		Year 12 -	- EXTENDED CERTIFICA	TE (Single) and Year 12	- DIPLOMA (<mark>Double</mark>) Di	ploma students ALSO c	over all of the Extended	Certificate Units		
	Unit 1	Unit 3	Unit 4	Unit 5	Unit 6	Unit 9	Unit 10	Unit 12	Unit 16	Unit 17
Guided learning	60 Hours	60 Hours	90 Hours	60 Hours	60 Hours	60 Hours	30 Hours	60 Hours	60 Hours	60 Hours
hours										
	1. Understand relationships	1. Understand potential	1.To Understand the	1.To understand infection	1.To Understand	1. Know the types and	1.Know nutritional and diet	1. Be able to promote	1. Understand types of	1. Know the main concepts,
	in health, social care or	hazards in health, social	cardiovascular system and	control in H&SC by:	personalisation in health	causes of learning	guidelines	positive behaviour	dementia and the impact of	types, causes and effects of
	childcare environments:	care and child care	their malfunctions. Learners	- Describing common terms	and social care by:	disabilities	1.1 Understand dietary	1.1 Understand the contexts	dementia and diagnosis on	mental health conditions
	-Types of relationship	environments	need to explain:	in relation to infection	-knowing the definition of	1.1 Definition of learning	intake and guidelines.	where the promotion of	individuals	1.1 Concepts
	-Relationship context	1.1 Types of hazards	- Composition of blood	control.	personalisation and	disabilities	1.2 Energy balance, how diet	positive behaviour is	1.1 Types	1.2 Types
	- 3 How context can impact	1.2 Potential impacts of hazards for individuals who	- 2 Functions of blood,	- Explaining how risks associated with poor	identifying key features of personalisation.	1.2 Types of learning disabilities and associated	and physical activity are linked.	required. 1.2 Positive behavioural	1.2 Common signs 1.3 Components for	1.3 Possible signs and
	relationships	require care or support,	- Structure of heart	infection control are	-Knowing the benefits of	conditions	1.3 Nutritional measures	support.	diagnosis	symptoms 1.4 Causes
		employees and employers	- Function of heart	different for different H&SC.	personalisation to an	1.3 Causes of learning	1.4 Food labelling	1.3 Best practice	1.4 Benefits of early	1.5 The possible effects of
		1.3 Harm and abuse	- Control and regulation of	2.To know the chain of	individual.	disabilities,	regulations and legal	1.4 Identifying patterns of	diagnosis	mental health needs on the
	2. Understand the factors	1.4 Types of settings	cardiac cycle - Types, structure and	infection by:	-Understanding the Impacts	1.4 Difference between	requirements.	behaviour	1.5 Impact on individual	individual
	that influence the building	2 , pes e. settgs	functions of blood	- describing sources of	of personalisation (both	learning disabilities and	l equilibrium	1.5 Understand the impact	1.6 Impact on family/friends	
	of relationships:	2. Understand how	vessels	infection.	positive and the challenges)	specific learning difficulties-	2. Understand the functions	of the environment on	,,,,,,	2. Be able to support
	- Communication factors,	legislation, policies and	- Formation of tissue fluid	- outlining the ways in which	-knowing what the	2. Understand the	of nutrients	behaviour	2 Know legislation and	individuals with mental
	- Cultural factors	procedures promote health,	and lymph, I	infection can be transmitted	Legislation underpinning	difficulties that may be	2.1 Nutrients	1.6 Understand the	frameworks which support	health conditions to plan
	- Environmental factors	safety and security in	- Cardiovascular	from one body to another.	personalisation is:	experienced by individuals	2.2 Functions	physiological aspects of	the care of individuals with	their care, treatment and
	- Spiritual factors	health, social care and child	malfunctions – possible	3.Be able to control the	Health and Social Care Act	with learning disabilities	2.3 Dietary needs of	behaviour	dementia	support
	-Physical factors	care environments	causes and effects on	spread by:	2012	2.1 Potential difficulties and	individuals	1.7 Behavioural support	2.1 Legislation	2.1 Types of treatments
		2.1 Legislation	the individual	-demonstrating methods	Local Authority Circular	their impact	2.4Effects of nutritional	plans	2.2 Frameworks	2.2 Hospital-based services
	3. Understand how a	2.2 Safeguarding		used to prevent the spread	(DH) 2008 – Personalisation	2.2 Ways of overcoming	deficiencies	1.8 Behavioural support		2.3 Community-based
	person-centred approach	2.3 Influences of legislation		of infection.	Guidance.	potential difficulties		plans must include	3 Be able to support	services
	builds positive relationships	2.4 Implementation of	2.To Understand the	- Describe why standard	The Care Act 2014 •	3. Be able to support	3. Understand factors which	1.9 Evaluation of best	individuals with dementia	2.4 Advocacy
	in health, social care or	policies and procedures	respiratory system and their	precautions for infection	Children and Families Act	individuals with learning	influence nutritional health	practice	to plan their care and	2.5 Charities and
