

Unit 3: Health, Safety & Security in Health and Social Care – Externally Assessed Year 13 – Autumn Term/Spring Term				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Potential hazards</p> <p>Legislation, policies and procedures</p> <p>Roles and responsibilities</p> <p>Responding to incidents and emergencies</p>	<p>1.1 Types of hazards 1.2 Potential impacts of hazards for individuals who require care or support, employees and employers 1.3 Harm and abuse 1.4 Types of settings</p> <p>2.1 Legislation 2.2 Safeguarding 2.3 Influences of legislation on 2.4 Implementation of policies and procedures 2.5 Review of policies and procedures</p> <p>3.1 Roles 3.2 Responsibilities 3.3 Consequences of not meeting responsibilities</p> <p>4.1 Incidents and emergencies 4.2 Responses to incidents and emergencies 4.3 Responsibilities of a first aider</p>	<p>Learners must be able to identify potential hazards and explain how these hazards can affect staff and/or individuals Learners need to understand that abuse can be against the individual(s) who requires care or support but also against the employee from the individual(s). Learners must identify key aspects of each piece of Legislation; reasons for having a DBS system in place. Analyse the importance of policies and procedures and describe the consequences if policies and procedures are not followed. Learners must identify and describe the roles and responsibilities of employers and employees and analyse possible consequences of not meeting their responsibilities. Learners must be able to Identify different incidents and emergencies; how the setting could respond to the incident or emergency and the responsibilities of a first aider.</p>	<p>Students may use personal examples from their own experiences to understand the material being studied.</p> <p>Students may have part time jobs in a health and social care setting which they can draw upon.</p>	<p>Cambridge Technical Resources document</p> <p>Cambridge Technicals Text book</p> <p>Cambridge Technicals Revision Workbook</p> <p>Online resources</p>

Unit 10 Nutrition for Health - Internally Assessed
Year 13 – Autumn Term 1 & 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Pass Criteria</p> <p>Merit Criteria</p> <p>Distinction Criteria</p>	<p>P1 Know dietary intake guidelines P2 Know the functions of nutrients P3 Know how dietary needs for individuals P4 Know the factors which influence nutritional health P5 Know how to record food intake, know daily recommendations, know who to create a plan for and how to consider lifestyle influences.</p> <p>M1 Know the effects of nutritional deficiencies, such as obesity and malnutrition M2 Know how lifestyle factors could make it difficult for a person to sustain a new dietary plan</p> <p>D1 consider causes and factors of poor nutrition Understanding: the possible causes of poor nutrition for different individuals Skills: evaluate the possible causes of poor nutrition for different individuals</p>	<p>Understanding: Students will have an understanding of nutritional and diet guidelines, the functions of nutrients, factors which influence nutritional health, how to recommend improvements to nutrition. Skills: Describe diet guidelines and functions of nutrients, Explain requirements and factors influencing individuals, Evaluate somebody's diet and develop a dietary plan</p> <p>Students will be able to analyse the possible effects of poor nutrition for different individuals Students will be able to analyse how sustainable a dietary plan is for a chosen individual.</p> <p>Students will be able to evaluate the possible causes of poor nutrition for different individuals.</p>	<p>This unit draws on learning from Unit 2 and 3</p> <p>This unit also draws on unit 4.</p> <p>Merit criteria builds on knowledge gained whilst completing the pass criteria</p> <p>Distinction criteria builds on knowledge gained during the pass and merit criteria.</p>	<p>Cambridge Technical Resources document</p> <p>Cambridge Technicals Text book</p> <p>Online resources</p>

**Unit 22: Psychology for Health and Social Care – Internally Assessed
Year 13 – Spring Term 1 & 2**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Psychological theories and approaches</p> <p>Health psychology</p> <p>Impact of chronic illness and long-term health conditions</p> <p>Psychological impacts of requiring care</p>	<p>1.1 Psychological perspectives and approaches 1.2 The application of the theory to practice, 1.3 The application of person-centred care and how this links to psychological theories and approaches</p> <p>2.1 The role of health psychology 2.2 Factors that impact health psychology 2.3 Theories of behaviour change</p> <p>3.1 Chronic illness and long term health conditions 3.2 Psychological impacts of ill health 3.3 Prescribed treatments 3.4 Impacts of treatment</p> <p>4.1 Positive and negative psychological impacts of requiring care</p>	<p>For P1, learners will be expected to apply and explain how relevant perspectives and approaches are used in health, social care and child care environments and explain how these can support person centred care. To achieve M1, learners must evaluate how psychological theory and health psychology contribute to the care of individuals on a daily basis. Learners provide an analysis of the factors that impact on health psychology. To achieve D1, learners must provide an evaluation of limitations of theories of behaviour change relating this to health psychology. For P3, learners must explain the psychological impact of ill health upon an individual. Using this for M2, they then need to go on to assess why individuals may fail to comply with their prescribed treatments. This could be further developed for D2 into an evaluation of the psychological impact of failing to comply with treatment for a chronic illness or long-term condition.</p>	<p>Draw upon learning from Unit 1 Building Positive Relationships; as well as any previous personal knowledge/experience.</p> <p>Drawing on learning from Mandatory Unit 2 Equality, diversity and rights in health and social care</p> <p>Learners will benefit from drawing on learning from Mandatory Unit 4 Anatomy and physiology</p> <p>Learners will benefit from drawing on learning from mandatory Unit 2 Equality, diversity and rights in health and social care LO2.</p>	<p>Cambridge Technical Resources document</p> <p>Cambridge Technicals Text book</p> <p>Online resources</p>