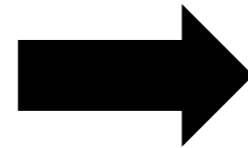


# SINGLE AWARD

## UNIT 1 – EXAM UNIT

Students are going to express their knowledge of PIES's which has on human lifespan, factors affecting growth and development and the effect it has on ageing.

Students will also then analyse information related to theories/models based on factors which affect growth and development and the effects of ageing.

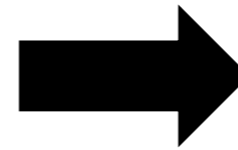


## UNIT 2 – EXAM UNIT

Students are going to demonstrate their knowledge of service users needs, roles and responsibilities of health and social care professionals.

Students will then research organisations and analyse how health and social care workers and organisations are monitored and regulated.

They will then make connections between organisations and health care professionals and how multidisciplinary teams work together to meet the needs of service users.



## UNIT 14 – COURSEWORK

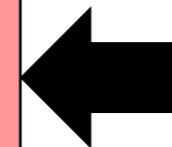
Students are given two specific conditions Bowel Cancer and Diabetes

**P1, M1, D1** – Students will explain the causes, signs and symptoms of the chosen conditions, analyse the changes of the body systems and functions the conditions cause and the impact it has on health and wellbeing.

**P2, M2, D2** – Students will investigate diagnosis procedures and assess the importance the procedures have in confirming the disorder. They will say the benefit of investigations and treatment have on the service users.

**P3, P4, D2** – Treatments and support will be explained and assessed relating to the local area (Wolverhampton), a justification will be carried out on the benefit of the treatment/support options for the conditions.

**P5, P6, P7, M3, D3** – Students will be given a case study (Terry) and expected to carry out a treatment plan. The needs of Terry will need to be assessed based on factors, making sure that it meets their needs. Students will explain how the plan would improve Terry's health and wellbeing, and how potential barriers would be overcome and justify the recommendations.



## UNIT 5 – COURSEWORK

Students will be provided with case studies to choose from to focus on during their coursework

**P1, M1** – Students will apply their knowledge and explain the importance of promoting equality and diversity, also analyse the impact of preventing discrimination for individuals with specific needs and the importance.

**P2, M2** – students are expected to create a booklet to give to volunteers, explaining the skills necessary for professionals who work with individuals who have different needs, they will also need to make suggestions and assess methods for professionals to see to create relationships.

**D1** – Students will have to evaluate the success of promoting anti-discriminatory practice

**P3, M3** – Students will need to incorporate the ethical principles in the provision of support for individuals with specific needs, then they will analyse how the ethical approach would benefit the individuals.

**P4, M4, D2** – Strategies and communication techniques will be explained and assessed then applied to the individuals in order for them to overcome challenges, then why this is important when planning and providing care

**P5** – students will be required to explain the benefits of promoting personalisation when challenges are being overcome for individuals with specific needs.

**P6, P7, P8** – students will explain why meeting the needs of individuals require the involvement of agencies. And the roles and responsibilities of the members of multidisciplinary team.

**M5, D4** – Students will explain and evaluate the benefits of multi-disciplinary and multi-agency for individuals with care and support needs.

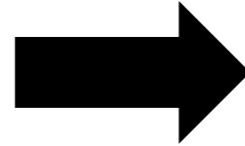
**M6, D3** – Students will analyse and justify the impact of legislation and codes of practice relating to information management on multi-disciplinary working.

# Double AWARD

## UNIT 1 – EXAM UNIT

Students are going to express their knowledge of PIES's which has on human lifespan, factors affecting growth and development and the effect it has on ageing.

Students will also then analyse information related to theories/models based on factors which affect growth and development and the effects of ageing.



## UNIT 2 – EXAM UNIT

Students are going to demonstrate their knowledge of service users needs, roles and responsibilities of health and social care professionals.

Students will then research organisations and analyse how health and social care workers and organisations are monitored and regulated.

They will then make connections between organisations and health care professionals and how multidisciplinary teams work together to meet the needs of service users.



## UNIT 14 – COURSEWORK

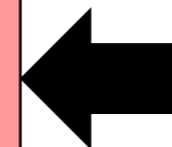
Students are given two specific conditions Bowel Cancer and Diabetes

**P1, M1, D1** – Students will explain the causes, signs and symptoms of the chosen conditions, analyse the changes of the body systems and functions the conditions cause and the impact it has on health and wellbeing.

**P2, M2, D2** – Students will investigate diagnosis procedures and assess the importance the procedures have in confirming the disorder. They will say the benefit of investigations and treatment have on the service users.

**P3, P4, D2** – Treatments and support will be explained and assessed relating to the local area (Wolverhampton), a justification will be carried out on the benefit of the treatment/support options for the conditions.

**P5, P6, P7, M3, D3** – Students will be given a case study (Terry) and expected to carry out a treatment plan. The needs of Terry will need to be assessed based on factors, making sure that it meets their needs. Students will explain how the plan would improve Terry's health and wellbeing, and how potential barriers would be overcome and justify the recommendations.



## UNIT 5 – COURSEWORK

Students will be provided with case studies to choose from to focus on during their coursework

**P1, M1** – Students will apply their knowledge and explain the importance of promoting equality and diversity, also analyse the impact of preventing discrimination for individuals with specific needs and the importance.

