

Term	Content	Online support
1	<p>Unit 10 Nutrition</p> <p>M1: analyse the possible effects of poor nutrition for different individuals</p> <ul style="list-style-type: none"> • analyse lifestyle influences <p>M2: analyse the sustainability of a dietary plan for a chosen individual</p> <p>D1: evaluate the possible causes of poor nutrition for different individuals</p> <ul style="list-style-type: none"> • compare factors between 3rd world and UK case studies <p>Unit 4 – Anatomy and Physiology (Exam)</p> <p>LO4 - Understand the musculoskeletal system, malfunctions and their impact on individuals</p> <p>The learner needs to be able to describe the identified components of the musculoskeletal system and their structure and functions. The learner needs to explain the likely causes and common symptoms of the conditions or malfunctions identified.</p> <p>4.1 Structure of bone, i.e. • vertical and transverse sections</p> <p>4.2 Types of joint, i.e. • ball and socket (e.g. hip, shoulder) • pivot (e.g. neck) • hinge (e.g. elbow, knee) • sliding (e.g. wrist, ankle) • fixed (e.g. cranium, pelvis)</p> <p>4.3 Components of a synovial joint, i.e. • muscle • bone • ligament • tendon • cartilage • synovial capsule • synovial fluid</p> <p>4.4 Muscle action around a joint, i.e. • antagonistic action of skeletal, muscle contraction • relaxation • role of tendons</p> <p>4.5 Musculoskeletal malfunctions – possible causes and effects on the individual, i.e. • arthritis • osteoporosis</p>	

4.6 Monitoring, treatment and care needs for musculoskeletal malfunctions to include impact on lifestyle, clinical observation, blood tests, bone density scans, physiotherapy, exercise, dietary changes, assistive technology as appropriate

LO1: Understand the cardiovascular system, malfunctions and their impact on individuals.

The learner needs to be able to describe the identified components of the cardiovascular system and their structure and functions.

1.1: Composition of blood, i.e. erythrocytes, lymphocytes, neutrophils, monocytes, platelets and plasma.

1.2: Functions of blood, i.e. transport, temperature regulation, exchange of materials with body tissues, preventing infection and blood clotting.

1.3: Structure of heart, i.e. atria, ventricles, vena cava, pulmonary arteries and veins, aorta, tricuspid and bicuspid valves, semi-lunar valves and coronary arteries.

1.4: Functions of heart, i.e. double pump, diastole, systole, cardiac cycle and Role of components parts.

1.5: Control and regulation of cardiac cycle, i.e. location and role of SA and AV nodes, Purkyne fibres and ECG Trace (P, Q, R, S and T waves/spikes).

1.6: Types, Structure and functions of blood vessels, i.e. arteries, veins and capillaries.

1.7: Formation of tissue fluid and lymph, i.e. role of hydrostatic pressure, blood proteins, structure and role of lymphatic system.

1.8: Cardiovascular malfunctions – possible causes and effects on the individual, i.e. hypertension and coronary heart disease (e.g. angina and heart attack).

1.9: Monitoring, treatment and care needs for the cardiovascular malfunctions listed to include impact on lifestyle changes, medication, blood pressure readings, ECG traces, and coronary bypass as appropriate to the condition.

Unit 10 – Nutrition (continued from year 12)

P3: Explain how nutritional requirements differ for individuals

- children
- adolescents
- adults
- older people
- pregnant women
- breastfeeding mothers

	<p>P4: Explain factors which influence nutritional health</p> <ul style="list-style-type: none">• health factors• lifestyle factors• economic• sociocultural• educational• personal preferences• fluid balance• labelling <p>P5: Evaluate the diet and nutrition of a chosen individual</p> <ul style="list-style-type: none">• record food intake• review sources of nutritional information• compare to recommended intakes <p>P6: Develop a diet plan to improve the nutritional health of an individual</p> <ul style="list-style-type: none">• create nutritional plan	
2	<p>Unit 4 – Anatomy and Physiology (Exam)</p> <p>LO2 - Understand the respiratory system, malfunctions and their impact on individuals</p> <p>The learner needs to be able to describe the identified components of the respiratory system and their structure and functions. The learner needs to explain the likely causes and common symptoms of the conditions or malfunctions identified.</p> <p>2.1 Structure of respiratory system, i.e. • larynx • trachea • bronchi • bronchioles • alveoli • diaphragm • intercostal muscles • pleural membranes</p> <p>2.2 Inspiration and expiration, i.e. • role of pleural membranes • role of diaphragm • role of intercostal muscles</p>	

