

**OCR Cambridge Technical Diploma Health and Social Care (double award)**

YEAR 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	<p><u>COURSEWORK UNIT</u> <u>Unit 1 Building positive relationships in health and social care</u></p> <p><u>Composite = Understand relationships in health, social care or child care environments</u> LO1 = different types of relationships to include:</p> <ul style="list-style-type: none"> <li>Individuals who require care and support</li> <li>Families/advocates of individuals who require care and support</li> <li>Colleagues/peers</li> <li>Senior workers/managers</li> <li>Health and social care professionals/practitioners</li> </ul> <p>LO1 = relationship contexts to include:</p> <ul style="list-style-type: none"> <li>Formal or informal (e.g. professional boundaries, personal relationship)</li> <li>One-to-one</li> <li>Group</li> <li>Environment (e.g. hospital, care home, individual's home, supported living service, away from work setting)</li> </ul> <p>LO1 = How context can impact relationships e.g. maintaining independence, remaining in own home, using an aid to independence temporary dependency accident or injury</p> <p><u>Composite explain different types of relationships that can be built in health, social care or child care environments</u> <u>Analyse the role that contexts play in different relationships in health, social care and child care environments</u></p> <p><u>EXAMINED UNIT</u> <u>Unit 3 Health, safety and security in health and social care</u></p>	<p><u>EXAMINED UNIT</u> <u>Unit 3 Health, safety and security in health and social care</u></p> <p>LO2 = Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</p> <p><u>Composite = Understand different legislation</u></p> <ul style="list-style-type: none"> <li>Health and Safety at Work Act</li> <li>Management of Health and Safety at Work Regulations</li> <li>Food Safety Act</li> <li>Food Safety (General Food Hygiene) Regulations</li> <li>Manual Handling Operations Regulations</li> <li>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations</li> <li>Data Protection Act</li> <li>Control of Substances Hazardous to Health</li> <li>Civil Contingences Act</li> </ul> <p>Safeguarding</p> <ul style="list-style-type: none"> <li>Need for a safeguarding</li> <li>Disclosure and Barring Service</li> <li>Disclosure and Barring Service checks</li> </ul> <p>Influences of legislation</p> <ul style="list-style-type: none"> <li>Staff, premises, practices</li> </ul> <p>Implementation of policies and procedures</p> <p>Review of policies and procedures</p>	<p><u>EXAMINED UNIT</u> <u>Unit 3 Health, safety and security in health and social care</u></p> <p><u>Composite recap and revision of all LO's in preparation for examination within first two weeks of January</u></p> <p><u>COURSEWORK UNIT</u> <u>Unit 1 Building positive relationships in health and social care</u></p> <p><u>Composite = explain the factors that influence the building of relationships</u></p> <p>LO2 = factors that influence building relationships</p> <p>Communication factors Environmental factors Spiritual factors Physical factors</p> <p>LO3 = understand how a person-centred approach builds positive relationships in health, social care or child care environments</p> <p><u>Composite explain strategies to ensure a person-centred approach and analyse how a person-centred approach supports the building of positive relationships</u></p>	<p><u>COURSEWORK UNIT</u> <u>Unit 1 Building positive relationships in health and social care</u></p> <p><u>LO4 = be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</u></p> <p><u>Composite demonstrate effective communication skills in a one-one and group interaction</u></p> <p>Communication skills Verbal and non-verbal Written Theories</p> <p><u>EXAMINED UNIT</u> <u>Unit 2 Equality, diversity and rights in health and social care</u></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>Concepts to include: Equality Diversity Rights Application of the concepts The values of care The values of care in child services</p> <p>Support networks</p>	<p><u>EXAMINED UNIT</u> <u>Unit 2 Equality, diversity and rights in health and social care</u></p> <p><u>LO2 = understand the impact of discriminatory practices on individuals in health, social care and child care environments</u></p> <p><u>Composite = identify the factors that can incite discrimination or discriminatory behaviour and the individuals that this may affect</u></p> <p>To include: Discriminatory practices Individuals affected Impact on individuals</p> <p><u>LO3 = understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments</u></p> <p><u>Composite – legislation and initiatives</u></p> <p>Legislation to include: Care Act Health and Social Care Act Equality Act Mental Capacity Act Children Act Data Protection Act Human Rights Act Children and Families Act</p> <p>Initiatives to include: Care Certificate Quality Assurance EHRC NICE</p> <p>Impact of legislation and national initiatives</p> <p><u>LO4 = understand how equality, diversity and rights in health, social</u></p>	<p><u>EXAMINED UNIT</u> <u>Unit 2 Equality, diversity and rights in health and social care</u></p> <p>Revision and recap of all LO's in preparation for examination in May/June</p> <p><u>COURSEWORK UNIT</u> <u>Unit 1 Building positive relationships in health and social care</u></p> <p><u>LO4 = be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</u></p> <p><u>Composite review the effectiveness of the communication skills and justify the use of reflective practice to ensure interactions build positive relationships</u> Effectiveness of interactions – self-awareness and reflection, use of strategies Aspects of reflective practice to include: Evaluate specific incidents Identifying what might be done better next time Identifying what went well Exploring training and development needs</p> <p>Completion of unit 1 coursework</p>

