interventions</b></p> <ol style="list-style-type: none"> <li>2.1 Situations</li> <li>2.2 Recognising stages of behaviour</li> </ol> <p><b>3. Be able to use interventions to promote positive behaviour, considering the impact on the individual</b></p> <ol style="list-style-type: none"> <li>3.1 Proactive interventions,</li> <li>3.2 Reactive interventions</li> <li>3.3 Restrictive interventions</li> <li>3.4 post-incident review</li> </ol> <p><b>4. Know relevant legislation and guidance related to promoting positive behaviour</b></p> <ol style="list-style-type: none"> <li>4.1 Legislation</li> <li>4.2 Guidance</li> </ol>	<p><b>1. Understand types of dementia and the impact of dementia and diagnosis on individuals</b></p> <ol style="list-style-type: none"> <li>1.1 Types</li> <li>1.2 Common signs</li> <li>1.3 Components for diagnosis</li> <li>1.4 Benefits of early diagnosis</li> <li>1.5 Impact on individual</li> <li>1.6 Impact on family/friends</li> </ol> <p><b>2 Know legislation and frameworks which support the care of individuals with dementia</b></p> <ol style="list-style-type: none"> <li>2.1 Legislation</li> <li>2.2 Frameworks</li> </ol> <p><b>3 Be able to support individuals with dementia to plan their care and support</b></p> <ol style="list-style-type: none"> <li>3.1 Treatments and approaches</li> <li>3.2 Person centred approach</li> <li>3.3 Practitioners and services involved with caring for individuals with dementia</li> <li>3.4 Responsibilities</li> </ol>	<p><b>1. Know the main concepts, types, causes and effects of mental health conditions</b></p> <ol style="list-style-type: none"> <li>1.1 Concepts</li> <li>1.2 Types</li> <li>1.3 Possible signs and symptoms</li> <li>1.4 Causes</li> <li>1.5 The possible effects of mental health needs on the individual</li> </ol> <p><b>2. Be able to support individuals with mental health conditions to plan their care, treatment and support</b></p> <ol style="list-style-type: none"> <li>2.1 Types of treatments</li> <li>2.2 Hospital-based services</li> <li>2.3 Community-based services</li> <li>2.4 Advocacy</li> <li>2.5 Charities and voluntary/independent bodies</li> <li>2.6 Legislation in relation to mental health needs</li> <li>2.7 Guidance and service strategy</li> </ol>

			<ul style="list-style-type: none"> <li>- Structure and function of brain</li> <li>- Nerve action</li> <li>-endocrine system</li> <li>-Structure and function of liver</li> <li>-homeostasis</li> <li>- Malfunctions of control and regulatory systems – possible causes and effects on the individual</li> </ul> <p><b>6.To Understand the sensory system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>-structure of the eye</li> <li>-stricture of the ear</li> <li>- Malfunctions of eye and ear – possible causes and effects on the individual</li> </ul>							
<b>Tier 2 Words</b>	Relationships Communication Empowerment Individuality Respect Diversity Teamwork Please also specification link to ‘command verbs’ <a href="https://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf">https://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf</a>									
<b>Tier 3 Words</b>	Refer to specification link <a href="https://www.ocr.org.uk/Images/260957-building-positive-relationships-in-health-and-social-care.pdf">https://www.ocr.org.uk/Images/260957-building-positive-relationships-in-health-and-social-care.pdf</a>  Person-Centred care approach	Refer to specification link <a href="https://www.ocr.org.uk/Images/282853-equality-diversity-and-rights-in-health-and-social-care.pdf">https://www.ocr.org.uk/Images/282853-equality-diversity-and-rights-in-health-and-social-care.pdf</a>  Environmental Biological Chemical Psychological Physical Musculoskeletal Working conditions Working practices Lack of security systems Injury or harm Illness Poor standards of care Financial loss Intentional abuse Unintentional abuse Effects of abuse Health environment Care environment Childcare environment Public environment Disclosure and Barring Service (DBS) Exposure to infections Exposure to chemicals Spillages Intruders Aggressive and dangerous Encounters Fire Floods Loss of water supply Other critical incidents	Refer to specification link <a href="https://www.ocr.org.uk/Images/282867-anatomy-and-physiology-for-health-and-social-care.pdf">https://www.ocr.org.uk/Images/282867-anatomy-and-physiology-for-health-and-social-care.pdf</a>	Refer to specification link <a href="https://www.ocr.org.uk/Images/305537-infection-control.pdf">https://www.ocr.org.uk/Images/305537-infection-control.pdf</a>  Hygiene Infection Disease Carriers Food-borne illness Pathogenic bacteria Contamination Hazard