



# Dallam School

## Curriculum Overview

**Department: Health and Social care**  
**Year Group: BTEC L3 Extended Certificate HSC**  
**Year 12**

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic	Theme / Topic	Theme / Topic	Theme / Topic	Theme / Topic	Theme / Topic
UNIT 1 Exam Content: Learning outcome A1-3/B1-5: Human growth and development across life stages & Factors affecting growth and development	UNIT 1 Exam content: Learning outcome B6/C1-3: Factors affecting growth and development & the effects of ageing.	UNIT 1 Exam content: Revision/Exam question practice/External Exam Learning outcomes: A,B,C	UNIT 5 CW :Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals B: Examine the ethical issues involved when providing care and support to meet individual needs	UNIT 5 CW : Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs	UNIT 2 Exam Content: A The roles and responsibilities of people who work in the health and social care sector
By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>
Physical development across the life stages • Growth and development are different concepts: o principles of growth – growth is variable across different parts of the body and is measured using height, weight and dimensions o principles of development – development follows an orderly sequence and is the acquisition of skills and abilities. • In infancy (0–2 years), the individual develops gross and fine motor skills: o the	B6 Major life events that affect development • Predictable events: o these are events that are expected to happen at a particular time. While expected, they may still have an effect on a person's health and wellbeing. This effect can be positive or negative, regardless of the event. • Unpredictable events: o these are events that happen unexpectedly and can have serious physical and psychological effects on an individual. These effects can be positive or negative,	UNIT 1: Learning outcomes A1-3/B1-5: Human growth and development across life stages & Factors affecting growth and development B6/C1-3: Factors affecting growth and development & the effects of ageing.  <b>STUDENTS TO SIT EXTERNAL UNIT 1 EXAM IN JANUARY</b>	A1 Promoting equality, diversity and preventing discrimination • Definition of equality, diversity and discrimination. • Importance of preventing discrimination. • Initiatives aimed at preventing discrimination in care, e.g. the use of advocacy services.  A2 Skills and personal attributes required for developing relationships with individuals To include: • the 6Cs – care,	C1 Enabling individuals to overcome challenges • Different types of challenges faced by individuals with care and support needs, to include: o awareness and knowledge o practical challenges o skills challenges o acceptance and belief challenges o motivational challenges o communication challenges. • Methods of identifying challenges, to include observation, focus groups, talking to	A1 The roles of people who work in health and social care settings Understand the roles of people who work in health and social care settings, to include: • doctors • nurses • midwives • healthcare assistants • social workers • occupational therapists • youth workers • care managers/assistants • support workers.  A2 The responsibilities of people who work in health and social care settings Understand the day-to-day

<p>development of gross motor skills o the development of fine motor skills o milestones set for the development of the infant – sitting up, standing, cruising, walking.</p> <ul style="list-style-type: none"> <li>• In early childhood (3–8 years), the individual further develops gross and fine motor skills: o riding a tricycle, running forwards and backwards, walking on a line, hopping on one foot, hops, skips and jumps confidently o turns pages of a book, buttons and unbuttons clothing, writes own name, joins up writing.</li> <li>• In adolescence (9–18 years), the changes surrounding puberty: o development of primary and secondary sexual characteristics o the role of hormones in sexual maturity.</li> <li>• In early adulthood (19–45 years), the individual reaches physical maturity: o physical strength peaks, pregnancy and lactation occur o perimenopause – oestrogen levels decrease, causing the ovaries to stop producing an egg each month. The reduction in oestrogen causes physical and emotional symptoms, to include hot flushes, night sweats, mood swings, loss of libido and vaginal dryness.</li> <li>• In middle adulthood (46–65 years), the female enters menopause: o causes and</li> </ul>	<p>regardless of the event.</p> <ul style="list-style-type: none"> <li>• Many events can be either predictable or unpredictable depending on the life course of the individual. They can include: o starting school/nursery o moving house o marriage and divorce o starting a family o beginning employment o retirement o death of a relative/partner/friend o accidents or injury o changing employment o leaving home o promotion or redundancy o serious illness.</li> <li>• The effects of life events on health.</li> <li>• Holmes-Rahe social readjustment rating scale and the effects of life events on a person's stress levels and health.</li> </ul> <p>C1: The physical changes of ageing</p> <ul style="list-style-type: none"> <li>• Cardiovascular disease – age can increase the risks of cardiovascular disease. This can be exacerbated by lifestyle choices.