	childcare environments:	2.5 Review of policies and	malfunctions. Learners need	control should be	2014	disabilities to plan their care	3.1 Health factors		support	voluntary/independent
	- Strategies to ensure a	procedures	to explain:	maintained at all times.	-Knowing what the role of	and support	3.2 Lifestyle factors	2. Understand situations in	3.1 Treatments and	bodies
	person-centred approach		-Structure of respiratory	-Explaining the purpose of	the local authority is	3.1 Support services	3.3 Economic factors	which staff are required to	approaches	2.6 Legislation in relation to
	- How a person-centred	3. Understand the roles and	system	protective clothing in		3.2 Practitioners	3.4 Sociocultural factors 3.5	use reactive and restrictive	3.2 Person centred approach	mental health needs
	approach supports positive	responsibilities involved in	- Inspiration and expiration	controlling the spread of	2. Understand what is	3.3 Methods of care	Educational factors	interventions	3.3 Practitioners and	2.7 Guidance and service
	relationships,	health, safety and security	- Gaseous exchange	infection.	meant by a person-centred	3.4 Legislation in relation to	3.6 Personal preference 3.7	2.1 Situations	services involved with caring	strategy
		in health, social care and	- Cellular respiration	4.Understand the role of the	approach to care	learning disabilities	Fluid balance	2.2 Recognising stages of	for individuals with	
	4. Be able to use	child care environments	- Respiratory malfunctions –	H&SC worker in controlling	- Principles of a person-	3.5 Guidance	3.8 Labelling	behaviour	dementia	
	communication skills effectively to build positive	3.1 Roles 3.2 Responsibilities	possible causes and effects	infection by: - Stating a range of methods	centred approach and how		4. Be able to make	3. Be able to use	3.4 Responsibilities	
	relationships in a health,	3.3 Consequences of not	on the individual	of monitoring to ensure	they support person-centred care.		recommendations to	interventions to promote		
	social care or childcare	meeting responsibilities	2 To Undoustond the	adequate cleaning	- Current context of the		improve nutritional health	positive behaviour,		
	environment:	meeting responsibilities	3.To Understand the digestive system and their	- Describing how a H&SC	person-centred approach		4.1 Record food intake over	considering the impact on		
	- Communication skills	4. Know how to respond to	malfunctions. Learners need	worker should manage	- Historic overview		one period of three days.	the individual		
	- Effectiveness of	incidents and emergencies	to explain:	themselves to prevent the	- Challenges to adopting a		4.2 Review sources of	3.1 Proactive interventions,		
	interactions	in a health, social care or	- Gross structure of digestive	spread of infection control	person-centred approach		nutritional information	3.2 Reactive interventions		
	- Aspects of reflective	child care environment	system and functions of	-Explaining the importance	- Methods for overcoming		4.3 Quantitative analysis 4.4	3.3 Restrictive interventions		
	practice	4.1 Incidents and	component parts	of following policies &	challenges		Compare to daily	3.4 post-incident review		
	,	emergencies	- Mechanical and chemical	procedures to ensure			recommended intakes			
		4.2 Responses to incidents	digestion	effective infection control	3. Understand methods		4.5 Create nutritional plan.	4. Know relevant legislation		
		and emergencies	- Digestive roles of liver and		used to implement a		4.6 Analyse lifestyle	and guidance related to		
		4.3 Responsibilities of a first	pancreas		person-centred approach		influences.	promoting positive		
		aider	- Absorption and assimilation		- Tools to find out what is			behaviour		
			- Digestive malfunctions –		important to/for a person			4.1 Legislation		
			possible causes and effects		- routines			4.2 Guidance		
			on the individua		- Tools that enhance voice,					
					choice and control					
					- Tools to clarify roles and					
			4.To Understand the		responsibilities in the care					
			musculoskeletal system and		relationship					
			their malfunctions. Learners		- How to develop person-					
			need to explain:		centred plans and records					
			- Structure of bone							
			- Types of joint		4. Know how to plan and					
			- Components of a synovial		conduct review meetings					
			joint		using a person-centred					
			- Muscle action around a		approach					
			joint		- Review meetings					
			- Musculoskeletal		- Planning and preparing for					
			malfunctions – possible		review meetings					
			causes and effects on the		- Conducting review					
			individua		meetings					
			E To Understand the court							
			5.To Understand the control							
			and regulatory system and their malfunctions. Learners							
