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

Notre Dame Catholic College

YEAR 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content	COURSEWORK UNIT Unit 12 Promote Positive Behaviour Composite = promote positive behaviour LO1 = Be able to promote positive behaviour. LO3 = Be able to use interventions to promote positive behaviour, considering the impact on the individual Demonstrate a person-centred approach to promote positive behaviour Demonstrate best practice in promoting positive behaviour Demonstrate strategies that could be used to promote positive behaviour Understand the contexts where the promotion of positive behaviour is required Positive behaviour support Best practice Identifying patterns of behaviour Understand the impact of the environment on behaviour Understand the physiological aspects of behaviour Behavioural support plans Evaluation of best practice Assess how best practice could be evaluated in promoting positive behaviour LO4 = know relevant legislation and guidance related to promoting positive behaviour EXAMINED UNIT Unit 7 Safeguarding Composite = Understand types and signs of abuse	EXAMINED UNIT Unit 7 safeguarding LO3 = Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children Composite = develop knowledge of main points of each piece of current, applicable legislation and understanding how each piece of legislation helps to protect and safeguard individuals - Human Rights Act - Health and Social Care Act - Safeguarding Vulnerable Groups Act - Disclosure and Barring Scheme - Mental Capacity Act - Equality Act - Public Interest Disclosure Act - Rehabilitation of Offenders Act - Children Act - Working together to Safeguard Children - Data Protection Act LO4 = understand how to deal with suspected abuse and disclosures of abuse Composite to be able to identify who might be told about abuse and how to deal with disclosures - Peers - Family - Siblings - Teachers - Social workers - Other professionals - Other members of the public	EXAMINED UNIT Unit 7 safeguarding Composite recap and revision of all LO's in preparation for examination within first two weeks of January COURSEWORK UNIT Unit 12 Promote Positive Behaviour Composite = describe a situation where a reactive or restrictive intervention would be required and assess how recognising stages of behaviour could promote positive behaviour LO2 = understand situations in which staff are required to use reactive and restrictive interventions Proactive Reactive Restrictive Post-incident review Evaluate why restrictive interventions are used in only the most serious situations Evaluate the impact of strategies used to promote positive behaviour on an individual's wellbeing	COURSEWORK UNIT Unit 18 Caring for older people LO1 = understand the ageing process 'Ageing process' 'Older person' Theories of ageing – biological, psychosocial Composite – describe what is meant by the 'ageing process' Compare and contrast theories of ageing Common conditions affecting older people: Disorders f the circulatory system Sensory impairment Musculoskeletal disorders Disorders of the nervous system Disorders of the respiratory system Disorders of the digestive system Emotional, social and economic effects of ageing to include positive and negative effects LO2 = support older people to plan their care and support Composite = summarise current legislation and national initiatives which influence the care and support provided for older people Care Act, Health and Social Care Act, Equality Act, Mental Capacity Act Care Certificate, Code of Conduct for Healthcare Support Workers and Adult Social Acre Workers, Dignity in Care Initiative, National Dementia Strategy, Codes of Practice	COURSEWORK UNIT Unit 18 Caring for older people LO2 = support older people to plan their care and support Composite = suggest services within the health and social care sector that can best support the needs of older people and discuss dilemmas facing health and social care practitioners when caring for older people To include: Types of support Practitioners Applying the values of care Promoting independence Dilemmas LO3 = Understand the potential vulnerability of older people Composite = Explain how older people may be vulnerable to exploitation, explore stereotypes and attitudes what may be held about older people and analyse how the media contributes to reinforcing and also breaking the stereotypes of older people To include: Positive and negative media portrayal of older people Attitudes and stereotypes Exploitation: Victims of inadequate care and neglect, victims of abuse, financial exploitation	Consolidation and completion of outstanding coursework

LO1= types and signs of abuse:
- Physical
- Sexual
- Emotional/psychological
- Neglect
- Financial
- Institutional
- Bullying
- Discrimination
- Exploitation/mate crime