</li> <li>• The degeneration of the nervous tissue.</li> <li>• Osteoarthritis.</li> <li>• Degeneration of the sense organs.</li> <li>• The reduced absorption of nutrients.</li> <li>• Dementia, to include Alzheimer's disease.</li> <li>• Effects of illnesses that are common in ageing.</li> </ul> <p>C2 The psychological changes of ageing</p> <ul style="list-style-type: none"> <li>• Effects on confidence and self-esteem.</li> <li>• Effects of social change: o role changes o loss of a partner o loss of</li> </ul>		<p>compassion, competence, communication, courage and commitment</p> <ul style="list-style-type: none"> <li>• people skills – empathy, patience, engendering trust, flexibility, sense of humour, negotiating skills, honesty and problem-solving skills</li> <li>• communication skills – communicating with service users, colleagues and other professionals, e.g. active listening and responding, using appropriate tone of voice and language, clarifying, questioning, responding to difficult situations</li> <li>• observation skills, e.g. observing changes in an individual's condition, monitoring children's development</li> <li>• dealing with difficult situations.</li> </ul> <p>A3 Empathy and establishing trust with individuals</p> <p>Learners require an overview of the different theories of empathy and the various methods of establishing positive relationships with individuals in their care.</p> <ul style="list-style-type: none"> <li>• Attachment and emotional resilience theory, to include the effect of secure attachments and support on emerging autonomy and resilience.</li> <li>• The triangle of care.</li> <li>• Empathy theories, e.g.</li> </ul>	<p>individuals informally or via questionnaires.</p> <ul style="list-style-type: none"> <li>• Strategies used to overcome challenges, to include educational information materials, training courses, opinion leaders, clinical audits, computer-aided advice systems, patient-mediated strategies.</li> <li>• Role of policy frameworks in minimising challenges, including: o NHS Patient Experience Framework, in particular understanding of the eight elements that are critical to the service users' experience of NHS services o Health Action Plans and how they are used to minimise challenges o Adult Social Care Outcomes Framework (ASCOF) o Common Assessment Framework (CAF).</li> <li>• Impact of not enabling individuals to overcome challenges.</li> </ul> <p>C2 Promoting personalisation</p> <ul style="list-style-type: none"> <li>• Personalisation – ensuring that every person receiving care and support is able to set their personal goals and has choice and control over the shape of their care and support.</li> <li>• Methods of recognising preferences, to include care plans,</li> </ul>	<p>responsibilities of people who work in health and social care settings, to include:</p> <ul style="list-style-type: none"> <li>• following policies and procedures in place in the health and social care setting in which they work</li> <li>• healing and supporting recovery for people who are ill</li> <li>• enabling rehabilitation</li> <li>• providing equipment and adaptations to support people to be more independent</li> <li>• providing personal care, to include washing, feeding, toileting</li> <li>• supporting routines of service users, to include day-to-day family life, education, employment, leisure activities</li> <li>• assessment and care and support planning, involving service users and their families.</li> </ul> <p>A3 Specific responsibilities of people who work in health and social care settings. Applying care values and principles.</p> <ul style="list-style-type: none"> <li>• Promoting anti-discriminatory practice by: o implementing codes of practice and policies that identify and challenge discrimination in specific health and social care settings o adapting the ways health and social care services are provided for different types of service users.</li> <li>• Empowering individuals, to include: o putting the individual at the heart of</li> </ul>
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<p>effects of female menopause and the role of hormones in this o effects of the ageing process in middle adulthood. • In later adulthood (65+ years), there are many effects of ageing: o health and intellectual abilities can deteriorate.</p> <p>A2 Intellectual development across the life stages • In infancy and early childhood there is rapid growth in intellectual and language skills: o Piaget's model of how children's logic and reasoning develops – stages of cognitive development, the development of schemas, his tests of conservation, egocentrism and how his model may explain children's thoughts and actions o Chomsky's model in relation to how children acquire language – Language Acquisition Device (LAD), the concept of a critical period during which children may learn language, which may explain how children seem to instinctively gain language. • In early adulthood, thinking becomes realistic and pragmatic, with expert knowledge about the practical aspects of life that permits judgement about important matters. • The effects of age on the</p>	<p>friends o increase in leisure time. • Financial concerns. • Effects of culture religion and beliefs. • Social disengagement theory. • Activity theory.