analysis Environmental controls Virus Standard precautions	Refer to specification link <a href="https://www.ocr.org.uk/Images/282872-personalisation-and-a-person-centred-approach.pdf">https://www.ocr.org.uk/Images/282872-personalisation-and-a-person-centred-approach.pdf</a>  Aspiration Autonomy Authorised person Centre for independent-Living Care Quality Commission Clinical Commissioning Groups Degenerative condition Eligible Empower Healthwatch England Home adaptations Local Authority Means-tested payments Mental capacity Monitor Needs assessment Personal budget Preventative measures Proactive Screening Segregated Self-esteem Service led Social care outcomes Statutory service Support plan Universal services	Refer to specification link <a href="https://www.ocr.org.uk/Images/258664-supporting-people-with-learning-disabilities.pdf">https://www.ocr.org.uk/Images/258664-supporting-people-with-learning-disabilities.pdf</a>	Refer to specification link <a href="https://www.ocr.org.uk/Images/309145-nutrition-for-health.pdf">https://www.ocr.org.uk/Images/309145-nutrition-for-health.pdf</a>  Body Mass Index Nutrients Macronutrients Carbohydrates Proteins Lipids Micronutrients Vitamins Minerals Nutritional deficiencies	Refer to specification link <a href="https://www.ocr.org.uk/Images/504884-promote-positive-behaviour.pdf">https://www.ocr.org.uk/Images/504884-promote-positive-behaviour.pdf</a>	Refer to specification link <a href="https://www.ocr.org.uk/Images/258671-supporting-people-with-dementia.pdf">https://www.ocr.org.uk/Images/258671-supporting-people-with-dementia.pdf</a>	Refer to specification link <a href="https://www.ocr.org.uk/Images/258672-supporting-people-with-mental-health-conditions.pdf">https://www.ocr.org.uk/Images/258672-supporting-people-with-mental-health-conditions.pdf</a>
<b>Homework</b>	Assignment completion Independent research Improvements post marking (via Turnitin)	Assignment completion Independent research Improvements post marking (via Turnitin)	Research on malfunctions Revision for mock	Assignment completion Independent research Improvements post marking (via Turnitin)	Research origins of person-centred care. Revise for mock exams and external assessment	Assignment completion Independent research Improvements post marking (via Turnitin)	Assignment completion Independent research Improvements post marking (via Turnitin)	Assignment completion Independent research Improvements post marking (via Turnitin)	Assignment completion Independent research Improvements post marking (via Turnitin)	Assignment completion Independent research Improvements post marking (via Turnitin)
<b>Career link (Unifrog)</b>	Care Worker <a href="https://www.unifrog.org/student/careers/school-subjects/care-worker">https://www.unifrog.org/student/careers/school-subjects/care-worker</a>	<a href="https://www.healthcareers.nhs.uk/working-health">https://www.healthcareers.nhs.uk/working-health</a>	Osteopath Orthoptist Nurse Physiotherapist	<a href="https://www.healthcareers.nhs.uk/working-health">https://www.healthcareers.nhs.uk/working-health</a>	<a href="https://www.unifrog.org/student/careers/school-subjects">https://www.unifrog.org/student/careers/school-subjects</a>	GPs <b>Paediatricians</b> (doctors who specialise in treating children)	<a href="https://www.unifrog.org/student/careers/keywords/nutritionist">https://www.unifrog.org/student/careers/keywords/nutritionist</a>	<a href="https://www.unifrog.org/student/careers/keywords/care-worker">https://www.unifrog.org/student/careers/keywords/care-worker</a>	Medical and Health Service Managers Admiral Nurses Supported Housing Manager	Community Mental Health Teams, Community Mental Health Nurse, Outreach teams

	Social services manager <a href="https://www.unifrog.org/student/careers/school-subjects/social-services-manager">https://www.unifrog.org/student/careers/school-subjects/social-services-manager</a>		Neurologist Cardiovascular technician Gastroenterologist  <a href="https://www.unifrog.org/student/careers/school-subjects">https://www.unifrog.org/student/careers/school-subjects</a>			speech and language therapists Physiotherapists educational and clinical psychologists social care workers <a href="https://www.unifrog.org/student/careers/school-subjects">https://www.unifrog.org/student/careers/school-subjects</a>			Psychiatrist Neurologist GP Registered Nurse Adult Care Nurse Mental Health Worker <a href="https://www.unifrog.org/student/careers/school-subjects">https://www.unifrog.org/student/careers/school-subjects</a>	Crisis teams art/drama therapists, GPs Counsellors social worker early intervention psychosis team (EIPs) <a href="https://www.unifrog.org/student/careers/school-subjects">https://www.unifrog.org/student/careers/school-subjects</a>
