

Term	Content	Online support
1	<p>Unit 3 – Health, Safety and Security (Exam)</p> <p>LO1 - Understand potential hazards in health, social care and child care environments</p> <p>Learners must be able to identify potential hazards in health and social care. They must be able to identify potential hazards and explain how these hazards can affect staff and/or individuals who require care and support. 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 be able to distinguish between intentional and unintentional abuse and its effects,</p> <p>1.1 Types of hazards, i.e. • environmental (e.g. slip and trip hazards) • biological (e.g. waste, infection) • chemical (e.g. medicines, cleaning materials) • psychological (e.g. stress, fatigue) • physical (e.g. noise, radiation) • musculoskeletal (e.g. manual handling, DSE (display screen equipment) • working conditions (e.g. temperature, noise, travel) • working practices (e.g. working hours, supervision) • lack of security systems (e.g. door locks, alarm systems)</p> <p>1.2 Potential impacts of hazards for individuals who require care or support, employees and employers, i.e. • injury or harm • illness • poor standards of care • financial loss (e.g. theft, high staff turnover, legal action)</p> <p>1.3 Harm and abuse, i.e. • intentional abuse (e.g. financial abuse) • unintentional abuse (e.g. poor care provided) • effects of abuse (e.g. illness, injury, fear)</p> <p>1.4 Types of settings, i.e. • health environment (e.g. hospital, GP surgery) • care environment (e.g. residential care home, individual’s home) • child care environment (e.g. nursery, school) • public environment (e.g. shopping centre, park) • transport (e.g. minibuss, ambulance)</p> <p>LO2 - Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</p> <p>Learners must identify key aspects of each piece of legislation and analyse how these promote health, safety and security in health and social care settings. Learners must assess how legislation influences various factors in health and social care settings. Learners need to analyse the importance of policies and procedures and how they are implemented in different health and social care settings</p> <p>2.1 Legislation, i.e. • Health and Safety at Work Act 1974 • Management of Health and Safety at Work Regulations 1999 • Food Safety Act 1990 • Food Safety (General Food Hygiene) Regulations 1995 • Manual Handling Operations Regulations 1992 • Reporting of Injuries, Diseases and Dangerous Regulations</p>	

(RIDDOR) 2013 • Data Protection Act 1998 • Control of Substances Hazardous to Health (COSHH) 2002 • Civil Contingences Act 2004

2.2 Safeguarding, i.e. • the need for safeguarding • Disclosure and Barring Service (DBS) • Disclosure and Barring Service checks

2.3 Influences of legislation on, i.e. • staff (e.g. staffing numbers, level of education) • premises (e.g. fire exits, accessibility) • practices (e.g. reporting, storage of information)

2.4 Implementation of policies and procedures, i.e. • health and safety management systems • workplace hazards and risk controls (risk assessment) • fire safety • asbestos • transport hazards • electrical safety • safeguarding • reporting of accidents • food safety • chemical and biological health hazards • disposal of hazardous wastes (e.g. needles, body waste, expired medication) • lone working • storage and dispensing of medicines • security of premises, possessions and individuals

2.5 Review of policies and procedures

Unit 1: Building positive relationships in health and social care. (COURSEWORK)

This unit aims to introduce you to the many different relationships that you 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 you 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. You will also be introduced to the concept of the person-centred approach which will help with your relationship building skills.

P1: Explain different types of relationships that can be built in health, social care or child care environments

LO1.1: Types of relationships, i.e.

- Individuals who require care and support
- Families/advocates of individuals who required care and support
- Colleagues/peers
- Senior workers/managers
- Health and social care professionals/practitioners

P2: Explain factors that can influence the building of positive relationships in health, social care or child care environments

LO2.1: Communication factors, i.e.

- Verbal and non-verbal communication skills (e.g. appropriate pace, tone and pitch, awareness of dialect, effective questioning, active listening, body language, eye contact, touch, proximity, non-discriminatory language, avoiding slang and jargon, age appropriate language, demonstrating empathy)
- Written (e.g. accurately recording information, avoiding slang and jargon, accurate spelling and grammar, non-discriminatory language)
- Special methods and adaptations (e.g. Makaton, British Sign Language, Braille, deafblind language, signs and symbols, technological aids)
- Theories of communication and application to health and social care contexts (e.g. Argyle's stages of the communication cycle, Tuckman's stages of group interaction, SOLER)

2.2: Cultural factors (e.g. race, religion LGBTQ+ and language)

2.3 Environmental factors, i.e.

- Physical environment (e.g. lighting, seating, noise, setting, space, smells, time)
- Social environment (e.g. individual experience, education, background)

2.4: Spiritual factors, i.e.

- Belief and value system (e.g. changing beliefs and values depending on life experiences)
- Avoiding assumptions and stereotypes

2.5 Physical factors, i.e.

- Conditions (e.g. dementia, mental health, impact of pain)
- Sensory impairment (e.g. hearing impairment, visual impairment)
- Physical disability (e.g. wheelchair user)
- Language and perception needs (e.g. autism, English as a second language)
- Alcohol and drugs

UNIT 1 – Building Positive Relationships (coursework)

P3: Explain strategies to ensure a person centred approach in health, social care or child care environments

LO3.1 Strategies to ensure a person centred approach, i.e.