</p> <p>C3 The societal effects of an ageing population • Health and social care provision for the aged. • Economic effects of an ageing population.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> <li>➤ Predictable/unpredictable life events</li> <li>➤ Physical</li> <li>➤ Psychological</li> <li>➤ Societal</li> </ul>		<p>Johannes Volkelt, Robert Vischer, Martin Hoffman and Max Scheler.</p> <p>B1 Ethical issues and approaches • Ethical theories, to include consequentialism, deontology, principlism and virtue ethics. • Managing conflict with service users, carers and/or families, colleagues. • Managing conflict of interests. • Balancing services and resources. • Minimising risk but promoting individual choice and independence for those with care needs and the professionals caring for them. • Sharing information and managing confidentiality. B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk • Organisations, legislation and guidance that influence or advise on ethical issues. All legislation and guidance must be current and applicable to England, Wales or Northern Ireland. • Organisations, e.g. National Health Service (NHS), Department of Health (DH), National Institute for Care Excellence (NICE), Health</p>	<p>learning plans, behavioural plans, specialist support from health and social care professionals. • The importance of promoting choice and control and the financial impact of this on care provision.</p> <p>C3 Communication techniques • Different approaches for effective communication, to include humanistic, behavioural, cognitive, psychoanalytical and social. • Types of communication examples, to include verbal, body language, written, formal and informal. • Alternative communications, to include Makaton, British Sign Language (BSL), braille, communication boards and symbol systems. • Theories of communication, to include Argyle, Tuckman, Berne. • New technologies and communication techniques.</p> <p>D1 How agencies work together to meet individual care and support needs • Role of organisations responsible for commissioning healthcare services, e.g. Clinical Commissioning Groups in England, Local Health Boards in Wales, Health</p>	<p>service provision and promoting individualised care o promoting and supporting individuals' rights to dignity and independence o providing active support consistent with beliefs, cultures and preferences of health and social care service users o supporting individuals who need health and social care services to express their needs and preferences o promoting the rights, choices and wellbeing of individuals who use health and social care services o balancing individual rights to health and social care services with the rights of other service users and staff o dealing with conflict in specific health and social care settings, to include GP surgeries, hospital wards, residential care homes for the elderly, residential care homes for vulnerable children and young adults, and domiciliary care settings. Ensuring safety – how people who work in health and social care ensure safety for individuals and staff through: o use of risk assessments o safeguarding and protecting individuals from abuse o illness prevention measures, to include clean toilets, hand-washing facilities, safe drinking water o control of</p>
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<p>functions of memory: o memory loss in later adulthood</p> <p>A3 Emotional development across the life stages • Attachment to care-giver in infancy and early childhood: o theories of attachment, to include types of attachment and disruptions to attachment. The development and importance of self-concept: o definitions and factors involved in the development of a positive or negative self-esteem o definitions and factors involved in the development of a positive or negative self-image.</p> <p>A4 Social development across the life stages • The stages of play in infancy and early childhood: o solo play, parallel play and co-operative play. • The importance of friendships and friendship groups: o the social benefits of friendships o the effects of peer pressure on social development. • The development of relationships with others. • The development of independence through the life stages: o peer influence in adolescence, starting employment, leaving home, starting a family.</p>			<p>and Safety Executive (HSE). • Legislation, e.g. Mental Health Act 2007, Human Rights Act 1998, Mental Capacity Act 2005, National Health Service Act 2006 Section 140, Equality Act 2010, Care Act 2014. • Guidance, e.g.: o the DH Decision Support Tool o five-step framework o NICE and NHS guidance on Care Pathways and Care Plans o Managing Conflicts of Interest: Guidance for Clinical Commissioning Groups (2013) (NHS) o HSE guidance on risk assessments.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> <li>➤ Equality</li> <li>➤ Diversity</li> <li>➤ Discrimination</li> <li>➤ Personal attributes</li> <li>➤ Empathy</li> <li>➤ Trust</li> <li>➤ Ethical Issues</li> </ul>	<p>and Social Care Board in Northern Ireland; formation, organisation roles and members. • Role of organisations responsible for commissioning social care services, e.g. local authorities. • Role of bodies responsible for integrating health and social care, e.g. Health and Wellbeing Boards (HWB). Role of assessment and eligibility frameworks, to include Common Assessment Framework (CAF), the National Eligibility Criteria (Care Act 2014), Department of Health, National Framework for NHS Continuing Healthcare. • The Education, Health and Care plan (EHC).