

## Extended Certificate in Health & Social Care Curriculum Intent – Year 12 2022-23

	Autumn Term		Spring Term	Summer Term		
	1 September- October	2 November- December	1 January- February	2 February- March	1 April-May	2 June - July
<b>Key Concepts</b>	<b>Unit 2: Equality &amp; Diversity</b> <b>Unit 3: Health &amp; Safety</b>			<b>Unit 1: Building Positive Relationships</b>		<b>Unit 17: Mental Health Conditions</b>
<b>Knowledge &amp; Understanding</b>	<p><b><u>Unit 2: Equality &amp; Diversity</u></b>  <b>LO1:</b> Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments.  <b>LO2:</b> Understand the impact of discriminatory practices on individuals in health, social care and child care environments.  <b>LO3:</b> Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments.  <b>LO4:</b> Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p> <p><b><u>Unit 3: Health &amp; Safety</u></b>  <b>LO1:</b> Understand potential hazards in health, social care and child care environments  <b>LO2:</b> . Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments  <b>LO3:</b> Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments  <b>LO4:</b> Know how to respond to incidents and emergencies in a health, social care or child care environment</p>			<p><b><u>Unit 1: Building Positive Relationships</u></b>  <b>LO1:</b> Understand relationships in health, social care or child care environments.  <b>LO2:</b> Understand the factors that influence the building of relationships.  <b>LO3:</b> Understand how a person-centred approach builds positive relationships in health, social care or child care environments.  <b>LO4:</b> Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment.</p>		<p><b><u>Unit 17: Mental Health Conditions</u></b>  <b>LO1:</b> Know the main concepts, types, causes and effects of mental health conditions</p>
<b>Assessment</b>	Mid Unit Assessment	End of Unit Assessments & mock exams	External Exam Assessment Window	Internal Moderation of coursework	External Moderation of coursework	Start of Year 13 Content
<b>Why this?</b>	<b><u>Unit 2: Equality &amp; Diversity</u></b>					
<b>Why now?</b>	This unit will help learners to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. They will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice. Strategies used to promote equality, respect diversity and support individuals' rights will be examined. Learners will develop your ability to recognise both good and discriminatory practice in care situations. They will develop their judgement and decision-making skills to choose appropriate responses to care situations and determine a course of action to promote the equality, diversity and rights of individuals in care settings.					

	<p><b><u>Unit 3: Health &amp; Safety</u></b>  This unit introduces learners to health, safety and security in health and social care. They will acquire the necessary knowledge and skills to equip them in maintaining a safe working environment for themselves, their colleagues and individuals who require care and support. Learners will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. They will also learn how to respond to different incidents and emergencies with health and social care settings.</p> <p><b><u>Unit 1: Communication</u></b>  This unit aims to introduce learner to the many different relationships that they will encounter within the health and social care sector; whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. By doing this unit learners will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. Learners will also be introduced to the concept of the person-centred approach which will help with their relationship building skills.</p> <p><b><u>Unit 17: Mental Health Conditions</u></b>  The aim of this unit is to enable learners to support individuals with mental health conditions to plan their own care and support suitable to their needs. It does this through exploring the meaning of mental health and mental health needs, and considering issues closely linked with mental health promotion and support. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation. It will teach learners about the main types of mental health conditions, how these may affect the life of the individual, and different ways that the person may be supported to promote their mental well-being, develop coping strategies to manage their illness, and different forms of treatment that they may be offered. They will gain an understanding of possible ways and models of understanding the nature of mental health needs, and how different factors may come together in a complex way to influence the mental health of an individual. Learners will focus on the importance of social care and health professionals working in a person-centred way with the individual to ensure that their wishes and needs are placed at the centre of all agreed interventions.</p> <p>All Learning Outcomes for Unit 2 &amp; 3 are assessed through an externally set, written examination paper, worth a maximum of 100 marks and 2 hours in duration. All questions are mandatory with no optional questions. There will not be any pre-seen material but the learner may be presented with scenarios as part of a question. In order to allow learners to access all grades from pass through merit to distinction, the questions will test knowledge, comprehension, understanding, research and analysis as well as evaluative skills. Specimen papers will be available but tutors would be advised to devise a range of exercises to test the learners recall and understanding. Regular class tests and the practice of questions against the clock are recommended.</p> <p>All coursework units (Unit 1 &amp; 17) are internally marked by teachers using the OCR marking criteria and guidance and must be externally moderated by the OCR-appointed moderator by the end of the year. The externally assessed unit (Unit 2 &amp; 3) are taken in January assessment.</p>
<p><b>Skills &amp; Characteristics</b></p>	<p>This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment.</p> <p>Students will have the opportunity to develop the following skills that are transferable to different real-life contexts, roles or employment: ---</p> <ul style="list-style-type: none"> <li>-Communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all units.</li> <li>- Researching topic areas and recording research sources and using them to interpret findings and present evidence.</li> <li>-Planning creative activities or health promotion campaigns, this will involve managing time and identifying aims, purpose, resources, methods.</li> <li>-Creating, presenting/delivering information to a group or an individual.</li> </ul> <p><b>Additional Skills Developed</b>  Objectivity, patience, respect, empathy, commitment, effective communication and interpersonal skills, observation skills, professionalism, problem-solving skills, teamwork, reflective practitioner. Equality &amp; diversity is demonstrated throughout by use of diverse case studies, images and language used.  Students develop empathy and compassion through investigating issues surrounding vulnerability of service users in HSC settings</p>

