

# Extended Diploma 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
Key Concepts	Unit 2: Equality & Diversity Unit 3: Health & Safety			Unit 1: Building Positive Relationships		Unit 17: Mental Health Conditions
	Unit 13: Sexual Health		Unit 14: The impact of long-term physiological conditions		Unit 9: Supporting Learning Disabilities	
	Unit 5: Infection Control		Unit 7: Safeguarding			Unit 15: Promoting Health & Wellbeing
Knowledge & Understanding	<p><b><u>Extended Certificate Units</u></b></p> <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.</p>			<p><b><u>Additional Extended Diploma Units</u></b></p> <p><b><u>Unit 13: Sexual Health</u></b>  <b>LO1:</b> Understand sexual health and contraception.  <b>LO2:</b> Understand the importance of pre-natal health and the process of conception.  <b>LO3:</b> Know the factors which could affect health in pregnancy and the success of the birth.  <b>LO4:</b> Understand the stages of pregnancy and birth and the post-natal care of the mother.  <b>LO5:</b> Understand the care and development of the baby in the first year of life.</p> <p><b><u>Unit 14: The impact of long-term physiological conditions</u></b>  <b>LO1:</b> Know what long-term physiological conditions are; their causes and symptoms.  <b>LO2:</b> Understand effects of long-term physiological conditions.  <b>LO3:</b> Be able to support individuals with long-term physiological conditions to plan their care and support.  <b>LO4:</b> Know about end of life care.</p> <p><b><u>Unit 9: Supporting people with learning disabilities</u></b>  <b>LO1:</b> Know the types and causes of learning disabilities.  <b>LO2:</b> Understand the difficulties that may be experienced by individuals with learning disabilities.  <b>LO3:</b> Be able to support individuals with learning disabilities to plan their care and support.</p> <p><b><u>Unit 5: Infection Control</u></b>  <b>LO1:</b> Understand infection control in health and social care.  <b>LO2:</b> Know the chain of infection.  <b>LO3:</b> Be able to control the spread of infection.</p>		

	<p><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>			<p><b>LO4:</b> Understand the role of the health and social care worker in controlling infection</p> <p><b><u>Unit 7: Safeguarding</u></b>  <b>LO1:</b> Understand types and signs of abuse.  <b>LO2:</b> Understand factors which may lead to abusive situations.  <b>LO3:</b> Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children.  <b>LO4:</b> Understand how to deal with suspected abuse and disclosures of abuse.  <b>LO5:</b> Understand working strategies and procedures for the safeguarding and protection of adults, young people and children.  <b>LO6:</b> Understand how workers within health, social care and child care environments can minimise the risk of abuse</p> <p><b><u>Unit 15: Promoting health and wellbeing</u></b>  <b>LO1:</b> Understand reasons for maintaining a healthy lifestyle  <b>LO2:</b> Understand the use of strategies and campaigns and the roles of professionals in promoting health and wellbeing  <b>LO3:</b> Understand factors that influence responses to the promotion of health and wellbeing  <b>LO4:</b> Be able to implement and evaluate a# campaign promoting health and wellbeing</p>		
<b>Assessment</b>	Mid Unit Assessment	End of Unit Assessments & mock exams	External Exam Assessment Window	Internal Moderation of coursework	Mid Unit Assessment	External Moderation of coursework External Exam Assessment Window
<b>Why this?</b>	<b><u>Unit 2: Equality &amp; Diversity</u></b>					
<b>Why now?</b>	<p>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> <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>					

**Unit 17: Mental Health Conditions**

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.

**Unit 13: Sexual Health**

This unit will look at the development from conception to a one-year-old child. On successful completion learners will have a sound understanding of the importance of sexual health and contraception. Learners will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.

**Unit 14: The impact of long-term physiological conditions**

This unit will allow learners to support individuals with long-term physiological conditions in planning their care and support by introducing you to the types, causes and effects of these conditions on individuals, the day-to-day effects the conditions can have, the roles of practitioners who care for and support individuals and other forms of support provision and regulatory frameworks. This unit is, therefore, relevant for anyone considering working in the health care profession. Learners will also be able to investigate the care and approaches available to the terminally ill, their rights and choices and the ethics of assisted suicide (currently illegal in the UK).

**Unit 9: Supporting people with learning disabilities**

In this unit learners will understand the term 'learning disability', and will look at a range of different types and possible causes. You will examine how the lives of individuals with a learning disability are changing as attitudes and approaches to support evolve.

**Unit 5: Infection Control**

In this unit learners will learn about the importance of infection control and you will be introduced to methods that help to prevent the spread of infection. All of this will enable them to apply infection control methods in the workplace.

**Unit 7: Safeguarding**

In this unit learners will become familiar with the language of safeguarding and the key legislation you will be required to implement as a worker in the health and social care sector.

**Unit 15: Promoting health and wellbeing**

This unit gives learners the opportunity to plan and carry out your own, small-scale, health education campaign by giving you the underpinning knowledge and understanding of the importance of health and wellbeing and how we can choose to affect both. The unit will also introduce learners to the different approaches used in health education and its promotion, including the role of the media, allowing them to better plan and promote their campaign. Learners will understand that health education depends on changing people's behaviour and will have an opportunity to understand the various models of behaviour change and the factors that will influence individuals and their will to change. Learners will equally need to understand that not everyone has the same ability to change, so they will be able to investigate the effects of peer pressure and social conditions on the behaviour of individuals. They will study health initiatives, strategies and existing campaigns, discovering how they are designed, planned, resourced, implemented and reviewed.