</p> <p>D2 Roles and responsibilities of key professionals on multidisciplinary teams • Multidisciplinary teams, members and formation. • Specific roles and responsibilities relating to meeting individual needs of a variety of health and care professionals in a multidisciplinary team, to include: o healthcare professionals, e.g. GP, nurse, paediatrician, clinical psychologist o</p>	<p>substances harmful to health o use of protective equipment and infection control o reporting and recording accidents and incidents o complaints procedures o provision of first-aid facilities. • Information management and communication – ways of promoting effective communication and ensuring confidentiality through: o applying requirements of the data protection legislation o adhering to legal and workplace requirements specified by codes of practice in specific health and social care settings o the recording, storage and retrieval of medical and personal information, to include electronic methods, mobile phones, social media, written records, use of photographs o maintaining confidentiality to safeguard service users o respecting the rights of service users where they request confidentiality o following appropriate procedures where disclosure is legally required. • Being accountable to professional bodies – how employees are accountable to professional bodies, to include: o following codes of professional conduct o being familiar with/applying current codes of practice o</p>
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<p>B1 The nature/nurture debate related to factors • Development across the lifespan is a result of genetic or inherited factors – Gesell's maturation theory. • Development across the lifespan is a result of environmental factors – Bandura's social learning theory. • Both factors may play a part – stress-diathesis model.</p> <p>B2 Genetic factors that affect development • Genetic predispositions/disorders to particular conditions – cystic fibrosis, brittle bone disease, phenylketonuria (PKU), Huntington's disease, Klinefelter's syndrome, Down's syndrome, colour blindness, Duchenne muscular dystrophy, susceptibility to diseases such as cancer, high blood cholesterol and diabetes. • Biological factors that affect development – foetal alcohol syndrome, effects of maternal infections and lifestyle/diet during pregnancy, congenital defects.</p> <p>B3 Environmental factors that affect development • Exposure to pollution – respiratory disorders, cardiovascular problems, allergies. • Poor housing conditions – respiratory disorders, cardio vascular</p>				<p>social care professionals, e.g. social worker, occupational therapist o education professionals, e.g. special educational needs co-ordinator (SENCO), educational psychologist o allied health professionals, e.g. speech and language therapist o voluntary sector workers, e.g. Macmillan nurses, family support workers. • How multi-agency and multidisciplinary teams work together to provide co-ordinated support, e.g. an autistic child may have involvement with the following agencies and professionals: NHS (GP, paediatrician, clinical psychologist, counsellor, speech and language therapist), local authority and education services (social worker, SENCO, educational psychologist), and the voluntary sector (family support officers from the National Autistic Society).</p> <p>D3 Maintaining confidentiality • Definition of confidentiality. • Working practices to maintain confidentiality, to include: o keeping yourself informed of the relevant laws o keeping information locked away or</p>	<p>ensuring that revalidation procedures are followed o following safeguarding regulations o following procedures for raising concerns/whistleblowing.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> <li>➤ Roles</li> <li>➤ Responsibilities</li> <li>➤ Confidentiality</li> <li>➤ Codes of practice</li> </ul>
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<p>problems, hypothermia, and anxiety and depression. • Access to health and social care services – availability of transport, opening hours of services, ability to understand the needs and requirements of particular services.</p> <p>B4 Social factors that affect development • Family dysfunction – parental divorce or separation, sibling rivalry, parenting style. • Bullying – effects of bullying on self-esteem, self-harm, suicide. • Effects of culture, religion and belief – beliefs that may prevent medical intervention, dietary restrictions.</p> <p>B5 Economic factors that affect development • Income and expenditure. • Employment status. • Education. • Lifestyle.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> <li>➤ Physical, Intellectual, Emotional Social</li> <li>➤ Infancy, childhood, Adolescence, Adulthood</li> <li>➤ Genetic</li> <li>➤ Nature/nurture</li> <li>➤ Economic</li> </ul>				<p>password protected o sharing information only with people who are entitled to have access to the information, e.g. other people in the multidisciplinary team, service users and their carers or families (depending on the situation) o being professional about how information is shared. • Codes of practice for care workers establishing importance of confidentiality. • Relevant aspects of legislation, e.g. Health and Social Care Act 2012. • Role of the Health and Social Care Information Centre (HSCIC).</p> <p>D4 Managing information</p> <ul style="list-style-type: none"> <li>• Working practices for managing information, to include: o identifying why the information is needed o identifying what information is needed o searching for the information o using information legally and ethically. • The importance of sharing information with colleagues, other professionals, the individual with care needs and their family. • Impact of new technologies on managing information. • Bodies that control the</li> </ul>	