<b>Aspirations &amp; Careers</b>	Adult care worker, Allied Health Profession Support, Healthcare science assistant, Maternity and Paediatric Support, Social Worker, Nurse, Doctor, Health Care Assistant, Activities Co-Ordinator, Outreach Worker, Occupational Therapist, Counsellor, Dietician, Teaching Assistant, Primary School Teacher		
<b>End Points</b>	<p><b>Basic -(Lower Ability End Points)</b>  <b>Pass at Level 3</b>  At Pass, learners show sound knowledge of the basic elements of much of the content being assessed but find further development and application of their understanding to some more complex problems or less familiar contexts difficult. The most fundamental practical skills are executed effectively but lack refinement, producing functional outcomes.</p>	<p><b>Clear -(Middle Ability End Points)</b>  <b>Merit at Level 3</b>  At Merit, learners show good knowledge and understanding of many elements of the content being assessed and can regularly apply their understanding to different situations and problems. Some higher order tasks involving detailed explanation, evaluation and analysis may be accessed less readily. Practical skills are more developed than at Pass both in terms of range and quality and generally lead to outcomes which are of good quality and well as being functional.</p>	<p><b>Detailed -(Higher Ability End Points)</b>  <b>Distinction at Level 3</b>  At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex situations and problems. Detailed explanation, evaluation and analysis are undertaken. A wide range of practical skills including more advanced techniques are demonstrated independently.</p>