			need to explain:							
			- Components of nerve							
			systems,							
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Tier 2 Words	Relationships Communication		- Structure and function of brain - Nerve action -endocrine system -Structure and function of liver -homeostasis - Malfunctions of control and regulatory systems – possible causes and effects on the individual 6.To Understand the sensory system and their malfunctions. Learners need to explain: -structure of the eye -stricture of the ear - Malfunctions of eye and ear – possible causes and effects on the individual							
	Empowerment									
	Individuality									
	Respect									
	Diversity									
	Teamwork Please also specification link to	o 'command verbs' https://www.	ocr.org.uk/Images/273311-comr	mand-verhs-definitions adf						
Tier 3 Words		Refer to specification link	Refer to specification link	Refer to specification link	Refer to specification link	Refer to specification link	Refer to specification link	Refer to specification link	Refer to specification link	Refer to specification link
5 170143	Refer to specification link https://www.ocr.org.uk/Ima	https://www.ocr.org.uk/Ima	https://www.ocr.org.uk/Ima	https://www.ocr.org.uk/Ima	https://www.ocr.org.uk/Ima	https://www.ocr.org.uk/lma	https://www.ocr.org.uk/Ima	https://www.ocr.org.uk/Ima	https://www.ocr.org.uk/Ima	https://www.ocr.org.uk/lma
	ges/260957-building-	ges/282853-equality- diversity-and-rights-in-	ges/282867-anatomy-and- physiology-for-health-and-	ges/305537-infection- control.pdf	ges/282872-personalisation- and-a-person-centred-	ges/258664-supporting- people-with-learning-	ges/309145-nutrition-for- health.pdf	ges/504884-promote- positive-behaviour.pdf	ges/258671-supporting- people-with-dementia.pdf	ges/258672-supporting- people-with-mental-health-
	<u>positive-relationships-in-</u> health-and-social-care.pdf	health-and-social-care.pdf	social-care.pdf		approach.pdf	disabilities.pdf		positive behaviour.pur	people with dementia.pur	conditions.pdf
	- Control of the cont	Environmental		Hygiene Infection	Aspiration		Body Mass Index Nutrients			
	Person-Centred care	Biological		Disease	Autonomy		Macronutrients			
	approach	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 Care environment Public environment Disclosure and Barring Service (DBS) Exposure to infections Exposure to chemicals Spillages Intruders Aggressive and dangerous Encounters Fire		Carriers Food-borne illness Pathogenic bacteria Contamination Hazard analysis Environmental controls Virus Standard precautions	Authorised person Centre for independent- Living Care Quality Commission Clinical Commissioning Groups Degenerative condition Eligible Empower Healthwatch England Home adaptions 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		Carbohydrates Proteins Lipids Micronutrients Vitamins Minerals Nutritional deficiencies			
		Floods Loss of water supply								
Homework	Assignment completion	Floods Loss of water supply Other critical incidents	Research on malfunctions	Assignment completion	Research origins of person-	Assignment completion	Assignment completion	Assignment completion	Assignment completion	Assignment completion
Homework	Assignment completion Independent research Improvements post marking (via Turnitin	Floods Loss of water supply	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)
Career link	Independent research Improvements post marking (via Turnitin Care Worker	Floods Loss of water supply Other critical incidents Assignment completion Independent research Improvements post marking (via Turnitin) https://www.healthcareers.	Revision for mock Osteopath	Independent research Improvements post marking (via Turnitin) https://www.healthcareers.	centred care. Revise for mock exams and external assessment https://www.unifrog.org/stu	Independent research Improvements post marking (via Turnitin)	Independent research Improvements post marking (via Turnitin) https://www.unifrog.org/stu	Independent research Improvements post marking (via Turnitin) https://www.unifrog.org/stu	Independent research Improvements post marking (via Turnitin) Medical and Health Service	Independent research Improvements post marking (via Turnitin) Community Mental Health
	Independent research Improvements post marking (via Turnitin	Floods Loss of water supply Other critical incidents Assignment completion Independent research Improvements post marking (via Turnitin)	Revision for mock	Independent research Improvements post marking (via Turnitin)	centred care. Revise for mock exams and external assessment	Independent research Improvements post marking (via Turnitin)	Independent research Improvements post marking (via Turnitin)	Independent research Improvements post marking (via Turnitin)	Independent research Improvements post marking (via Turnitin)	Independent research Improvements post marking (via Turnitin)