<b>Employability skills</b>  <b>(Highlight applicable)</b>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>Common misconceptions</b>	Application of command verbs	Application and understanding of command verbs and the requirement of depth of knowledge in answer, particularly in longer mark questions.	Application of command verbs and the requirement of depth of knowledge in answer, particularly in longer mark questions	Application of command verbs, misunderstanding of the meanings of analyse and summarise	Application of command verbs, misunderstanding of the meanings of analyse and summarise	Application of command verbs, misunderstanding of the meanings of evaluate, analyse and assess	Application of command verbs, misunderstanding of the meanings of analyse and summarise	Application of command verbs, misunderstanding of the meanings of analyse and summarise	Application of command verbs, misunderstanding of the meanings of evaluate, analyse and assess	Application of command verbs, misunderstanding of the meanings of evaluate, analyse and assess
<b>Assessment</b>	P1, P2, P3, P4, P5 M1, M2, M3 D1	Exam questions, Mini assessments, external exam, Mock	Exam questions, Mini assessments, external exam, Mock	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M1, M2, M3, M4, D1, D2	Exam questions, Mini assessments, external exam, Mock	P1 P2 P3 P4 P5 M1 M2 D1	P1, P2, P3, P4, P5, P6 M1, M2 D1	P1, P2, P3, P4, P5, P6 M1, M2, M3 D1	P1, P2, P3, P4, P5, P6, P7, P8 M1, M2 D1	P1, P2, P3, P3 M1, M2 D1
<b>Notes</b>	External standardisation expected in May 2023	To be sat in Summer 2023	To be sat in summer 2023	External standardisation expected in March 2023	To be sat in January 2023	External standardisation expected in May 2023	External standardisation expected in March 2023	External standardisation expected in March 2023	External standardisation expected in March 2023	External standardisation expected in May 2023

**Year 13 – EXTENDED CERTIFICATE (Single) and Year 13 - DIPLOMA (Double) Diploma students ALSO cover all of the Extended Certificate Units**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>	<b>Unit 9</b>	<b>Unit 10</b>	<b>Unit 12</b>	<b>Unit 16</b>	<b>Unit 17</b>
<b>Guided learning hours</b>	60 Hours	60 Hours	60 Hours	90 Hours	60 Hours	60 Hours	60 Hours	60 Hours	30 Hours	60 Hours	60 Hours	60 Hours
	<p><b>1. Understand relationships in health, social care or childcare environments:</b></p> <ul style="list-style-type: none"> <li>-Types of relationship</li> <li>-Relationship context</li> <li>- 3 How context can impact relationships</li> </ul> <p><b>2. Understand the factors that influence the building of relationships:</b></p> <ul style="list-style-type: none"> <li>- Communication factors,</li> <li>- Cultural factors</li> <li>- Environmental factors</li> <li>- Spiritual factors</li> <li>-Physical factors</li> </ul> <p><b>3. Understand how a person-centred approach builds positive relationships in health, social care or childcare environments:</b></p> <ul style="list-style-type: none"> <li>- Strategies to ensure a person-centred approach</li> <li>- How a person-centred approach supports positive relationships,</li> </ul> <p><b>4. Be able to use communication skills effectively to build positive relationships in a health, social care or childcare environment:</b></p> <ul style="list-style-type: none"> <li>- Communication skills</li> <li>- Effectiveness of interactions</li> <li>- Aspects of reflective practice</li> </ul>	<p><b>1. Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environment</b></p> <ol style="list-style-type: none"> <li>1.1 Concepts, diversity, rights</li> <li>1.2 Application of the concepts</li> <li>1.3 Support Networks</li> </ol> <p><b>2. Understand the impact of discriminatory practices on individuals in health, social care and child care environments</b></p> <ol style="list-style-type: none"> <li>2.1 Discriminatory practices</li> <li>2.2 Individuals affected</li> <li>2.3 impact on individual</li> </ol> <p><b>3. Understand how current legislation and national initiatives promote anti discriminatory practice in health, social care and child care environments</b></p> <ol style="list-style-type: none"> <li>3.1 Key aspects of current legislation</li> <li>3.2 Overview of national initiatives</li> <li>3.3 The impact of legislation and national initiatives</li> </ol> <p><b>4. Understand how equality, diversity and rights in health, social care and child care environments are promoted.