Signs of these types of abuse
- Unexplained injuries
- Malnourishment
- Changes in behaviour
- Low self-esteem
- Self-harm
- Inappropriate or sexualised behaviour
- Unexplained loss of money or possessions
- Fear of certain people or situations

LO2 = Understand the factors which may lead to abusive situation

Composite = people most at risk from abuse and environments where it may happen
- Learning disability
- Dementia
- Lack mental capacity
- Sensory impairment
- Physical disabilities
- Looked after children

- Care services with institutional practices
- Adults and children residing in health and social care settings
- Health services
- Independent living facilities
- homelessness

- Situations where people are dependent on others
- Relationships where there is an imbalance of power
- Social isolation

How to deal with a disclosure

LO5 = understand the working strategies and procedures for the safeguarding and protection of adults, young people and children

Composite = an understanding of policies and procedures

- Staff training
- Disclosure and Barring Service
- Multi-agency approach
- Risk assessments
- Accessible complaints procedure
- Designated Protection Officer

- Safeguarding policy
- Confidentiality policy
- Risk assessment
- Staff recruitment
- Disclosure and Barring Service
- Designated Child Protection Officer

LO6 = Understand how workers within health, social care and child care environments can minimise the risk of abuse

- Person-centred planning
- Duty of care
- Effective record keeping
- Following policies and procedures
- Building a trusting professional relationship
- Effective communication channels
- Continuing Professional Development

Developing the confidence and resilience of individuals who receive care and support

	• Situations where there is an invasion of privacy					
Prior knowledge and skills (from previous year / key stage)	Students are in their second year of the course and will have a knowledge of key aspects within health, social care and early years	Students will have been introduced to key terms during Autumn term 1	Students will need to understand key terms of safeguarding and positive behaviours	Students will be introduced to key terms relating to ageing	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
Core Knowledge Organiser content	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
Assessment Objectives	LO1 = Be able to promote positive behaviour. LO3 = Be able to use interventions to promote positive behaviour, considering the impact on the individual LO4 = know relevant legislation and guidance related to promoting positive behaviour LO1= types and signs of abuse LO2 = Understand the factors which may lead to abusive situation	LO3 = Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children LO4 = understand how to deal with suspected abuse and disclosures of abuse LO5 = understand the working strategies and procedures for the safeguarding and protection of adults, young people and children LO6 = Understand how workers within health, social care and child care environments can minimise the risk of abuse	LO2 = understand situations in which staff are required to use reactive and restrictive interventions	LO1 = Understand the 'ageing process' LO2 = support older people to plan their care and support	LO2 = support older people to plan their care and support LO3 = Understand the potential vulnerability of older people	LO1 = Understand the 'ageing process' LO2 = support older people to plan their care and support LO3 = Understand the potential vulnerability of older people
Vocabulary / Key Subject Terminology	**Key words list** **Language for learning sheets**	**Key words list** **Language for learning sheets**	Key words list Language for learning sheets	Key word list Language for learning sheets	Key word list Language for learning sheets	**Key word list** **Language for learning sheets**
Assessment 1	Assess how best practice could be evaluated in promoting positive behaviour M1 Describe legislation related to promoting positive behaviour P5	LO1, LO2, LO3	Full past paper mock EXTERNALLY ASSESSED EXAMINATION	Complete P1 and M1	Complete P3, P4, M3	Completion of outstanding coursework
Assessment 2	LO1 and LO2 examination assessment	Full examination paper	LO2	Complete P2 and M2	Complete P5, M4, D1	Completion of all outstanding unit 18 coursework

Health and Social Care – OCR Cambridge Technical Level 3

Cross Curricular Links with other Faculties	English –written reports PSHCE – behaviours and abuse	English – written responses PSHCE – safeguarding	English: written reports PSHCE: positive behaviour	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**