	Social services manager https://www.unifrog.org/stu dent/careers/school- subjects/social-services- manager		Neurologist Cardiovascular technician Gastroenterologist https://www.unifrog.org/student/careers/schoolsubjects			speech and language therapists Physiotherapists educational and clinical psychologists social care workers https://www.unifrog.org/stu dent/careers/school- subjects			Psychiatrist Neurologist GP Registered Nurse Adult Care Nurse Mental Health Worker https://www.unifrog.org/stu dent/careers/school- subjects	Crisis teams art/drama therapists, GPs Counsellors social worker early intervention psychosis team (EIPTs) https://www.unifrog.org/stu dent/careers/school- subjects
Employability skills (Highlight applicable) Common misconceptions	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application and understanding of command verbs and the requirement of depth of knowledge in	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs and the requirement of depth of knowledge in answer, particularly in longer	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs, misunderstanding of the meanings of analyse and summarise	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs, misunderstanding of the meanings of analyse and summarise	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs, misunderstanding of the meanings of evaluate, analyse and assess	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs, misunderstanding of the meanings of analyse and summarise	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs, misunderstanding of the meanings of analyse and summarise	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs, misunderstanding of the meanings of evaluate, analyse and assess	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs, misunderstanding of the meanings of evaluate, analyse and assess
Assessment	P1, P2, P3, P4, P5 M1, M2, M3 D1	answer, particularly in longer mark questions. 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
Notes	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

					DIPLOMA (<mark>Double</mark>) [
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 9	Unit 10	Unit 12	Unit 16	Unit 17
60 Hours	60 Hours	60 Hours	90 Hours	60 Hours	60 Hours	60 Hours	60 Hours	30 Hours	60 Hours	60 Hours	60 Hours
1. Understand	1. Understand	1. Understand	1.To Understand the	1.To understand	1.To Understand	1. Understand types	1. Know the types and	1.Know nutritional and	1. Be able to promote	1. Understand types of	1. Know the mair
relationships in health,	concepts of equality,	potential hazards in	cardiovascular system	infection control in	personalisation in	and signs of abuse	causes of learning	diet guidelines	positive behaviour	dementia and the	concepts, types,
social care or childcare	diversity and rights	health, social care and	and their malfunctions.	H&SC by:	health and social care	1.1 Types of abuse	disabilities	1.1 Understand dietary	1.1 Understand the	impact of dementia	causes and effect
environments:	and how these are applied in the context	child care environments	Learners need to	- Describing common terms in relation to	by: -knowing the definition	1.2 signs of these types of abuse	1.1 Definition of learning disabilities	intake and guidelines. 1.2 Energy balance,	contexts where the promotion of positive	and diagnosis on individuals	mental health conditions
-Types of relationship	of health, social care	1.1 Types of hazards	explain:	infection control.	of personalisation and	2. Understand factors	1.2 Types of learning	how diet and physical	behaviour is required.	1.1 Types	1.1 Concepts
-Relationship context	and child care	1.2 Potential impacts of	- Composition of	- Explaining how risks	identifying key features	which may lead to	disabilities and	activity are linked.	1.2 Positive behavioural	1.2 Common signs	1.2 Types
- 3 How context can	environment	hazards for individuals	blood	associated with poor	of personalisation.	abusive situations	associated conditions	1.3 Nutritional	support.	1.3 Components for	1.3 Possible sig
impact relationships	1.1 Concepts, diversity,	who require care or	- 2 Functions of	infection control are	-Knowing the benefits	2.1 Adults, young	1.3 Causes of learning	measures	1.3 Best practice	diagnosis	symptoms
2. Understand the	rights	support, employees	blood,	different for different	of personalisation to an	people and children	disabilities,	1.4 Food labelling	1.4 Identifying patterns	1.4 Benefits of early	1.4 Causes
factors that influence	1.2 Application of the	and employers	- Structure of heart	H&SC.	individual.	most at risk of abuse	1.4 Difference between	regulations and legal	of behaviour	diagnosis	1.5 The possib
the building of	concepts	1.3 Harm and abuse	- Function of heart	2.To know the chain of	-Understanding the	2.2 Environmental	learning disabilities and	requirements.	1.5 Understand the	1.5 Impact on	effects of ment