	<p><u>Composite = Understand potential hazards in health, social care and child care environments</u></p> <p>LO1= types of hazards to include:</p> <ul style="list-style-type: none"> <li>• Environmental</li> <li>• Biological</li> <li>• Chemical</li> <li>• Psychological</li> <li>• Physical</li> <li>• Musculoskeletal</li> <li>• Working conditions</li> <li>• Working practices</li> <li>• Lack of security systems</li> </ul> <p>Potential impacts of hazards for individuals who require care or support, employees and employers –</p> <ul style="list-style-type: none"> <li>• Injury or harm</li> <li>• Illness</li> <li>• Poor standards of care</li> <li>• Financial loss (theft, high staff turnover, legal action)</li> </ul> <p>Harm and abuse</p> <ul style="list-style-type: none"> <li>• Intentional abuse (financial abuse)</li> <li>• Unintentional abuse (poor care provided)</li> <li>• Effects of abuse (illness, injury, fear)</li> </ul>	<p><u>LO3 Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</u></p> <p><u>Composite = identify and describe the roles and responsibilities of employers and employees in different health and social care settings</u></p> <p>Roles to include: Employers, employees and individuals who require care and support</p> <p>Responsibilities to include: Employers’ role, employees’ role, individuals who require care and support</p> <p>Consequences of not meeting responsibilities Direct costs Indirect costs Disciplinary action Civil and criminal prosecution Being removed from professional register Causing injury or harm Being injured or harmed</p> <p>LO4 = know how to respond to incidents and emergencies in a health, social care or child care environment</p> <p><u>Composite to be able to identify different incidents and emergencies in health and social care settings</u></p> <p>Incidents and emergencies: Accidents Exposure to infections Exposure to chemicals Spillages Intruders Aggressive and dangerous encounters Fire Flood Loss of water supply Other critical incidents</p> <p>Response to incidents and emergencies Reporting of accidents Evacuation procedures</p>			<p><u>care and children care environments are promoted</u></p> <p><u>Composite applying best practice</u></p> <p>Applying best practice in health, social care or child care environments Explaining discriminatory practice in health, social care or child care environments Choose appropriate action/response to promote equality, diversity and rights in health, social care and child care environments</p>	
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<b>Prior knowledge and skills (from previous year / key stage)</b>	Students may have varying knowledge of health and social care. This course runs alongside unit 1 which will introduce students to key terminology. They may have studied health in year 10 and 11 where they have learnt some of these concepts. This also links to PHSCE.	Students will have been introduced to key terms during Autumn term 1	Students will need to understand key terms of relationships and health and safety	Students will be introduced to key terms for equality and diversity	Student will have been introduced to key terms in Spring term 1 and 2	Students will have been introduced to key terminology throughout the year
<b>Core Knowledge Organiser content</b>	Key words and definitions Learning journey	Key words and definitions Learning journey	Key words and definitions Learning journey	Key words and definitions Learning journey	Key words and definitions Learning journey	Key words and definitions Learning journey
<b>Assessment Objectives</b>	<p>LO1: understand relationships in health, social care or child care environments</p> <p>LO1: understand potential hazards in health, social care and child care environments</p>	<p>LO2: understand how legislation, policies and procedures promote health, safety and security in health, social care and child care settings</p> <p>LO3: understand the roles and responsibilities involved in health, safety and security in health, social care and child care settings</p> <p>LO4: know how to respond to incidents and emergencies in a health, social care or children care environment</p>	<p>LO2: factors that influence building relationships</p> <p>LO3 understand how a person-centred approach builds positive relationships in health, social care or child care environments</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>LO2: understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> <p>LO3: understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments</p> <p>LO4: understand how equality, diversity and rights in health, social care and children care environments are promoted</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>LO2: understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> <p>LO3: understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments</p> <p>LO4: understand how equality, diversity and rights in health, social care and children care environments are promoted</p>
<b>Vocabulary / Key Subject Terminology</b>	<b>Key words list</b> <b>Language for learning sheets</b>	<b>Key words list</b> <b>Language for learning sheets</b>	Key words list Language for learning sheets	Key word list Language for learning sheets	Key word list Language for learning sheets	<b>Key word list</b> <b>Language for learning sheets</b>
<b>Assessment 1</b>	Types of relationships P1	LO1, LO2, LO3	Full past paper mock EXTERNALLY ASSESSED EXAMINATION	Complete P4/P5 of unit 1	LO1, LO2 examination assessment	Full past paper mock EXTERNALLY ASSESSED EXAMINATION

Assessment 2	LO1 examination assessment	Full examination paper	LO2, LO3	LO1 examination assessment	Full examination paper	Completion of all outstanding unit 1 coursework
Cross Curricular Links with other Faculties	English – communication/written reports PSHCE – communication skills	English – communication/written reports PSHCE – skills required for different jobs	English: written reports PSHCE: health and safety and communication	English: Written reports, discussion PSHCE	English written responses PSHCE equality, diversity and rights	English written responses
Extra-Curricular Offer	After school club	Coursework club after school	Coursework club after school	Coursework/examination club after school	Coursework/examination club after school	Coursework/examination club after school
Time Allocation	Autumn 1 8 weeks 2/3 lessons per week	Autumn 2 8 weeks 2/3 lessons per week	Spring term 1 6 weeks 2/3 lessons per week	Spring term 2 6 weeks 2/3 lessons per week	Summer term 1 8 weeks 2/3 lessons per week	Summer term 2 8 weeks 2/3 lessons per week