2.3 Gaseous exchange. i.e. • role and structure of alveoli walls • diffusion gradients • erythrocytes • plasma

2.4 Cellular respiration, i.e. • role of glucose • oxygen • function of ATP • aerobic/anaerobic respiration • production of carbon dioxide • production of lactic acid • production of ATP

2.5 Respiratory malfunctions – possible causes and effects on the individual, i.e. • asthma • emphysema • cystic fibrosis

2.6 Monitoring, treatment and care needs for respiratory Malfunctions listed to include impact on lifestyle, inhalers, medication, peak flow, physiotherapy, spirometry, oxygen as appropriate to the condition

LO3: Understand the digestive system, malfunctions and their impact on individuals

The learner needs to be able to describe the identified components of the digestive system and their structure and functions.

3.1: Gross structure of digestive system and functions of component parts, i.e buccal cavity, salivary glands, epiglottis, oesophagus, stomach, small Intestine, large Intestine, rectum, anus, liver, gallbladder, bile duct, pancreas and pancreatic dust.

3.2: Mechanical and chemical digestion, i.e. action of chewing, action of stomach, action of digestive enzymes in stomach and small intestine.

3.3: Digestive roles of liver and pancreas, i.e digestive role of pancreatic juice and digestive role of bile.

3.4: Absorption and assimilation, i.e. adaptation of intestine wall for absorption (e.g. nutrients) and liver's role in assimilation.

3.5: Digestive malfunctions – possible causes and effects on the individual, i.e. irritable bowel syndrome (IBS), gallstones, coeliac disease

3.6: Monitoring, treatment and care needs for digestive malfunctions listed to include impact on diet/lifestyle, endoscopy, ultrasound, lithotripsy and monitoring, medication as appropriate to the condition.

LO6: Understand the sensory systems, malfunctions and their impact on individuals.

The learner needs to be able to describe the identified components of the sensory systems and their structure and functions.

6.1: Structure of the eye, i.e. pupil, iris, tear gland, humours or fluids, conjunctiva, cornea, retina, macula, optic nerve, ciliary

muscle/suspensory ligaments and lens.

6.2: Structure of the ear, i.e. external, middle, inner ear, eardrum, stapes/incus/malleus ear bones, cochlea, organ of corti, Eustachian tube, round window, auditory nerve, semi-circular canals and ampullae.

6.3: Malfunctions of the eye and ear – possible causes and effects on the individuals, i.e. **Eye** – glaucoma, AMD, cataracts, retinopathy. **Ear** – deafness.

6.4: Monitoring, treatment and care needs for malfunctions of the eye and the ear to include impacts on lifestyle, visual aids, auditory aids and medication.

LO5 - Understand the control and regulatory systems, malfunctions and their impact on individuals

The learner needs to be able to describe the identified components of the control and regulatory systems and their structure and functions. Learners may be asked to label diagrams to show their understanding of their structure and functions. The learner needs to explain the likely causes and common symptoms of the conditions or malfunctions identified

5.1 Components of nerve systems, i.e. • central Nervous System • peripheral nerves • autonomic system • spinal cord • sensory and motor neurons

5.2 Structure and function of brain, i.e. • cerebral cortex • cerebellum • frontal lobes • corpus callosum • hypothalamus • medulla • meninges

5.3 Nerve action, i.e. • structure of neuron • role of axon/dendron • myelin sheath • synapse

5.4 Organisation and function of endocrine system, i.e. • pancreas • pituitary • adrenal glands • thyroid • hormones

5.5 Structure of kidney, i.e. • cortex • medulla • calyx • ureters • renal artery/vein • urethra • bladder, kidney nephron

5.6 Functions of kidney, i.e. • removal of urea, regulation of water levels, ultrafiltration, reabsorption, osmoregulation, parts of nephron involved