relationships:	1.3 Support Networks	1.4 Types of settings	- Control and	infection by: - describing sources of	Impacts of personalisation (both	factors that may make abuse more likely	specific learning difficulties-	2. Understand the functions of nutrients	impact of the environment on	individual 1.6 Impact on	health needs o individual
- Communication	2. Understand the	2. Understand how	regulation of	infection.	positive and the	2.3 Other factors that	2. Understand the	2.1 Nutrients	behaviour	family/friends	2. Be able to si
factors,	impact of	legislation, policies and	cardiac cycle	- outlining the ways in	challenges)	may make abuse more	difficulties that may be	2.2 Functions	1.6 Understand the	2 Know legislation and	individuals wit
- Cultural factors	discriminatory	procedures promote	- Types, structure	which infection can be	-knowing what the	likely	experienced by	2.3 Dietary needs of	physiological aspects of	frameworks which	mental health
- Environmental factors	practices on	health, safety and	and functions of blood vessels	transmitted from one	Legislation	3. Understand	individuals with	individuals	behaviour	support the care of	conditions to
- Spiritual factors	individuals in health,	security in health,		body to another.	underpinning	legislation, regulatory	learning disabilities	2.4Effects of nutritional	1.7 Behavioural	individuals with	their care, trea
-Physical factors	social care and child	social care and child	- Formation of	3.Be able to control	personalisation is:	requirements and	2.1 Potential difficulties	deficiencies	support plans	dementia	and support
3. Understand how a	care environments	care environments	tissue fluid and lymph, I	the spread by:	 Health and Social 	guidance which govern	and their impact		1.8 Behavioural	2.1 Legislation	2.1 Types of
person-centred	2.1 Discriminatory	2.1 Legislation		-demonstrating	Care Act 2012	the safeguarding of	2.2 Ways of	3. Understand factors	support plans must	2.2 Frameworks	treatments
approach builds	practices	2.2 Safeguarding	 Cardiovascular malfunctions – 	methods used to	Local Authority Circular (BU) 2000	adults, young people	overcoming potential	which influence	include	3 Be able to support	2.2 Hospital-ba
positive relationships	2.2 Individuals affected	2.3 Influences of legislation	possible causes	prevent the spread of infection.	Circular (DH) 2008 – Personalisation	and children 3.1 Current applicable	difficulties 3. Be able to support	nutritional health 3.1 Health factors	1.9 Evaluation of best	individuals with dementia to plan their	services 2.3 Communit
in health, social care or	2.3 impact on individual	2.4 Implementation of	and effects on the	- Describe why	Guidance.	legislation	individuals with	3.2 Lifestyle factors	practice 2. Understand	care and support	services
childcare environments:	3. Understand how	policies and procedures	individual	standard precautions	The Care Act 2014 •	4. Understand how to	learning disabilities to	3.3 Economic factors	situations in which	3.1 Treatments and	2.4 Advocacy
	current legislation and	2.5 Review of policies	2.To Understand the	for infection control	Children and Families	deal with suspected	plan their care and	3.4 Sociocultural	staff are required to	approaches	2.5 Charities a
- Strategies to ensure a	national initiatives	and procedures	respiratory system and	should be maintained	Act 2014	abuse and disclosures	support	factors 3.5 Educational	use reactive and	3.2 Person centred	voluntary/inde
person-centred approach	promote anti	3. Understand the	their malfunctions.	at all times.	-Knowing what the role	of abuse	3.1 Support services	factors	restrictive	approach	bodies
- How a person-centred	discriminatory practice	roles and	Learners need to	-Explaining the purpose	of the local authority is	4.1 People who might	3.2 Practitioners	3.6 Personal preference	interventions	3.3 Practitioners and	2.6 Legislation
approach supports	in health, social care	responsibilities	explain:	of protective clothing in	2. Understand what is	suspect or be told	3.3 Methods of care	3.7 Fluid balance	2.1 Situations	services involved with	relation to me
positive relationships,	and child care	involved in health,	-Structure of	controlling the spread	meant by a person-	about abuse	3.4 Legislation in	3.8 Labelling	2.2 Recognising stages	caring for individuals	health needs
4. Be able to use	environments 3.1 Key aspects of	safety and security in health, social care and	respiratory system	of infection. 4.Understand the role	centred approach to care	4.2 How to deal with disclosures of abuse	relation to learning disabilities	4. Be able to make recommendations to	of behaviour 3. Be able to use	with dementia 3.4 Responsibilities	2.7 Guidance a service strateg
communication skills	current legislation	child care	- Inspiration and	of the H&SC worker in	- Principles of a person-	and suspected abuse	3.5 Guidance	improve nutritional	interventions to	5.4 Nesponsibilities	service strateg