</b></p> <ol style="list-style-type: none"> <li>4.1 Applying best practice in health, social care or child care environments</li> <li>4.2 Explaining discriminatory practice in health, social care or child care environments</li> <li>4.3 Choosing appropriate action/response to promote equality, diversity and rights in health, social care and child care environments</li> </ol>	<p><b>1. Understand potential hazards in health, social care and child care environments</b></p> <ol style="list-style-type: none"> <li>1.1 Types of hazards</li> <li>1.2 Potential impacts of hazards for individuals who require care or support, employees and employers</li> <li>1.3 Harm and abuse</li> <li>1.4 Types of settings</li> </ol> <p><b>2. Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</b></p> <ol style="list-style-type: none"> <li>2.1 Legislation</li> <li>2.2 Safeguarding</li> <li>2.3 Influences of legislation</li> <li>2.4 Implementation of policies and procedures</li> <li>2.5 Review of policies and procedures</li> </ol> <p><b>3. Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</b></p> <ol style="list-style-type: none"> <li>3.1 Roles</li> <li>3.2 Responsibilities</li> <li>3.3 Consequences of not meeting responsibilities</li> </ol> <p><b>4. Know how to respond to incidents and emergencies in a health, social care or child care environment</b></p> <ol style="list-style-type: none"> <li>4.1 Incidents and emergencies</li> <li>4.2 Responses to incidents and emergencies</li> <li>4.3 Responsibilities of a first aider</li> </ol>	<p><b>1.To Understand the cardiovascular system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>- Composition of blood</li> <li>- 2 Functions of blood,</li> <li>- Structure of heart</li> <li>- Function of heart</li> <li>- Control and regulation of cardiac cycle</li> <li>- Types, structure and functions of blood vessels</li> <li>- Formation of tissue fluid and lymph, I</li> <li>- Cardiovascular malfunctions – possible causes and effects on the individual</li> </ul> <p><b>2.To Understand the respiratory system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>-Structure of respiratory system</li> <li>- Inspiration and expiration</li> <li>- Gaseous exchange</li> <li>- Cellular respiration</li> <li>- Respiratory malfunctions – possible causes and effects on the individual</li> </ul> <p><b>3.To Understand the digestive system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>- Gross structure of digestive system and functions of component parts</li> <li>- Mechanical and chemical digestion</li> <li>- Digestive roles of liver and pancreas</li> <li>- Absorption and assimilation</li> <li>- Digestive malfunctions – possible causes and effects on the individual</li> </ul> <p><b>4.To Understand the musculoskeletal system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>- Structure of bone</li> </ul>	<p><b>1.To understand infection control in H&amp;SC by:</b></p> <ul style="list-style-type: none"> <li>- Describing common terms in relation to infection control.</li> <li>- Explaining how risks associated with poor infection control are different for different H&amp;SC.</li> </ul> <p><b>2.To know the chain of infection by:</b></p> <ul style="list-style-type: none"> <li>- describing sources of infection.</li> <li>- outlining the ways in which infection can be transmitted from one body to another.</li> </ul> <p><b>3.Be able to control the spread by:</b></p> <ul style="list-style-type: none"> <li>-demonstrating methods used to prevent the spread of infection.</li> <li>- Describe why standard precautions for infection control should be maintained at all times.</li> <li>-Explaining the purpose of protective clothing in controlling the spread of infection.</li> </ul> <p><b>4.Understand the role of the H&amp;SC worker in controlling infection by:</b></p> <ul style="list-style-type: none"> <li>- Stating a range of methods of monitoring to ensure adequate cleaning</li> <li>- Describing how a H&amp;SC worker should manage themselves to prevent the spread of infection control</li> <li>-Explaining the importance of following policies &amp; procedures to ensure effective infection control</li> </ul>	<p><b>1.To Understand personalisation in health and social care by:</b></p> <ul style="list-style-type: none"> <li>-knowing the definition of personalisation and identifying key features of personalisation.</li> <li>-Knowing the benefits of personalisation to an individual.</li> <li>-Understanding the Impacts of personalisation (both positive and the challenges)</li> <li>-knowing what the Legislation underpinning personalisation is:</li> <li>• Health and Social Care Act 2012</li> <li>• Local Authority Circular (DH) 2008 – Personalisation Guidance.