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				<p>management of information, e.g. the National Adult Social Care Intelligence Service (NASCIS). • Legislation and codes of practice that relate to the storage and sharing of information in health and social care. Legislation and codes of practice must be current and applicable to England, Wales or Northern Ireland, e.g.: o Data protection legislation o Freedom of information legislation o Mental health legislation o Mental capacity legislation o Care Quality Commission (CQC) codes of practice o The Health and Care Professions Council (HCPC) codes of practice.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> <li>➤ Enabling</li> <li>➤ Personalisation</li> <li>➤ Communication</li> <li>➤ Multi-disciplinary</li> </ul>	
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They will understand (key concepts)	They will understand (key concepts)	They will understand (key concepts)	They will understand (key concepts)	They will understand (key concepts)	They will understand (key concepts)
<ul style="list-style-type: none"> <li>➤ Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</li> <li>➤ Learners will explore different aspects of the nurture/nature debate.</li> <li>➤ Genetic factors that affect development</li> <li>➤ Environmental factors that affect development.</li> <li>➤ Social factors that affect development.</li> <li>➤ Economic factors that affect development.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Learners will explore the Major life events that affect development.</li> <li>➤ Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.</li> <li>➤ Learners will explore the physical, psychological &amp; societal changes of ageing.</li> </ul>	<p>Learners will explore UNIT 1: Learning outcomes A1-3/B1-5: Human growth and development across life stages &amp; Factors affecting growth and development</p> <p>B6/C1-3: Factors affecting growth and development &amp; the effects of ageing.</p>	<p>Learners will explore &amp; Examine principles, values and skills which underpin meeting the care and support needs of individuals</p> <p>Learners will explore &amp; Examine the ethical issues involved when providing care and support to meet individual needs</p>	<p>Learners will explore &amp; Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p> <p>Learners will explore &amp; Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p>	<ul style="list-style-type: none"> <li>➤ Learners will explore the roles and responsibilities of people who work in the health and social care sector.</li> </ul>
They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)
<ul style="list-style-type: none"> <li>➤ Apply their knowledge and understanding of how different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply their knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development.</li> <li>➤ Evidenced through: an account of how the life event of each individual in the case studies has made an impact on their</li> </ul>	<ul style="list-style-type: none"> <li>➤ Apply UNIT 1 Exam content: Revision/Exam question practice/External Exam to learning outcomes: A,B,C</li> <li>➤ Evidenced through practice exam papers/questions.</li> </ul>	<p>Apply their knowledge and understanding of the principles, values and skills which underpin meeting the care and support needs of individuals and the ethical issues involved when providing care and support to meet individual needs</p>	<p>Apply their knowledge and understanding of the principles behind enabling individuals with care and support needs to overcome challenges and the roles of professionals and how they work together to provide the care and</p>	<ul style="list-style-type: none"> <li>➤ Apply their knowledge and understanding of the roles and responsibilities of people who work in the health and social care sector.</li> <li>➤ Evidenced through: an account of the roles and responsibilities of</li> </ul>



<ul style="list-style-type: none"> <li>➤ Apply their knowledge and understanding of the nurture/nature debate.</li> <li>➤ Genetic factors that affect development</li> <li>➤ Environmental factors that affect development.</li> <li>➤ Social factors that affect development.</li> <li>➤ Economic factors that affect development.</li> <li>➤ Evidenced through: an account of the impact on their PIES growth and development, making clear links between the factors and the specified areas of growth and development.</li> </ul>	<p>PIES growth and development, making clear links between the events and the specified areas of growth and development.</p>		<p>Evidenced through: an account of the principles, values and skills which underpin meeting the care and support needs of individuals and the ethical issues involved when providing care and support to meet individual needs</p>	<p>support necessary to meet individual needs</p> <p>Evidenced through: an account of the principles behind enabling individuals with care and support needs to overcome challenges and the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p>	<p>people who work in the health and social care sector.</p>