- Understand individual's needs and preferences (e.g. initial face-to-face meeting with the individual, use of current information on individual/care plan, use of appropriate communication skills, recognition of wider relationships)

	<ul style="list-style-type: none"> • Enabling and supporting an individual (e.g. use of advocates, interpreters, translators, signers, use of technological aids) • Staff training (e.g. induction, statutory and mandatory training, additional staff training) • Demonstrate professional behaviour (e.g. maintaining confidentiality, reflective practice, promotion of care values) <p>P4: Demonstrate effective communication skills in a one-to-one interaction to build a positive relationship in a health, social care or child care environment</p> <p>LO4.1 Communication skills, i.e.</p> <ul style="list-style-type: none"> • Verbal and non-verbal communication skills (e.g. appropriate pace, tone and pitch, awareness of dialect, effective questioning, active listening, body language, touch, proximity, non-discriminatory language, avoiding slang and jargon, age appropriate, demonstrating empathy, special methods and adaptations (e.g. Makaton, British Sign Language, deafblind language, Braille, signs and symbols, technological aids)) • Written (e.g. accurately recording information, avoiding slang and jargon, accurate spelling and grammar, non-discriminatory language) • Apply theories of communication to health and social care contexts (e.g. Argyle’s stages of the communication cycle, Tuckman’s stages of group interaction, SOLER) <p>P5: Demonstrate effective communication skills in a group interaction to build a positive relationship in a health, social care or child care environment</p> <p>LO4.1 Communication skills, i.e.</p> <ul style="list-style-type: none"> • Verbal and non-verbal communication skills (e.g. appropriate pace, tone and pitch, awareness of dialect, effective questioning, active listening, body language, touch, proximity, non-discriminatory language, avoiding slang and jargon, age appropriate, demonstrating empathy, special methods and adaptations (e.g. Makaton, British Sign Language, deafblind language, Braille, signs and symbols, technological aids)) • Written (e.g. accurately recording information, avoiding slang and jargon, accurate spelling and grammar, non-discriminatory language) • Apply theories of communication to health and social care contexts (e.g. Argyle’s stages of the communication cycle, Tuckman’s stages of group interaction, SOLER) 	
2	<p>UNIT 1 – Building Positive Relationships (coursework)</p> <p>M1: Analyse the role that context plays in different relationships in health, social care and child care environments</p> <p>LO1.2: Relationship contexts, i.e.</p> <ul style="list-style-type: none"> • Formal or informal (e.g. professional boundaries, personal relationships) • One-to-one 	

- Group
- Environment (e.g. hospital, care home, individuals home, support living service, away from work setting)

1.3: How context can impact relationships (e.g. maintaining independence, temporary dependency)

M2: Analyse how a person-centred approach supports the building of positive relationships in health, social care or child care environments

LO3.2 How a person-centred approach supports positive relationships, i.e.

- Empowers individual
- Builds trust
- Develops mutual respect
- Recognises diversity
- Develops confidence (e.g. individual self-confidence, confidence in each other)
- Develops teamwork (e.g. between individual and professional, between colleagues, between professional and individual's family/advocates)
- Leads to additional benefits (e.g. encourages interaction with other professionals or services)

M3: Review the effectiveness of the communication skills used during the interactions

LO4.2 Effectiveness of interactions, i.e.

- Self-awareness and reflection
- Use of strategies, support and aids to overcome barriers

D1: Justify the use of reflective practice to ensure interactions build positive relationships in health, social care or child care environments

LO4.3 Aspects of reflective practice, i.e.

- Evaluating specific incidents or activities
- Identifying what might be done better next time
- Identifying what went well
- Exploring training and development needs

3	<p>Start of January – Final exam preparation and Exam completion</p> <p>Unit 2 – Equality, Diversity and Rights (Exam)</p> <p>LO1 - 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>Learners need to be guided to develop an understanding of the key concepts of equality, diversity and rights that underpin this unit. They should be able to define key terms and concepts and be able to describe the benefits of understanding diversity</p> <p>1.1 Concepts, i.e. • equality, i.e. o a person is respected as an individual, treated fairly, given the same opportunities regardless of differences, treated according to needs</p> <ul style="list-style-type: none"> • diversity, i.e. o race o religion o cultural differences o gender and gender reassignment o sexuality and sexual orientation o age o family structure o marriage and civil partnership o social class o language o dress o food o music o the arts o education o pregnancy and maternity o disability <p>rights, i.e. o choice o confidentiality o protection from abuse and harm o equal and fair treatment o consultation o right to life</p> <p>1.2 Application of the concepts, i.e. • the values of care in health and social care services, i.e. o promoting equality and diversity o promoting individual rights and beliefs o maintaining confidentiality</p> <ul style="list-style-type: none"> • the values of care in child care services, i.e. o making the welfare of the child paramount o keeping children safe and maintaining a healthy environment o working in partnership with parents/guardians and families and other professionals o encouraging children’s learning and development o valuing diversity o ensuring equality of opportunity o anti-discriminatory practice o maintaining confidentiality o working with other professionals <p>1.3 Support networks, i.e. • advocacy services (e.g. SEAP, MENCAP Empower Me, British Institute of Learning Disabilities) • support groups (e.g. MIND, Age UK, Headway) • informal support (e.g. friends, family, neighbours)</p> <p>Corrections/catch up for Unit 1 – Positive Relationships</p>	