	<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></p> <p>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.</p> <p>Students develop empathy and compassion through investigating issues surrounding vulnerability of service users in HSC settings</p>		
<p><b>Aspirations &amp; Careers</b></p>	<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>		
<p><b>End Points</b></p>	<p><b>Basic -(Lower Ability End Points)</b> <b>Pass at Level 3</b></p> <p>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></p> <p>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></p> <p>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 Diploma 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
Key Concepts	Unit 4: Anatomy and physiology for health and social care Unit 17: Mental Health Conditions			Unit 10: Nutrition for Health		Revision for Resits (if required)
	Unit 18: Caring for Elderly		Unit 12: Promote Positive Behaviour		Unit 21: Looked after children and young people	
	Unit 6: Personalisation and a person-centred approach to care		Unit 25: Research Methods			
Knowledge & Understanding	<p><b><u>Extended Certificate Units</u></b></p> <p><b><u>Unit 4: Anatomy and physiology for health and social care</u></b>  <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.</p> <p><b><u>Unit 17: Mental Health Conditions</u></b>  <b>LO2:</b> Be able to support individuals with mental health conditions to plan their care, treatment and support.</p> <p><b><u>Unit 10: Nutrition for Health</u></b>  <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.</p>			<p><b><u>Additional Extended Diploma Units</u></b></p> <p><b><u>Unit 18: Caring for Elderly</u></b>  <b>LO1:</b> Understand the ageing process  <b>LO2:</b> Be able to support older people to plan their care and support  <b>LO3:</b> Understand the potential vulnerability of older people</p> <p><b><u>Unit 12: Promote positive behaviour</u></b>  <b>LO1:</b> Be able to promote positive behaviour  <b>LO2:</b> Understand situations in which staff are required to use reactive and restrictive interventions  <b>LO3:</b> Be able to use interventions to promote positive behaviour, considering the impact on the individual  <b>LO4:</b> Know relevant legislation and guidance related to promoting positive behaviour</p> <p><b><u>Unit 21: Looked after children and young people</u></b>  <b>LO1:</b> Understand what is meant by looked after children and young people in the context of the health and social care sector  <b>LO2:</b> Understand possible issues and difficulties that may affect looked after children and young people  <b>LO3:</b> Know the responsibilities of those involved in the care of children and young people  <b>LO4:</b> Understand how the needs of children and young people in care are being met</p> <p><b><u>Unit 6: Personalisation and a person-centred approach to care</u></b>  <b>LO1:</b> Understand personalisation in health and social care</p>		

				<p><b>LO2:</b> Understand what is meant by a person-centred approach to care</p> <p><b>LO3:</b> Understand methods used to implement a person-centred approach</p> <p><b>LO4:</b> Know how to plan and conduct review meetings using a person-centred approach</p> <p><b>Unit 25: Research methods in health, social care and childcare</b></p> <p><b>LO1:</b> Understand the purpose of research in health, social care and childcare</p> <p><b>LO2:</b> Understand research methodology, methods and ethics</p> <p><b>LO3:</b> Be able to carry out secondary research</p> <p><b>LO4:</b> Be able to present and evaluate research</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	Summer External Exams
<b>Why this?</b>	<b><u>Unit 4: Anatomy and physiology for health and social care</u></b>					
<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><b><u>Unit 17: Mental Health Conditions</u></b></p> <p>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><b><u>Unit 10: Nutrition for Health</u></b></p> <p>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><b><u>Unit 18: Caring for Elderly</u></b></p> <p>This unit is to enable learners to support older people in planning their own care and support suitable to their needs by developing an understanding of the ageing process and the role of health and social care workers in supporting older people. Learners will be introduced to a range of the policy and legislation that guides our work with older people.</p> <p><b><u>Unit 12: Promote positive behaviour</u></b></p>					

	<p>This unit will introduce learners to ways in which you can promote positive behaviour and manage and support people whose behaviour is considered to be challenging. Learners will see the impact of the way care and support are delivered, the environment and other factors on behaviour and how to manage these to promote positive behaviour.</p> <p><b><u>Unit 21: Looked after children and young people</u></b>  This unit aims to develop learners understanding of the roles and responsibilities of professionals who work with children and young people; and the rights and needs of children and young people in care. This unit aims to highlight to them the reasons why children and young people enter care and the problems they may experience. The rights of children or young people need to always be at the heart of decisions made about them and therefore understanding their needs and views is crucial.</p> <p><b><u>Unit 6: Personalisation and a person- centred approach to care</u></b>  In this unit learners will develop an understanding of the values that underpin a person-centred approach to care and will learn to challenge your preconceptions. The unit will explore how changes over time in attitudes and in policies have resulted in health and social care professionals adopting a person-centred approach to care. Learners will be introduced to the practical tools and approaches that are used by professionals in their work.</p> <p><b><u>Unit 25: Research methods in health, social care and childcare</u></b>  In this unit, learners will be required to carry out research by using secondary sources around a particular focus in health, social care or childcare. This unit is particularly relevant if they plan to continue studying at a higher level.</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: ---</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>	<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>		
<b>End Points</b>	<b>Basic -(Lower Ability End Points)</b>	<b>Clear -(Middle Ability End Points)</b>	<b>Detailed -(Higher Ability End Points)</b>

	<p><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>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>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>
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