</li> <li>• The Care Act 2014 • Children and Families Act 2014</li> <li>-Knowing what the role of the local authority is</li> </ul> <p><b>2. Understand what is meant by a person-centred approach to care</b></p> <ul style="list-style-type: none"> <li>- Principles of a person-centred approach and how they support person-centred care.</li> <li>- Current context of the person-centred approach</li> <li>- Historic overview</li> <li>- Challenges to adopting a person-centred approach</li> <li>- Methods for overcoming challenges</li> </ul> <p><b>3. Understand methods used to implement a person-centred approach</b></p> <ul style="list-style-type: none"> <li>- Tools to find out what is important to/for a person</li> <li>- routines</li> <li>- Tools that enhance voice, choice and control</li> <li>- Tools to clarify roles and responsibilities in the care relationship</li> <li>- How to develop person-centred plans and records</li> </ul> <p><b>4. Know how to plan and conduct review meetings using a person-centred approach</b></p>	<p><b>1. Understand types and signs of abuse</b></p> <ol style="list-style-type: none"> <li>1.1 Types of abuse</li> <li>1.2 signs of these types of abuse</li> </ol> <p><b>2. Understand factors which may lead to abusive situations</b></p> <ol style="list-style-type: none"> <li>2.1 Adults, young people and children most at risk of abuse</li> <li>2.2 Environmental factors that may make abuse more likely</li> <li>2.3 Other factors that may make abuse more likely</li> </ol> <p><b>3. Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children</b></p> <ol style="list-style-type: none"> <li>3.1 Current applicable legislation</li> </ol> <p><b>4. Understand how to deal with suspected abuse and disclosures of abuse</b></p> <ol style="list-style-type: none"> <li>4.1 People who might suspect or be told about abuse</li> <li>4.2 How to deal with disclosures of abuse and suspected abuse</li> </ol> <p><b>5. Understand working strategies and procedures for the safeguarding and protection of adults, young people and children</b></p> <ol style="list-style-type: none"> <li>5.1 The policies and procedures that health and social care settings should have in place to safeguard vulnerable adults from abuse</li> <li>5.2 The policies and procedures that health and social care/child care environments should have in place to safeguard children from abuse</li> </ol> <p><b>6. Understand how workers within health, social care and child care environments can minimise the risk of abuse</b></p> <ol style="list-style-type: none"> <li>6.1 Minimising the risk of abuse</li> <li>6.2 Developing the confidence and resilience of individuals who receive care and support</li> </ol>	<p><b>1. Know the types and causes of learning disabilities</b></p> <ol style="list-style-type: none"> <li>1.1 Definition of learning disabilities</li> <li>1.2 Types of learning disabilities and associated conditions</li> <li>1.3 Causes of learning disabilities,</li> <li>1.4 Difference between learning disabilities and specific learning difficulties-</li> </ol> <p><b>2. Understand the difficulties that may be experienced by individuals with learning disabilities</b></p> <ol style="list-style-type: none"> <li>2.1 Potential difficulties and their impact</li> <li>2.2 Ways of overcoming potential difficulties</li> </ol> <p><b>3. Be able to support individuals with learning disabilities to plan their care and support</b></p> <ol style="list-style-type: none"> <li>3.1 Support services</li> <li>3.2 Practitioners</li> <li>3.3 Methods of care</li> <li>3.4 Legislation in relation to learning disabilities</li> <li>3.5 Guidance</li> </ol>	<p><b>1.Know nutritional and diet guidelines</b></p> <ol style="list-style-type: none"> <li>1.1 Understand dietary intake and guidelines.</li> <li>1.2 Energy balance, how diet and physical activity are linked.</li> <li>1.3 Nutritional measures</li> <li>1.4 Food labelling regulations and legal requirements.</li> </ol> <p><b>2. Understand the functions of nutrients</b></p> <ol style="list-style-type: none"> <li>2.1 Nutrients</li> <li>2.2 Functions</li> <li>2.3 Dietary needs of individuals</li> <li>2.4Effects of nutritional deficiencies</li> </ol> <p><b>3. Understand factors which influence nutritional health</b></p> <ol style="list-style-type: none"> <li>3.1 Health factors</li> <li>3.2 Lifestyle factors</li> <li>3.3 Economic factors</li> <li>3.4 Sociocultural factors</li> <li>3.5 Educational factors</li> <li>3.6 Personal preference</li> <li>3.7 Fluid balance</li> <li>3.8 Labelling</li> </ol> <p><b>4. Be able to make recommendations to improve nutritional health</b></p> <ol style="list-style-type: none"> <li>4.1 Record food intake over one period of three days.