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# Dallam School

## Curriculum Overview

**Department: Health and Social care**  
**Year Group: BTEC L3 Extended Certificate HSC**  
**Year 13**

AUTUMN		SPRING		
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
Theme / Topic	Theme / Topic	Theme / Topic	Theme / Topic	Revision
<p>UNIT 2 Exam Content: A The roles and responsibilities of people who work in the health and social care sector</p> <p>UNIT 2 Exam Content: B The roles of organisations in the health and social care sector</p>	<p>UNIT 2 Exam Content: B The roles of organisations in the health and social care sector</p> <p>C Working with people with specific needs in the health and social care sector</p>	<p><b>Unit 12</b></p> <p>Learning aim A: Examine reasons why individuals may experience additional needs</p> <p>Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs</p>	<p><b>Unit 12</b></p> <p>Learning aim C: Investigate current practice with respect to provision for individuals with additional needs</p>	<p>Revision/Preparation for potential Resit: Exam practice questions. Final Coursework Completion/standards verification.</p>
By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary)	By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary)	By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary)	By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary)	By the end of this half term pupils will know (key knowledge, including tier 3 vocabulary)
<p>A4 Multidisciplinary working in the health and social care sector Partnership working, to include: • the need for joined-up working with other service providers • ways service users, carers and advocates are involved in planning, decision-making and support with other service providers • holistic approaches.</p> <p>A5 Monitoring the work of people in health and social care settings How the work of people in health and social care settings is monitored, to</p>	<p>B4 The roles of organisations that regulate and inspect health and social care services The ways organisations regulate and inspect health and social care services, and the people who work in them. Organisations that regulate or inspect health and social care services. (Learners should study organisations relevant to either England, Wales or Northern Ireland; they do not need to study organisations relevant to all UK countries.) • In England: o Care Quality Commission (CQC) o Ofsted. • In Wales: o Care and Social Services Inspectorate</p>	<p><b>STUDENTS TO SIT EXTERNAL UNIT 2 EXAM IN JANUARY</b></p> <p>A1 Diagnosing or determining additional needs • Definitions of mild, moderate, severe and profound learning disabilities. • Diagnostic procedures, tools and standards used to diagnose a disability. • Professional background, qualifications and experience of those undertaking the diagnosis and assessment. • Parameters used to describe the diagnosed condition. This must include the type, causation,</p>	<p>C1 Professionals involved in supporting individuals with additional needs • The basic job roles regarding caring for individuals with additional needs, to include community learning disability nurses, occupational therapists, physiotherapists, psychiatrists, psychologists, social workers, speech and language therapists, special needs teachers.</p> <p>C2 Support and adaptations for individuals with additional needs • Equipment and</p>	<p>UNIT 2 Exam Content: A The roles and responsibilities of people who work in the health and social care sector Learning outcome</p> <p>UNIT 2 Exam Content: B The roles of organisations in the health and social care sector C Working with people with specific needs in the health and social care sector</p> <p><b>Unit 12</b></p> <p>Learning aim A: Examine reasons why individuals may experience additional needs</p>

<p>include: • line management • external inspection by relevant Agencies • whistleblowing • service user feedback • criminal investigations.</p> <p>B1 The roles of organisations in providing health and social care services • Ways services are provided by: o the public sector: – NHS Foundation Trusts, to include hospitals, mental health services and community health services – adult social care – children's services – GP practices o the voluntary sector o the private sector. • Settings where health and social care services are provided to meet different needs, to include: o hospitals o day care units o hospice care o residential care o domiciliary care o the workplace.</p> <p>B2 Issues that affect access to services • Referral. • Assessment. • Eligibility criteria. • Barriers to access, to include specific needs, individual preferences, financial, geographical, social, cultural.</p> <p>B3 Ways organisations represent interests of service users To include: • charities/patient groups • advocacy • complaints policies • whistleblowing policies.