effectively to build	3.2 Overview of	environments	expiration	controlling infection	centred approach and	5. Understand working	3.3 34.44.100	health	promote positive		
positive relationships	national initiatives	3.1 Roles	- Gaseous exchange	by:	how they support	strategies and		4.1 Record food intake	behaviour, considering		
in a health, social care	3.3 The impact of	3.2 Responsibilities	- Cellular respiration	- Stating a range of	person-centred care.	procedures for the		over one period of	the impact on the		
or childcare	legislation and national	3.3 Consequences of	- Respiratory	methods of monitoring	- Current context of the	safeguarding and		three days.	individual		
environment:	initiatives	not meeting	malfunctions – possible	to ensure adequate	person-centred	protection of adults,		4.2 Review sources of	3.1 Proactive		
- Communication skills	4. Understand how	responsibilities	causes and effects on	cleaning	approach	young people and		nutritional information	interventions,		
- Effectiveness of	equality, diversity and rights in health, social	4. Know how to	the individual	- Describing how a	- Historic overview	children		4.3 Quantitative analysis 4.4 Compare to	3.2 Reactive interventions		
interactions	care and child care	respond to incidents and emergencies in a	3.To Understand the	H&SC worker should manage themselves to	 Challenges to adopting a person- 	5.1 The policies and procedures that health		daily recommended	3.3 Restrictive		
- Aspects of reflective	environments are	health, social care or	digestive system and their malfunctions.	prevent the spread of	centred approach	and social care settings		intakes	interventions		
practice	promoted.	child care environment	Learners need to	infection control	- Methods for	should have in place to		4.5 Create nutritional	3.4 post-incident		
	4.1 Applying best	4.1 Incidents and	explain:	-Explaining the	overcoming challenges	safeguard vulnerable		plan.	review		
	practice in health,	emergencies	- Gross structure of	importance of	3. Understand	adults from abuse		4.6 Analyse lifestyle	4. Know relevant		
	social care or child care	4.2 Responses to	digestive system and	following policies &	methods used to	5.2 The policies and		influences.	legislation and		
	environments	incidents and	functions of	procedures to ensure	implement a person-	procedures that health			guidance related to		
	4.2 Explaining	emergencies	component parts	effective infection	centred approach	and social care/child			promoting positive		
	discriminatory practice in health, social care or	4.3 Responsibilities of a first aider	- Mechanical and	control	- Tools to find out what is important to/for a	care environments should have in place to			behaviour 4.1 Legislation		
	child care	ilist didei	chemical digestion		person	safeguard children			4.1 Legislation 4.2 Guidance		
	environments		- Digestive roles of liver		- routines	from abuse			4.2 Guidance		
	4.3 Choosing		and pancreas		- Tools that enhance	6. Understand how					
	appropriate		- Absorption and		voice, choice and	workers within health,					
	action/response to		assimilation		control	social care and child					
	promote equality,		- Digestive		- Tools to clarify roles	care environments can					
	diversity and rights in		malfunctions – possible		and responsibilities in	minimise the risk of					
	health, social care and		causes and effects on		the care relationship	abuse					
	child care		the individual		- How to develop	6.1 Minimising the risk					
	environments		4.To Understand the		person-centred plans and records	of abuse 6.2 Developing the					
			musculoskeletal		4. Know how to plan	confidence and					
			system and their		and conduct review	resilience of individuals					
			malfunctions. Learners		meetings using a	who receive care and					
			need to explain:		person-centred	support					
i		l	- Structure of bone	i	approach	1	1	i	1	1	1

				- Types of joint		- Review meetings						
						- Planning and						
				- Components of a		preparing for review						
				synovial joint		meetings						
				- Muscle action around		<u> </u>						
				a joint		- Conducting review						
				*		meetings						
				- Musculoskeletal								
				malfunctions – possible								
				causes and effects on								
				the individual								
				5.To Understand the								
				control and regulatory								
				system and their								
				malfunctions. Learners								
				need to explain:								
				•								
				- Components of nerve								
				systems,								
				- Structure and function								
				of brain								
				- Nerve action								
				-endocrine system								
				·								
				-Structure and function								
				of liver					1			
				-homeostasis								
												1
				- Malfunctions of								1
				control and regulatory								
				systems – possible								
				causes and effects on								
				the individual								
				6.To Understand the								
				sensory system and								
				their malfunctions.								