</li> <li>4.2 Review sources of nutritional information</li> <li>4.3 Quantitative analysis</li> <li>4.4 Compare to daily recommended intakes</li> <li>4.5 Create nutritional plan.</li> <li>4.6 Analyse lifestyle influences.</li> </ol>	<p><b>1. Be able to promote positive behaviour</b></p> <ol style="list-style-type: none"> <li>1.1 Understand the contexts where the promotion of positive behaviour is required.</li> <li>1.2 Positive behavioural support.</li> <li>1.3 Best practice</li> <li>1.4 Identifying patterns of behaviour</li> <li>1.5 Understand the impact of the environment on behaviour</li> <li>1.6 Understand the physiological aspects of behaviour</li> <li>1.7 Behavioural support plans</li> <li>1.8 Behavioural support plans must include</li> <li>1.9 Evaluation of best practice</li> </ol> <p><b>2. Understand situations in which staff are required to use reactive and restrictive interventions</b></p> <ol style="list-style-type: none"> <li>2.1 Situations</li> <li>2.2 Recognising stages of behaviour</li> </ol> <p><b>3. Be able to use interventions to promote positive behaviour, considering the impact on the individual</b></p> <ol style="list-style-type: none"> <li>3.1 Proactive interventions,</li> <li>3.2 Reactive interventions</li> <li>3.3 Restrictive interventions</li> <li>3.4 post-incident review</li> </ol> <p><b>4. Know relevant legislation and guidance related to promoting positive behaviour</b></p> <ol style="list-style-type: none"> <li>4.1 Legislation</li> <li>4.2 Guidance</li> </ol>	<p><b>1. Understand types of dementia and the impact of dementia and diagnosis on individuals</b></p> <ol style="list-style-type: none"> <li>1.1 Types</li> <li>1.2 Common signs</li> <li>1.3 Components for diagnosis</li> <li>1.4 Benefits of early diagnosis</li> <li>1.5 Impact on individual</li> <li>1.6 Impact on family/friends</li> </ol> <p><b>2 Know legislation and frameworks which support the care of individuals with dementia</b></p> <ol style="list-style-type: none"> <li>2.1 Legislation</li> <li>2.2 Frameworks</li> </ol> <p><b>3 Be able to support individuals with dementia to plan their care and support</b></p> <ol style="list-style-type: none"> <li>3.1 Treatments and approaches</li> <li>3.2 Person centred approach</li> <li>3.3 Practitioners and services involved with caring for individuals with dementia</li> <li>3.4 Responsibilities</li> </ol>	<p><b>1. Know the main concepts, types, causes and effects of mental health conditions</b></p> <ol style="list-style-type: none"> <li>1.1 Concepts</li> <li>1.2 Types</li> <li>1.3 Possible signs and symptoms</li> <li>1.4 Causes</li> <li>1.5 The possible effects of mental health needs on the individual</li> </ol> <p><b>2. Be able to support individuals with mental health conditions to plan their care, treatment and support</b></p> <ol style="list-style-type: none"> <li>2.1 Types of treatments</li> <li>2.2 Hospital-based services</li> <li>2.3 Community-based services</li> <li>2.4 Advocacy</li> <li>2.5 Charities and voluntary/independent bodies</li> <li>2.6 Legislation in relation to mental health needs</li> <li>2.7 Guidance and service strategy</li> </ol>

				<ul style="list-style-type: none"> <li>- Types of joint</li> <li>- Components of a synovial joint</li> <li>- Muscle action around a joint</li> <li>- Musculoskeletal malfunctions – possible causes and effects on the individual</li> </ul> <p><b>5.To Understand the control and regulatory system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>- Components of nerve systems,</li> <li>- Structure and function of brain</li> <li>- Nerve action</li> <li>-endocrine system</li> <li>-Structure and function of liver</li> <li>-homeostasis</li> <li>- Malfunctions of control and regulatory systems – possible causes and effects on the individual</li> </ul> <p><b>6.To Understand the sensory system and their malfunctions. Learners need to explain:</b></p> <ul style="list-style-type: none"> <li>-structure of the eye</li> <li>-structure of the ear</li> <li>- Malfunctions of eye and ear – possible causes and effects on the individual</li> </ul>		<ul style="list-style-type: none"> <li>- Review meetings</li> <li>- Planning and preparing for review meetings</li> <li>- Conducting review meetings</li> </ul>						
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**Tier 2 Words** Relationships, communication, empowerment, individuality, respect, diversity, teamwork  
Please also specification link to 'command verbs' <https://www.ocr.org.uk/Images/273311-command-verbs-definitions.pdf>