5.7 Breakdown functions of liver, i.e. • deamination, detoxification, production of bile

	<p>5.8 The concept of homeostasis, i.e. • principles of homeostasis (monitoring, feedback mechanisms, effectors) and its importance</p>	
<p>3</p>	<p>Unit 4 – Anatomy and Physiology exam in first 3 weeks</p> <p>Unit 9 – Learning Disabilities</p> <p>In this unit you 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. Current best practice in providing support for people with learning disabilities includes issues such as where people live, how life opportunities are promoted, and how the individual can be supported to lead a full and active life. The unit will explore these areas with the emphasis being on taking a person-centred approach that focuses on the individual's strengths, preferences and hopes, and on ways of enabling the individual to achieve their goals and ambitions.</p> <p>P1: Know the types and causes of learning disabilities</p> <ul style="list-style-type: none"> • Definition of learning disabilities (e.g. definitions from Mencap, WHO, and the Department of Health), models of care for learning disabilities, including use and misuse of terms (e.g. learning disability vs learning difficulty), how and why these may change over time) <p>P2: describe types of learning disabilities and their causes</p> <ul style="list-style-type: none"> • Types of learning disabilities (e.g. Down's syndrome, Rett syndrome, Williams syndrome, Fragile X syndrome, learning disabilities with no known cause) • Causes of learning disabilities: genetic (e.g. inherited from parents, presence of extra or missing chromosome, metabolic) • intrauterine (e.g. lack of oxygen in the womb, mother's illness during pregnancy, mother's drug or alcohol use during pregnancy) • perinatal/neonatal (e.g. complications during or soon after birth) • postnatal (e.g. injury or illness in early childhood (e.g. road traffic accident)) <p>Also including:</p> <ul style="list-style-type: none"> • Difference between learning disabilities and specific learning difficulties: • learning disabilities (e.g. physiological conditions) • specific learning difficulties (e.g. neurological conditions (e.g. dyslexia, dyspraxia, dyscalculia, Attention Deficit Disorder (ADD))) 	

	<p>(TRIP/GUEST SPEAKER FROM SPECIAL NEEDS SCHOOL – this forms case study for next 3 criteria)</p> <p>P3: Explain the difficulties which may be experienced by individuals with learning disabilities</p> <ul style="list-style-type: none"> • Communication • Environmental • Economic • Attitudes • Intellectual/cognitive • Physical <p>M1: assess the impact of difficulties on individuals with learning disabilities</p> <ul style="list-style-type: none"> • delayed language, difficulties in using language, impaired speech, understanding written information • transport, living conditions, access to buildings, access to leisure, access to services, access to information • cost of leisure activities, transport, cost of care • prejudice, stigma, fear, lack of understanding, discrimination, lack of choice • difficulty in understanding and processing information • financial assistance, advocacy, social inclusion, active participation, empowerment, positive images, access to services and assessment, accessible information <p>D1: analyse ways to overcome difficulties experienced by individuals with learning disabilities</p> <ul style="list-style-type: none"> • solutions to the above impacts – this will be centred around information gathered from the case study and student led directed research 	
4	<p>Unit 9: Learning Difficulties</p> <p>P4: suggest services within the health and social care sector that can best support the needs of individuals with learning disabilities</p> <ul style="list-style-type: none"> • Support services (e.g. local Mencap, Down’s Syndrome Society, PHAB clubs, residential care, short-term breaks (respite care), Special Educational Needs (SEN) provision in schools, supported living, employment services) 	

	<p>P5: explain the role of different practitioners in supporting individuals with learning difficulties in health and social care</p> <ul style="list-style-type: none"> • community learning disability teams, i.e. nurse, social worker, psychologist, speech therapist, support workers, dietician, occupational therapists, befriender, advocate, benefits advisor, physiotherapist <p>M2: evaluate the impact of person centred approaches on the quality of life of individuals with learning disabilities</p> <ul style="list-style-type: none"> • Methods of care: initial assessments, specialist assessments, person-centred care plans, individual learning plans, multidisciplinary approach, safeguarding <p>Also including:</p> <ul style="list-style-type: none"> • Legislation in relation to learning disabilities • NHS and Community Care Act 1990 • Mental Health Acts 1983 and 2007 • Mental Capacity Act 2005 • Equality Act 2010 • Human Rights Act 1998 • Children and Families Act 2014 • The Care Act 2014 • Guidance, i.e. • policies and charters • codes of practice • the White Paper – “Valuing People - A New Strategy for Learning Disabilities for the 21st Century” • Fair Access to Care Services • “No Secrets 2000” on the protection of vulnerable adults • “Death by Indifference” (Mencap, 2007) 	
5	Exam retakes	