</p>	<p>Wales (CSSIW) o Healthcare Inspectorate Wales (HIW). • In Northern Ireland: o Regulation and Quality Improvement Authority (RQIA) o Public Health Agency (PHA) o Education and Training Inspectorate (ETI). • The roles of organisations which regulate or inspect health and social care services, to include: o how regulation and inspections are carried out o how organisations and individuals respond to regulation and inspection o changes in working practices required by regulation and inspection o how services are improved by regulation and inspection. Organisations that regulate professions in health and social care services. • In England: o Nursing and Midwifery Council (NMC) o Health and Care Professions Council (HCPC) o General Medical Council (GMC). • In Wales (in addition to above): o Care Council for Wales (Social Care). • In Northern Ireland (in addition to above): o Northern Ireland Social Care Council (NISCC). • The roles of organisations which regulate professions in health and social care services, to include: o how regulation is carried out o how organisations and individuals respond to regulation o the changes in working practices required by regulation o how services are improved by regulation.</p> <p>B5 Responsibilities of organisations towards people who work in health and social</p>	<p>severity and stability over time, and prognosis of the condition.</p> <p>A2 Cognitive and learning needs • Learning difficulties, to include dyslexia, dyspraxia and attention deficit hyperactivity disorder (ADHD). • Autism-spectrum disorders, to include Asperger syndrome, pervasive developmental disorder not otherwise specified (PDD-NOS) and childhood disintegrative disorder. • Inherited conditions, to include Down's syndrome, Huntington's disease, dementia, Alzheimer's. • Needs of older people, to include memory loss, slower cognitive speed, life-long learning.</p> <p>A3 Physical and health needs • Needs of older people, to include arthritis, diabetes and cardiovascular disease. • Health needs, to include physical needs cystic fibrosis, sickle cell disorders, stroke and mental illnesses. • Sensory disabilities, to include deafness and hearing impairment, visual impairment. • Accidents, to include paraplegia, loss of limb. • Infectious diseases that can lead to individuals having additional needs. • Problems during pregnancy and birth that can lead to individuals having additional needs.</p> <p>A4 Social and emotional needs • Needs generated from family circumstances, to include specific needs of looked-after children, bereavement, school refuser and bullying. • Needs</p>	<p>adaptations such as mobility aids, daily living adaptations</p> <p>(Including those for people with paraplegia) and communication aids, e.g. hearing aids, British Sign Language and Makaton. • Therapies, to include occupational therapy, art therapy, music therapy, speech therapy and physiotherapists. • Short- and long-term support.</p> <p>C3 Financial support for individuals with additional needs • Welfare rights, including State Pension, Pension Credit, Housing Benefit, Council Tax Benefit, health benefits. • Support for people at work, including Disability Employment Advisers based at local Jobcentres, Work Choice programme. • Transport support, including the Blue Badge scheme, Shopmobility, accessible buses and taxis. • Support for carers including Carer's Allowance.</p> <p>C4 Statutory provision for children with additional needs: Please note that legislation must be current and applicable to England, Wales or Northern Ireland. • Common Assessment Framework (CAF). • The requirements on health, colleges, schools and early years providers to co-produce the local offer from 1 September 2014. • Education, Health and Care Plans from 1</p>	<p>Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs</p> <p>Learning aim C: Investigate current practice with respect to provision for individuals with additional needs</p>
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<p>Tier 3 vocab</p> <ul style="list-style-type: none"> <li>➤ Whistleblowing</li> <li>➤ Multi-disciplinary</li> <li>➤ Referral</li> <li>➤ Assessment</li> <li>➤ Eligibility</li> </ul>	<p>care settings Responsibilities of organisations that provide health and social care services, to include ensuring employees: • understand how to implement the organisation's codes of practice • meet National Occupational Standards (NOS) • undertake continuing professional development (CPD) • are safeguarded through being able to: o have internal/external complaints dealt with properly o take part in whistleblowing o have membership of trades unions/professional associations o follow protocols of regulatory bodies.</p> <p>C1 People with specific needs • Ill health, both physical and mental. • Learning disabilities. • Physical and sensory disabilities. • Age categories to include: o early years o later adulthood.</p> <p>C2 Working practices • Relevant skills required to work in these areas. • How policies and procedures affect people working in these areas. • How regulation affects people working in these areas. • How working practices affect people who use services in these areas. • Recent examples of how poor working practices have been identified and addressed.