<b>Tier 3 Words</b>	Refer to specification link <a href="https://www.ocr.org.uk/Images/260957-building-positive-relationships-in-health-and-social-care.pdf">https://www.ocr.org.uk/Images/260957-building-positive-relationships-in-health-and-social-care.pdf</a> Person-Centred care approach	Refer to specification link <a href="https://www.ocr.org.uk/Images/258655-equality-diversity-and-rights-in-health-and-social-care.pdf">https://www.ocr.org.uk/Images/258655-equality-diversity-and-rights-in-health-and-social-care.pdf</a>	Refer to specification link <a href="https://www.ocr.org.uk/Images/282853-equality-diversity-and-rights-in-health-and-social-care.pdf">https://www.ocr.org.uk/Images/282853-equality-diversity-and-rights-in-health-and-social-care.pdf</a>  Environmental Biological Chemical Psychological Physical Musculoskeletal Working conditions Working practices Lack of security systems Injury or harm Illness Poor standards of care Financial loss Intentional abuse Unintentional abuse Effects of abuse Health environment Care environment Childcare environment Public environment	Refer to specification link <a href="https://www.ocr.org.uk/Images/282867-anatomy-and-physiology-for-health-and-social-care.pdf">https://www.ocr.org.uk/Images/282867-anatomy-and-physiology-for-health-and-social-care.pdf</a>	Refer to specification link <a href="https://www.ocr.org.uk/Images/305537-infection-control.pdf">https://www.ocr.org.uk/Images/305537-infection-control.pdf</a>  Hygiene Infection Disease Carriers Food-borne illness Pathogenic bacteria Contamination Hazard analysis Environmental controls Virus Standard precautions	Refer to specification link <a href="https://www.ocr.org.uk/Images/282872-personalisation-and-a-person-centred-approach.pdf">https://www.ocr.org.uk/Images/282872-personalisation-and-a-person-centred-approach.pdf</a>  Aspiration Autonomy Authorised person Centre for independent- Living Care Quality Commission Clinical Commissioning Groups Degenerative condition Eligible Empower Healthwatch England Home adaptations Local Authority Means-tested payments Mental capacity Monitor Needs assessment Personal budget	Refer to specification link <a href="https://www.ocr.org.uk/Images/258662-safeguarding.pdf">https://www.ocr.org.uk/Images/258662-safeguarding.pdf</a>	Refer to specification link <a href="https://www.ocr.org.uk/Images/258664-supporting-people-with-learning-disabilities.pdf">https://www.ocr.org.uk/Images/258664-supporting-people-with-learning-disabilities.pdf</a>	Refer to specification link <a href="https://www.ocr.org.uk/Images/309145-nutrition-for-health.pdf">https://www.ocr.org.uk/Images/309145-nutrition-for-health.pdf</a>  Body Mass Index Nutrients Macronutrients Carbohydrates Proteins Lipids Micronutrients Vitamins Minerals Nutritional deficiencies	Refer to specification link <a href="https://www.ocr.org.uk/Images/504884-promote-positive-behaviour.pdf">https://www.ocr.org.uk/Images/504884-promote-positive-behaviour.pdf</a>	Refer to specification link <a href="https://www.ocr.org.uk/Images/258671-supporting-people-with-dementia.pdf">https://www.ocr.org.uk/Images/258671-supporting-people-with-dementia.pdf</a>	Refer to specification link <a href="https://www.ocr.org.uk/Images/258672-supporting-people-with-mental-health-conditions.pdf">https://www.ocr.org.uk/Images/258672-supporting-people-with-mental-health-conditions.pdf</a>
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			Disclosure and Barring Service (DBS) Exposure to infections Exposure to chemicals Spillages Intruders Aggressive and dangerous Encounters Fire Floods Loss of water supply Other critical incidents			Preventative measures Proactive Screening Segregated Self-esteem Service led Social care outcomes Statutory service Support plan Universal services						
<b>Homework</b>	Assignment completion Independent research Improvements post marking (via Turnitin)	Revision, preparation for LO tests	Assignment completion Independent research Improvements post marking (via Turnitin)	Research on malfunctions Revision for mock	Assignment completion Independent research Improvements post marking (via Turnitin)	Research origins of person-centred care. Revise for mock exams and external assessment	Revision, preparation for LO tests	Assignment completion Independent research Improvements post marking (via Turnitin)	Assignment completion Independent research Improvements post marking (via Turnitin)	Assignment completion Independent research Improvements post marking (via Turnitin)	Assignment completion Independent research Improvements post marking (via Turnitin)	Assignment completion Independent research Improvements post marking (via Turnitin)