**P2, M2** – students are expected to create a booklet to give to volunteers, explaining the skills necessary for professionals who work with individuals who have different needs, they will also need to make suggestions and assess methods for professionals to see to create relationships.

**D1** – Students will have to evaluate the success of promoting anti-discriminatory practice

**P3, M3** – Students will need to incorporate the ethical principles in the provision of support for individuals with specific needs, then they will analyse how the ethical approach would benefit the individuals.

**P4, M4, D2** – Strategies and communication techniques will be explained and assessed then applied to the individuals in order for them to overcome challenges, then why this is important when planning and providing care

**P5** – students will be required to explain the benefits of promoting personalisation when challenges are being overcome for individuals with specific needs.

**P6, P7, P8** – students will explain why meetings the needs of individuals require the involvement of agencies. And the roles and responsibilities of the members of multidisciplinary team.

**M5, D4** – Students will explain and evaluate the benefits of multi-disciplinary and multi-agency for individuals with care and support needs.

**M6, D3** – Students will analyse and justify the impact of legislation and codes of practice relating to information management on multi-disciplinary working.

#### **UNIT 4 – CONTROLLED ASSESSMENT**

Students are going to be able to demonstrate and apply knowledge and understanding the methods, skills and ethical issues in relation to carrying out research within the health and social care sector.

They are going analyse information and data in relation to current research into health and social care, showing the ability to understand the potential impact and influence the research can have on HSC practice and service provision

Students will then create informed judgements based on the validity of the researched methods they have found in their own research or the research provided to them and the impact on its provision.

# DOUBLE AWARD PLUS THE SINGLE AWARD

## UNIT 7 – COURSEWORK

Students will be provided with a case study; The Firs to link to their work.

**P1, P2, M1, D1** – Students will understand how different policies and procedures can have an effect on duty of care and express the importance of following these when promoting safe practice.

**P3, P4, M2, D2** – Students will acknowledge signs/types of abuse and neglect and factors which contribute, how to respond to suspected abuse and how to reduce them and the importance to respond to them.

**P5, M2, D2** – Students will acknowledge the type of abuse and how to respond, and justify the best action to respond.

**P6, M3, D3** – Students will compare how different laws and policies influence healthcare practice and help to maintain health and safety

**P7** – Students will explain how different procedures maintain health and safety in the selected health care.

**P8, M4, D4** – Students will explain health and safety responsibilities of HSC workers. They will then analyse how procedures contribute to safe practice as well as evaluate the importance of maintaining health and safety for the service users.

## UNIT 8 – COURSEWORK

**P1** – Students will be expected to explain strategies in order to develop public health policy to meet their aims

**P2, M1** – Students will have to explain how monitoring information to make patterns of health and ill health is then used by the government in order to inform the creation of public health and analyse how policies are influenced by strategies.

**P3, P4, M2, D1** – Students will have to explain how factors affect current patterns of health and ill health in a specific demographic area, and assess the impact in minimising these factors has on individual's health and how it improves the health of the population linking to the specific area.

**P5, P6, M4, D2** – Students will be expected to explain how the approaches of health promotion and protection in a selected health promotion campaign and how the prevent and control to be applied, they will also have to assess the success of approaches used in order to promote and prevent disease within a specific campaign, then justify how the approaches are used in other to prevent disease in a specific campaign (Change4Life).

**P7, M5** – Students will be basing this work on the Change4Life campaign and including explanations based on the resistance/indifference of individuals, and things which are in place and how they can help issues to be overcome.

**P8, M5** – This piece of work students will be looking into the Change4Life campaign and talking about it in high detail

**D3** – Students will have to evaluate the success of C4L with meeting its objectives and encouraging behaviour change

**D4** – Students will have to evaluate how C4L's strategies and approaches meet the aims of relevant public health policy 'Healthy Lives, Healthy People: A call to action on obesity in England', 2011'

## UNIT 19 – COURSEWORK

**P1** – Students are going to explain how the concepts of nutritional health, food processing, supplements can contribute to health and wellbeing.

**P2, M1** – Students are going to complete a table which includes explaining the sources of essential nutrition and the functions they have of the body.

**P3** – Students are going to be given two case studies based on Jim and Emily. They are going to have to explain how factors (socio-economic and cultural) influence their nutrition health.

**M2** – Using their case studies the students will assess how the nutritional health and diet of the individuals are influenced by their lifestyle choices and dietary habits.

**P4** – A comparison of the dietary intake of the selected individuals with their nutritional requirements is going to be expected, using the weekly diet plan which is provided to the students.

**D1** – Students will be expected to evaluate how the roles of nutritional health helps to maintain the individual's health and wellbeing, including age, eat well plate and food processing methods.

**P5, M3** – Students will need to create a clear plan in order to improve the nutritional health of Jim and Emily, making sure to take into consideration their dietary needs.

**P6, M4, D2** – Students will need to explain and analyse how improvements they have recommended improve the nutritional health of the individuals, they will then need to justify how their recommendations within their plans meet the needs of the selected individuals.

**D3** – Students will be required to evaluate the importance of planning nutritional health for Jim and Emily in order to make sure that their