## Extended Certificate in Health & Social Care Curriculum Intent – Year 13 2022-23

	Autumn Term		Spring Term	Summer Term		
	1 September- October	2 November- December	1 January-February	2 February- March	1 April-May	2 June - July
<b>Key Concepts</b>	<b>Unit 4: Anatomy and physiology for health and social care</b> <b>Unit 17: Mental Health Conditions</b>			<b>Unit 10: Nutrition for Health</b>		<b>Revision for Resits (if required)</b>
<b>Knowledge &amp; Understanding</b>	<u><b>Unit 4: Anatomy and physiology for health and social care</b></u> <b>LO1:</b> Understand the cardiovascular system, malfunctions and their impact on individuals. <b>LO2:</b> Understand the respiratory system, malfunctions and their impact on individuals. <b>LO3:</b> Understand the digestive system, malfunctions and their impact on individuals. <b>LO4:</b> Understand the musculoskeletal system, malfunctions and their impact on individuals. <b>LO5:</b> Understand the control and regulatory systems, malfunctions and their impact on individuals.  <u><b>Unit 17: Mental Health Conditions</b></u> <b>LO2:</b> Be able to support individuals with mental health conditions to plan their care, treatment and support.			<u><b>Unit 10: Nutrition for Health</b></u> <b>LO1:</b> Know nutritional and diet guidelines. <b>LO2:</b> Understand the functions of nutrients. <b>LO3:</b> Understand factors which influence nutritional health. <b>LO4:</b> Be able to make recommendations to improve nutritional health.		
<b>Assessment</b>	Mid Unit Assessment	End of Unit Assessments & mock exams	External Exam Assessment Window	Internal Moderation of coursework	External Moderation of coursework	Summer External Exams
<b>Why this?</b>	<u><b>Unit 4: Anatomy and physiology for health and social care</b></u>					
<b>Why now?</b>	<p>This unit aims to introduce learners to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. Learners will also understand the part played by organs such as the pancreas, liver and kidney. They will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears. Unfortunately, things do go wrong and each system has well-known diseases and disorders. Also, as individuals grow older, they are likely to be affected by malfunctions as a result of degeneration. Some of these will simply be inconvenient; others will be life- changers. Learners will understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible.</p> <p><u><b>Unit 17: Mental Health Conditions</b></u>            The aim of this unit is to enable learners to support individuals with mental health conditions to plan their own care and support suitable to their needs. It does this through exploring the meaning of mental health and mental health needs, and considering issues closely linked with mental health promotion and support. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation. It will teach learners about the main types of mental health conditions, how these may affect the life of the individual, and different ways that the person may be supported to promote their mental well-being, develop coping strategies to manage their illness, and different forms of treatment that they may be offered. They will gain an understanding of possible ways and models of</p>					

	<p>understanding the nature of mental health needs, and how different factors may come together in a complex way to influence the mental health of an individual. Learners will focus on the importance of social care and health professionals working in a person-centred way with the individual to ensure that their wishes and needs are placed at the centre of all agreed interventions.</p> <p><b>Unit 10: Nutrition for Health</b> This unit introduces nutritional health and the components of good nutrition. Learners will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.</p> <p>All Learning Outcomes for Unit 4 are assessed through an externally set, written examination paper, worth a maximum of 100 marks and 2 hours in duration. All questions are mandatory with no optional questions. There will not be any pre-seen material but the learner may be presented with scenarios as part of a question. In order to allow learners to access all grades from pass through merit to distinction, the questions will test knowledge, comprehension, understanding, research and analysis as well as evaluative skills. Specimen papers will be available but tutors would be advised to devise a range of exercises to test the learners recall and understanding. Regular class tests and the practice of questions against the clock are recommended.</p> <p>All coursework units (Unit 10 &amp; 17) are internally marked by teachers using the OCR marking criteria and guidance and must be externally moderated by the OCR-appointed moderator by the end of the year. The externally assessed unit (Unit 4) are taken in January assessment.</p>		
<b>Skills &amp; Characteristics</b>	<p>This qualification also allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment.</p> <p>Students will have the opportunity to develop the following skills that are transferable to different real-life contexts, roles or employment: ---  -Communicating effectively with individuals or groups. Communication is at the heart of health and social care and is taught or applied in all units.  - Researching topic areas and recording research sources and using them to interpret findings and present evidence.  -Planning creative activities or health promotion campaigns, this will involve managing time and identifying aims, purpose, resources, methods.  -Creating, presenting/delivering information to a group or an individual.</p> <p><b>Additional Skills Developed</b> Objectivity, patience, respect, empathy, commitment, effective communication and interpersonal skills, observation skills, professionalism, problem-solving skills, teamwork, reflective practitioner. Equality &amp; diversity is demonstrated throughout by use of diverse case studies, images and language used. Students develop empathy and compassion through investigating issues surrounding vulnerability of service users in HSC settings</p>		
<b>Aspirations &amp; Careers</b>	<p>Adult care worker, Allied Health Profession Support, Healthcare science assistant, Maternity and Paediatric Support, Social Worker, Nurse, Doctor, Health Care Assistant, Activities Co-Ordinator, Outreach Worker, Occupational Therapist, Counsellor, Dietician, Teaching Assistant, Primary School Teacher</p>		
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