<b>Career link (Unifrog)</b>	Care Worker <a href="https://www.unifrog.org/student/careers/school-subjects/care-worker">https://www.unifrog.org/student/careers/school-subjects/care-worker</a>  Social services manager <a href="https://www.unifrog.org/student/careers/school-subjects/social-services-manager">https://www.unifrog.org/student/careers/school-subjects/social-services-manager</a>	<a href="https://www.healthcareers.nhs.uk/working-health">https://www.healthcareers.nhs.uk/working-health</a>	<a href="https://www.healthcareers.nhs.uk/working-health">https://www.healthcareers.nhs.uk/working-health</a>	Osteopath Orthoptist Nurse Physiotherapist Neurologist Cardiovascular technician Gastroenterologist  <a href="https://www.unifrog.org/student/careers/school-subjects">https://www.unifrog.org/student/careers/school-subjects</a>	<a href="https://www.healthcareers.nhs.uk/working-health">https://www.healthcareers.nhs.uk/working-health</a>	<a href="https://www.unifrog.org/student/careers/school-subjects">https://www.unifrog.org/student/careers/school-subjects</a>	<a href="https://www.healthcareers.nhs.uk/working-health">https://www.healthcareers.nhs.uk/working-health</a>	GPs <b>Paediatricians</b> (doctors who specialise in treating children) speech and language therapists Physiotherapists educational and clinical psychologists social care workers  <a href="https://www.unifrog.org/student/careers/school-subjects">https://www.unifrog.org/student/careers/school-subjects</a>	<a href="https://www.unifrog.org/student/careers/keywords/nutritionist">https://www.unifrog.org/student/careers/keywords/nutritionist</a>	<a href="https://www.unifrog.org/student/careers/keywords/care-worker">https://www.unifrog.org/student/careers/keywords/care-worker</a>	Medical and Health Service Managers Admiral Nurses Supported Housing Manager Psychiatrist Neurologist GP Registered Nurse Adult Care Nurse Mental Health Worker <a href="https://www.unifrog.org/student/careers/school-subjects">https://www.unifrog.org/student/careers/school-subjects</a>	Community Mental Health Teams, Community Mental Health Nurse, Outreach teams Crisis teams art/drama therapists, GPs Counsellors social worker early intervention psychosis team (EIPs) <a href="https://www.unifrog.org/student/careers/school-subjects">https://www.unifrog.org/student/careers/school-subjects</a>
<b>Employability skills (Highlight applicable)</b>	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive
<b>Common misconceptions</b>	Application of command verbs	Application and understanding of command verbs and the requirement of depth of knowledge in answer, particularly in longer mark questions.	Application and understanding of command verbs and the requirement of depth of knowledge in answer, particularly in longer mark questions.	Application of command verbs and the requirement of depth of knowledge in answer, particularly in longer mark questions	Application of command verbs, misunderstanding of the meanings of analyse and summarise	Application of command verbs, misunderstanding of the meanings of analyse and summarise	Application and understanding of command verbs and the requirement of depth of knowledge in answer, particularly in longer mark questions.	Application of command verbs, misunderstanding of the meanings of evaluate, analyse and assess	Application of command verbs, misunderstanding of the meanings of analyse and summarise	Application of command verbs, misunderstanding of the meanings of analyse and summarise	Application of command verbs, misunderstanding of the meanings of evaluate, analyse and assess	Application of command verbs, misunderstanding of the meanings of evaluate, analyse and assess
<b>Assessment</b>	P1, P2, P3, P4, P5 M1, M2, M3 D1	Exam questions, Mini assessments, external exam, Mock	Exam questions, Mini assessments, external exam, Mock	Exam questions, Mini assessments, external exam, Mock	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M1, M2, M3, M4, D1, D2	Exam questions, Mini assessments, external exam, Mock	Exam questions, Mini assessments, external exam, Mock	P1, P2, P3, P4, P5 M1 M2 D1	P1, P2, P3, P4, P5, P6 M1, M2 D1	P1, P2, P3, P4, P5, P6 M1, M2, M3 D1	P1, P2, P3, P4, P5, P6, P7, P8 M1, M2 D1	P1, P2, P3, P3 M1, M2 D1
<b>Notes</b>	External standardisation expected in May 2023	To be sat in Spring 2023	To be sat in Summer 2023	COMPLETED	COMPLETED	To be sat in January 2023	To be sat in Spring 2023	External standardisation expected in May 2023	COMPLETED	COMPLETED	COMPLETED	External standardisation expected in May 2023