

KS5

Coursework Units: 1, 5, 10, 13 14, 16, 17,
Exam Units: 2, 3, 4, 6, 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p><u>UNIT 1: Building positive relationships in health and social care</u></p> <p>1. Understand relationships in health, social care or child care environments</p> <p>2. Understand the factors that influence the building of relationships</p> <p><u>UNIT 2: Equality, diversity and rights in health and social care</u></p> <p>1. Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p>	<p><u>UNIT 1: Building positive relationships in health and social care</u></p> <p>1. Understand how a person-centred approach builds positive relationships in health, social care or child care environments</p> <p>2. Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</p> <p><u>UNIT 2: Equality, diversity and rights in health and social care</u></p> <p>1. Understand how current legislation and national initiatives promote anti discriminatory practice in health, social care and child care environments</p>	<p><u>UNIT 3: Health, safety and security in health and social care</u></p> <p>1. Understand potential hazards in health, social care and child care environments</p> <p>2. Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</p> <p><u>UNIT 13: Sexual health, reproduction and early development stages</u></p> <p>1. Understand sexual health and contraception</p> <p>2. Understand the importance of prenatal health and the process of conception</p>	<p><u>UNIT 3: Health, safety and security in health and social care</u></p> <p>1. Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</p> <p>2. Know how to respond to incidents and emergencies in a health, social care or child care environment</p> <p><u>UNIT 13: Sexual health, reproduction and early development stages</u></p> <p>1. Understand the stages of pregnancy and birth and the postnatal care of the mother</p> <p>2. Understand the care and development of the baby in the first year of life</p> <p><i>Skills:</i></p>	<p><u>UNIT 17: Supporting people with mental health conditions</u></p> <p>1. Know the main concepts, types, causes and effects of mental health conditions</p> <p><u>UNIT 10: Nutrition for health</u></p> <p>1. Know nutritional and diet guidelines</p> <p>2. Understand the functions of nutrients</p> <p><i>*Exams in May for: U2, 3 & 7</i></p> <p><i>Skills:</i> <i>numeracy</i> <i>time management</i> <i>organisation</i> <i>literacy</i> <i>oracy</i> <i>analytical skills</i></p>	<p><u>UNIT 17: Supporting people with mental health conditions</u></p> <p>1. Be able to support individuals with mental health conditions to plan their care, treatment and support</p> <p><u>UNIT 10: Nutrition for health</u></p> <p>1. Understand factors which influence nutritional health</p> <p>2. Be able to make recommendations to improve nutritional health</p> <p><u>UNIT 4: Anatomy and physiology for health and social care</u></p> <p>1. Understand the cardiovascular system, malfunctions</p>

	<p>2. Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> <p><u>UNIT 7: Safeguarding</u></p> <p>1. Understand types and signs of abuse</p> <p>2. Understand factors which may lead to abusive situations</p> <p>3. Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children</p> <p><i>Skills:</i> <i>numeracy</i> <i>time management</i> <i>organisation</i> <i>literacy</i> <i>oracy</i> <i>analytical skills</i> <i>communication</i> <i>interpersonal</i></p>	<p>2 Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p> <p><u>UNIT 7: Safeguarding</u></p> <p>1. Understand how to deal with suspected abuse and disclosures of abuse</p> <p>2. Understand working strategies and procedures for the safeguarding and protection of adults, young people and children</p> <p>3. Understand how workers within health, social care and child care environments can minimise the risk of abuse</p> <p><i>Skills:</i> <i>numeracy</i> <i>time management</i> <i>organisation</i> <i>literacy</i> <i>oracy</i> <i>analytical skills</i> <i>communication</i> <i>interpersonal</i></p>	<p>3. Know the factors which could affect health in pregnancy and the success of the birth</p> <p><i>*Exams in Jan for: U2 & 7</i></p> <p><i>Skills:</i> <i>numeracy</i> <i>time management</i> <i>organisation</i> <i>literacy</i> <i>oracy</i> <i>analytical skills</i> <i>communication</i> <i>interpersonal</i></p>	<p><i>numeracy</i> <i>time management</i> <i>organisation</i> <i>literacy</i> <i>oracy</i> <i>analytical skills</i> <i>communication</i> <i>interpersonal</i></p>	<p><i>communication</i> <i>interpersonal</i></p>	<p>and their impact on individuals</p> <p><i>Skills:</i> <i>numeracy</i> <i>time management</i> <i>organisation</i> <i>literacy</i> <i>oracy</i> <i>analytical skills</i> <i>communication</i> <i>interpersonal</i></p>
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<p>Year 13</p>	<p><u>UNIT 4: Anatomy and physiology for health and social care</u></p> <p>1. Understand the respiratory system, malfunctions and their impact on individuals</p> <p>2. Understand the digestive system, malfunctions and their impact on individuals</p> <p>3. Understand the musculoskeletal system, malfunctions and their impact on individuals</p> <p><u>UNIT 6: Personalisation and a person-centred approach to care</u></p> <p>1. Understand personalisation in health and social care</p> <p>2. Understand what is meant by a person-centred approach to care</p>	<p><u>UNIT 4: Anatomy and physiology for health and social care</u></p> <p>1. Understand the control and regulatory systems, malfunctions and their impact on individuals</p> <p>2. Understand the sensory systems, malfunctions and their impact on individuals</p> <p><u>UNIT 6: Personalisation and a person-centred approach to care</u></p> <p>1. Understand methods used to implement a person centred approach</p> <p>2. Know how to plan and conduct review meetings using a person-centred approach</p>	<p><u>UNIT 14: The impact of long-term physiological conditions</u></p> <p>1. Know what long term physiological conditions are; their causes and symptoms</p> <p><u>UNIT 16: Supporting people with dementia</u></p> <p>1. Understand types of dementia and the impact of dementia and diagnosis on individuals</p> <p><i>*Exams in Jan for: U4, 6 & 7</i></p> <p><i>Skills:</i> <i>numeracy</i> <i>time management</i> <i>organisation</i> <i>literacy</i> <i>oracy</i> <i>analytical skills</i> <i>reflective practice</i></p>	<p><u>UNIT 14: The impact of long-term physiological conditions</u></p> <p>1. Understand effects of long-term physiological conditions</p> <p><u>UNIT 16: Supporting people with dementia</u></p> <p>1. Know legislation and frameworks which support the care of individuals with dementia</p> <p><i>Skills:</i> <i>numeracy</i> <i>time management</i> <i>organisation</i> <i>literacy</i> <i>oracy</i> <i>analytical skills</i> <i>reflective practice</i></p>	<p><u>UNIT 14: The impact of long-term physiological conditions</u></p> <p>1. Be able to support individuals with long-term physiological conditions to plan their care and support</p> <p>2. Know about end of life care</p> <p><u>UNIT 16: Supporting people with dementia</u></p> <p>1. Be able to support individuals with dementia to plan their care and support</p> <p><i>*Exams in May for: U4, 6 & 7</i></p> <p><i>Skills:</i> <i>numeracy</i> <i>time management</i> <i>organisation</i> <i>literacy</i> <i>oracy</i> <i>analytical skills</i> <i>reflective practice</i></p>	
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