				Learners need to								
				explain:								
				-structure of the eye								
				-stricture of the ear								
				- Malfunctions of eye								
				- Malfunctions of eye and ear – possible								
				- Malfunctions of eye and ear – possible causes and effects on								
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Tier 2 Words				- Malfunctions of eye and ear – possible causes and effects on the individual	-definitions.pdf							
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	Please also specification land Refer to specification link https://www.ocr.org.uk /Images/260957- building-positive- relationships-in-health- and-social-care.pdf Person-Centred care	Refer to specification link https://www.ocr.org.uk /Images/258655- equality-diversity-and- rights-in-health-and-	Refer to specification link https://www.ocr.org.uk/Images/282853- equality-diversity-and- rights-in-health-and- social-care.pdf 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	- Malfunctions of eye and ear – possible causes and effects on the individual teamwork es/273311-command-verbs Refer to specification link https://www.ocr.org.uk /Images/282867- anatomy-and- physiology-for-health-	Refer to specification link https://www.ocr.org.uk /Images/305537- infection-control.pdf Hygiene Infection Disease Carriers Food-borne illness Pathogenic bacteria Contamination Hazard analysis Environmental controls Virus	link https://www.ocr.org.uk /Images/282872- personalisation-and-a- person-centred- approach.pdf Aspiration Autonomy Authorised person Centre for independent- Living Care Quality Commission Clinical Commissioning Groups Degenerative condition Eligible Empower Healthwatch England Home adaptions Local Authority Means-tested payments	link https://www.ocr.org.uk /Images/258662-	link https://www.ocr.org.uk /Images/258664- supporting-people- with-learning-	link https://www.ocr.org.uk /Images/309145- nutrition-for-health.pdf Body Mass Index Nutrients Macronutrients Carbohydrates Proteins Lipids Micronutrients Vitamins Minerals	link https://www.ocr.org.uk//mages/504884- promote-positive-	link https://www.ocr.org.uk /Images/258671- supporting-people-	link https://www.ocr.org.u k/Images/258672- supporting-people- with-mental-health-
	Please also specification land Refer to specification link https://www.ocr.org.uk /Images/260957- building-positive- relationships-in-health- and-social-care.pdf Person-Centred care	Refer to specification link https://www.ocr.org.uk /Images/258655- equality-diversity-and- rights-in-health-and-	Refer to specification link https://www.ocr.org.uk /Images/282853- equality-diversity-and- rights-in-health-and- social-care.pdf 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	- Malfunctions of eye and ear – possible causes and effects on the individual teamwork es/273311-command-verbs Refer to specification link https://www.ocr.org.uk /Images/282867- anatomy-and- physiology-for-health-	Refer to specification link https://www.ocr.org.uk /Images/305537- infection-control.pdf Hygiene Infection Disease Carriers Food-borne illness Pathogenic bacteria Contamination Hazard analysis Environmental controls Virus	link https://www.ocr.org.uk /Images/282872- personalisation-and-a- person-centred- approach.pdf Aspiration Autonomy Authorised person Centre for independent- Living Care Quality Commission Clinical Commissioning Groups Degenerative condition Eligible Empower Healthwatch England Home adaptions Local Authority Means-tested payments Mental capacity	link https://www.ocr.org.uk /Images/258662-	link https://www.ocr.org.uk /Images/258664- supporting-people- with-learning-	link https://www.ocr.org.uk /Images/309145- nutrition-for-health.pdf Body Mass Index Nutrients Macronutrients Carbohydrates Proteins Lipids Micronutrients Vitamins Minerals	link https://www.ocr.org.uk//mages/504884- promote-positive-	link https://www.ocr.org.uk /Images/258671- supporting-people-	link https://www.ocr.org.u k/lmages/258672- supporting-people- with-mental-health-
	Please also specification land Refer to specification link https://www.ocr.org.uk /Images/260957- building-positive- relationships-in-health- and-social-care.pdf Person-Centred care	Refer to specification link https://www.ocr.org.uk /Images/258655- equality-diversity-and- rights-in-health-and-	Refer to specification link https://www.ocr.org.uk /Images/282853- equality-diversity-and- rights-in-health-and- social-care.pdf Environmental Biological Chemical Psychological Physical Musculoskeletal Working conditions Working ractices Lack of security systems Injury or harm Illness Poor standards of care Financial loss Intentional abuse Unintentional abuse Effects of abuse Health environment	- Malfunctions of eye and