4	<p>LO2 - Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> <p>Learners need to identify the factors that can incite discrimination or discriminatory behaviour and the individuals that this may affect. They could be encouraged to reflect on and analyse their own attitudes and prejudices, or those of others that they may have experienced or observed</p> <p>2.1 Discriminatory practices, i.e. • basis of discrimination (e.g. race, culture, disability, social class, age, gender, sexual orientation, religion) • direct and indirect discrimination • types of abuse • prejudice • stereotyping • labelling • bullying</p> <p>2.2 Individuals affected, i.e. • individuals who require care and support (e.g. patients, children, older adults, people with disabilities) • family/friends/relatives of individuals • practitioners (e.g. nurse, G.P., physiotherapist, teacher, early years practitioner, social worker, care assistant, care worker)</p> <p>2.3 Impact on individuals, i.e. • disempowerment • low self-esteem and low self-confidence • poor health and well-being • unfair treatment • mental health</p> <p>LO3 - Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments</p> <p>Learners must be able to identify key aspects of each piece of legislation and be able to describe how these support individuals' rights.</p> <p>3.1 Key aspects of current Legislation, i.e. • The Care Act 2014 • The Health and Social Care Act 2012 • The Equality Act 2010 • The Mental Capacity Act 2005 • The Children Act 2004 • The Data Protection Act 1998 • Human Rights Act 1998 • Children and families Act 2014</p> <p>3.2 Overview of national initiatives, i.e. • The Care Certificate 2014 • Quality assurance i.e. o inspections such as Ofsted, CQC (Care Quality Commission) • EHRC(Equality and Human Rights Commission) • NICE – National Institute for Health and Care Excellence</p>	

5	<p>(follow on from Term 4)</p> <p>3.3 The impact of legislation and national initiatives, i.e. • person-centred approach to care and provision • individual needs met • empowerment • accessible services • provides a system of redress • clear guidelines for practitioners to follow • raises standards of care • staff selection and interview procedures must comply with the Equality Act • organisational policies - bullying, confidentiality, equal opportunities, data handling</p> <p>LO4 - Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p> <p>Learners will focus on active promotion of antidiscriminatory practice within health, social care and child care services. They must analyse situations in health, social care and child care settings to reach a decision about the correct course of action a practitioner should take</p> <p>4.1 Applying best practice in health, social care or child care environments, i.e. • being non-judgemental • respecting the views, choices and decisions of individuals who require care and support antidiscriminatory practice • valuing diversity • using effective communication • following agreed ways of working • provision of training and professional development opportunities for staff • mentoring, monitoring and performance management of staff • staff meetings to discuss issues/practice</p> <p>4.2 Explaining discriminatory practice in health, social care or child care environments, i.e. • stereotyping, labelling, prejudice • inadequate care • abuse and neglect • breach of health and safety • being patronising</p> <p>4.3 Choosing appropriate action/response to promote equality, diversity and rights in health, social care and child care environments, i.e. • acceptable methods of challenging discrimination (e.g. challenge at the time, challenge afterwards through procedures or through long-term campaigns) • whistleblowing • applying values of care • providing information about complaints procedures / advocacy services • implementing policies, codes of practice, legislation • dealing with conflict • training / mentoring / monitoring</p> <p>Revision</p> <p>Exam</p> <p>Unit 10 – Nutrition</p> <p>This unit introduces nutritional health and the components of good nutrition. You 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>	
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P1: Describe Nutritional and Diet Guidelines

- Dietary intake guidelines: (e.g. eatwell plate, food pyramids, food groups, five-a-day, NHS Change4Life, healthy eating)
- Energy Balance
- Nutritional Measures
- Food Labelling regulations (e.g. Body Mass Index (BMI), growth charts, recommended intakes, weight for height and gender, Dietary Reference Values)

P2: Describe the functions of nutrients

- Proteins (polypeptides, essential and non-essential amino acids, proteins of high and low biological value, novel sources (e.g. mycoprotein (Quorn))
- Carbohydrates (sugar, starch, non-starch polysaccharides, sugar substitutes (e.g. artificial sweeteners, sorbitol))
- Lipids (saturates, monounsaturates and polyunsaturates, trans fats, cholesterol essential fatty acids
- Vitamins (fat soluble, water soluble)
- Minerals (e.g. iron, calcium, magnesium, sodium, potassium, selenium, zinc)

Also including:

- Functions (e.g. source of energy, muscle repairing and synthesis, supports cognitive function, supports healthy immune system)
- Effects of nutritional deficiencies (e.g. obesity, malnutrition, anorexia, bulimia, undernutrition, rickets, scurvy)