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> <li>➤ Occupational standards</li> <li>➤ Learning disabilities</li> <li>➤ Working practices</li> </ul>	<p>generated by being elderly, to include loss of loved ones, fear of dying, family far away, isolation, lack of money. • Needs affected by the learning environment.</p> <p>B1 Definitions of disability • Models of disability, to include medical and social models. • Understanding of disability and dependency as social constructs. • Definitions of disability, disablement, discrimination and impairment.</p> <p>B2 Minimising environmental and social challenges How society's infrastructure should support equality for people with additional needs. To include: • access and barriers, e.g. public buildings, public transport • minimising barriers, e.g. ramps, information in large print • employment, e.g. adaptations to work environment, communication aids • inclusion, e.g. leisure activities, internet and social networking • daily living, e.g. shopping, home and personal care services, mobility aids.</p> <p>B3 Minimising personal challenges How health and social care workers can support personal challenges and help to minimise some of the daily challenges to daily living for people with additional needs. To include: • physical, e.g. dressing, washing, feeding, indoor/outdoor activity • intellectual, e.g. education, media, internet • emotional, e.g.</p>	<p>September 2014. • Codes of practice, legislation and policies relating to provision for children with additional needs.</p> <p>C5 Statutory provision for adults with additional needs. Please note that legislation must be current and applicable to England, Wales or Northern Ireland. • Codes of practice, legislation and policies relating to provision for adults with additional needs. • Care and support statutory guidance issued under the Care Act 2014 (DH). • Guidelines for caring for adults with mental illness covered in the National Service Framework for Mental Health, including the Mental Health Act 2007 and the Mental Capacity Act 2005. • Personal health budget. • Requirements for charities providing essential care and support.</p> <p>C6 Person-centred care for all individuals with special needs • Involving patients in their own care and showing them compassion, dignity and respect. • Involving patients as equal partners in decision making about their care including self-management support, access to personal health records, personal health budgets, care planning and shared treatment decisions. • Involving communities in decisions about the design and delivery of services. Guidelines can be found in Equity and</p>	
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They will understand (key concepts)	They will understand (key concepts)	They will understand (key concepts)	They will understand (key concepts)	They will understand (key concepts)
<ul style="list-style-type: none"> <li>➤ Learners will explore different aspects of The roles and responsibilities of people who work in the health and social care sector</li> </ul>	Learners will explore different aspects of The roles of organisations in the health and social care sector and Working with people with specific needs in the health and social care sector	Learners will explore different aspects of the reasons why individuals may experience additional needs and how to overcome the challenges to daily living faced by people with additional needs	Learners will explore different aspects of and Investigate current practice with respect to provision for individuals with additional needs	Learners will explore different aspects of Revision/Preparation for potential Resit: Exam practice questions. Final Coursework Completion/standards verification.

They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)
<ul style="list-style-type: none"> <li>➤ Apply their knowledge and understanding of the roles and responsibilities of people who work in the health and social care sector.</li> <li>➤ Evidenced through: an account of the roles and responsibilities of people who work in the health and social care sector.</li> </ul>	<p>Apply their knowledge and understanding of the roles of organisations in the health and social care sector and Working with people with specific needs in the health and social care sector</p> <p>Evidenced through an account of the roles of organisations in the health and social care sector and Working with people with specific needs in the health and social care sector</p>	<ul style="list-style-type: none"> <li>➤ Apply their knowledge and understanding of the reasons why individuals may experience additional needs and how to overcome the challenges to daily living faced by people with additional needs</li> <li>➤ Evidenced through an account of the reasons why individuals may experience additional needs and how to overcome the challenges to daily living faced by people with additional needs</li> </ul>	<p>Apply their knowledge and understanding of and Investigate current practice with respect to provision for individuals with additional needs.</p> <p>Evidenced through an account of the current practice with respect to provision for individuals with additional needs.</p>	<ul style="list-style-type: none"> <li>➤ Apply their knowledge and understanding of the revision topics</li> <li>➤ Evidenced through: practice exam questions/past papers</li> </ul>