ear – possible causes and effects on the individual teamwork es/273311-command-verbs Refer to specification link https://www.ocr.org.uk /Images/282867- anatomy-and- physiology-for-health-	Refer to specification link https://www.ocr.org.uk /Images/305537- infection-control.pdf Hygiene Infection Disease Carriers Food-borne illness Pathogenic bacteria Contamination Hazard analysis Environmental controls Virus	link https://www.ocr.org.uk /Images/282872- personalisation-and-a- person-centred- approach.pdf Aspiration Autonomy Authorised person Centre for independent- Living Care Quality Commission Clinical Commissioning Groups Degenerative condition Eligible Empower Healthwatch England Home adaptions Local Authority Means-tested payments Mental capacity Monitor	link https://www.ocr.org.uk /Images/258662-	link https://www.ocr.org.uk /Images/258664- supporting-people- with-learning-	link https://www.ocr.org.uk /Images/309145- nutrition-for-health.pdf Body Mass Index Nutrients Macronutrients Carbohydrates Proteins Lipids Micronutrients Vitamins Minerals	link https://www.ocr.org.uk//mages/504884- promote-positive-	link https://www.ocr.org.uk /Images/258671- supporting-people-	link https://www.ocr.org.u k/Images/258672- supporting-people- with-mental-health-

			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						
Homework	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)
Career link (Unifrog)	Care Worker https://www.unifrog.or g/student/careers/scho ol-subjects/care-worker Social services manager https://www.unifrog.or g/student/careers/scho ol-subjects/social- services-manager	https://www.healthcar eers.nhs.uk/working- health	https://www.healthcar eers.nhs.uk/working- health	Osteopath Orthoptist Nurse Physiotherapist Neurologist Cardiovascular technician Gastroenterologist https://www.unifrog.or g/student/careers/scho ol-subjects	https://www.healthcar eers.nhs.uk/working- health	https://www.unifrog.or g/student/careers/scho ol-subjects	https://www.healthcar eers.nhs.uk/working- health	GPs Paediatricians (doctors who specialise in treating children) speech and language therapists Physiotherapists educational and clinical psychologists social care workers https://www.unifrog.org/student/careers/school-subjects	https://www.unifrog.or g/student/careers/key words/nutritionist	https://www.unifrog.or g/student/careers/key words/care-worker	Medical and Health Service Managers Admiral Nurses Supported Housing Manager Psychiatrist Neurologist GP Registered Nurse Adult Care Nurse Mental Health Worker https://www.unifrog.or g/student/careers/scho ol-subjects	Community Mental Health Teams, Community Mental Health Nurse, Outreach teams Crisis teams art/drama therapists, GPs Counsellors social worker early intervention psychosis team (EIPTs) https://www.unifrog.o rg/student/careers/sch ool-subjects
Employability skills (Highlight applicable) Common misconceptio	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application and understanding of	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application and understanding of	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs and	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs,	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs,	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application and understanding of	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs,	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs,	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs,	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs,	Aiming high Literacy Creativity Numeracy Leadership Independence Listening Communication Presenting Teamwork Problem solving Staying positive Application of command verbs,
ns	command verbs	understanding of command verbs and the requirement of depth of knowledge in answer, particularly in longer mark questions.	understanding of command verbs and the requirement of depth of knowledge in answer, particularly in longer mark questions.	the requirement of depth of knowledge in answer, particularly in longer mark questions	misunderstanding of the meanings of analyse and summarise	misunderstanding of the meanings of analyse and summarise	command verbs and the requirement of depth of knowledge in answer, particularly in longer mark questions.	misunderstanding of the meanings of evaluate, analyse and assess	misunderstanding of the meanings of analyse and summarise	misunderstanding of the meanings of analyse and summarise	misunderstanding of the meanings of evaluate, analyse and assess	misunderstanding of the meanings of evaluate, analyse and assess
Assessment	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
Notes	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