



Level 3 Health and Social Care: Principles and Contexts

Guidance For Teaching
Unit 4

UNIT 4

UNDERSTANDING HOW THE HUMAN BODY IS AFFECTED BY COMMON CONDITIONS

Introduction:

The principal aim of this unit guide is to support teaching and learning and act as a companion to the Specification. Each unit guide offers a detailed explanation of key points in the Specification and aims to explain complex areas of subject content.

Programme of study:

The activities provided here are suggestions only for developing learner knowledge. Each centre must decide whether the activities are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adopted. Although some of the suggested activities may involve sector engagement, please note that the majority of the activities are designed to take place within the classroom. Learners develop knowledge and understanding through the experience they acquire while carrying out each activity. Formative feedback is crucial to the learning to ensure that the learner is developing the knowledge and skills necessary to achieve the best possible grades. Examples of activities have been given in this guidance that provide plenty of opportunity for formative feedback.

Overview of unit:

This unit builds on knowledge and understanding gained through Units 1-3. In this unit, learners will gain knowledge and understanding of common conditions; types and causes and will investigate how they can affect the human body, as well as examining the care and support available to individuals living with physiological conditions and the challenges they may face. **Candidates are not required to know and understand the anatomy and physiology of the affected body system affected by the condition.**

Assessment:

This unit is assessed through a set assignment that consists of one task: writing an article for a health and social care magazine and producing an infographic. The assignment is based on two stimuli released within a set window; learners will need to refer to these stimuli when responding to the tasks in the assessment. Learners will have a specified time in which to produce evidence for this assessment, completing the work under supervised conditions within the centre.

The conditions listed within the specification are examples of common conditions that occur in Wales. The list of conditions in the specification is not exhaustive, and the stimuli released for the NEA may include other common conditions that occur in Wales.

Centres can schedule the assessment at any time once the content of the unit has been delivered.

An example of programme of study for:

Unit 4 Understanding how the human body is affected by common conditions

Topic Area	Activities	Resources	Homework
<p>4.1 Types and causes of infection, ways infections are transmitted and resulting conditions</p>	<p>Introduction to unit content and assessment methods.</p> <p>Introduction to new concepts and terminology:</p> <ul style="list-style-type: none"> • infection • infectious condition • non-communicable condition • communicable condition • systemic infection • localised infection • acute infections • chronic infections • healthcare-associated infections (HAIs) • pathogens • prion infections. <p>Learners to produce a group mind-map of common conditions they may have heard of for class discussion; the list of conditions could then be differentiated into infectious/communicable conditions and non-communicable/physiological conditions.</p>	<p>Infectious Diseases – An Introduction (video): https://www.youtube.com/watch?v=9axOFtPqS0c</p> <p>Public Health Network Cymru – NCD’s: https://www.publichealthnetwork.cymru/en/topics/noncommunicable-diseases-ncds/</p> <p>WHO: Unite in the fight against non-communicable diseases (video): https://www.youtube.com/watch?v=AvwX1m4LR4w</p>	<p>WJEC online resources.</p> <p>Learners to produce a revision resource or glossary of new terminology associated with the unit.</p>
	<p>Learners could research articles on systemic and localised infections and their effects, to summarise and present back to the class</p> <p>Tutor-led discussion on the differences between:</p> <ul style="list-style-type: none"> • systemic infection • localised infection. 	<p>RCN article on Sepsis: https://www.rcn.org.uk/clinical-topics/Infection-prevention-and-control/Sepsis</p> <p>NursingSOS – Sepsis Pathophysiology in 7 simple steps (video): https://www.youtube.com/watch?v=oaWUMrsnlO4</p>	<p>WJEC online resources.</p>

	<p>Learners could produce a revision resource on the causes and effects of a range of different types of infections (bacterial, fungal, viral, protozoal, prion) including the signs and symptoms of systemic and localised infection.</p>	<p>What is localised disease? (video): https://www.youtube.com/watch?v=jmRWHzmB8fo</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Learners to research in readiness for a learner-led discussion on the long-term damage that can occur after contracting systemic or localised infections, which may result in the need for care and support e.g. Lyme disease, meningitis, malaria, mumps.</p> <p>Following the discussion, learners could produce a mind-map suitable for revising the possible long-term effects of contracting systemic or localised infection, giving examples.</p>	<p>Survivors of sepsis face long-term problems (video): https://www.youtube.com/watch?v=btC4-2DGkwY</p> <p>Lyme's disease: https://www.nhs.uk/conditions/lyme-disease/</p> <p>Malaria: https://www.nhs.uk/conditions/malaria/complications/</p> <p>Mumps: https://www.nhs.uk/conditions/mumps/complications/</p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p> <p>Learner to think of and write down questions ready to ask guest speaker next lesson.</p>

	<p>Guest speaker - Infection Control Nurse discussing:</p> <ul style="list-style-type: none"> • the transmission cycle for infections • how infections enter the body: <ul style="list-style-type: none"> • air-borne • ingestion • through body fluids • vector-borne • water-borne • preventative measures. <p>Learners could produce a fact sheet explaining the above for a care setting.</p>	<p>e-Bug resources: https://www.e-bug.eu/</p> <p>WHO – What are the core components for effective infection prevention and control? (video): https://www.youtube.com/watch?v=LZapz2L6J1Q</p> <p>WHO – Wash your hands to prevent infections (video): https://www.youtube.com/watch?v=oFpiS2_8L28</p> <p>WHO – Vector borne disease animation (video): https://www.youtube.com/watch?v=OxSUITkRvbA</p>	<p>* Learner to remember to log guest speaker visit in Sector Engagement log.</p>
	<p>Tutor-led discussion around the chain of infection, giving examples that represent each link of the chain to understand how infections may be spread.</p> <p>Learners to produce diagrams to illustrate the different stages or links in the chain of infection.</p> <p>Learners to think of two examples of infection and apply the chain of infection (e.g. the common cold, COVID-19, an STI etc).</p>	<p>https://www.nipcm.hps.scot.nhs.uk/infection-prevention-and-control-manual-for-older-people-and-adult-care-homes/print?section=2820</p> <p>https://www.bfwh.nhs.uk/onehr/wp-content/uploads/2016/02/Unit-4-Infection-Prevention-1.pdf</p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Learner-led discussion on how the transmission cycle for infections can be broken to prevent the transmission of infection, by breaking the chain of infection and removing one or more links in the chain.</p> <p>Learners to apply the knowledge gained from the discussion to produce infographics on infection, prevention and control and how infections can be prevented in a health and social care setting.</p>	<p>https://www.nursingtimes.net/clinical-archive/infection-control/infection-outbreaks-in-care-homes-prevention-and-management-14-08-2017/</p>	<p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	<p>Prepare learners to produce an infographic suitable for a health and social care magazine – as a guide, the article should be around 500 words (could be written on a document first before transferring to the infographic).</p> <p>Learners to use sample Unit 4 NEA Stimulus 1 to produce a practice infographic. The infographic must include references to:</p> <ul style="list-style-type: none"> • the type of infection • how the infection is caused • the transmission cycle for the infection, including how it enters the body • any long-term damage that may occur as a result of the infection. 	<p>UNIT 4 SAM's: https://www.healthandcarelearning.wales/media/2331/q7-l3-hsc-pplusc-isams-u1-u3-u4-u6-dip-final-e-250521.pdf (Pg. 41 & 42)</p> <p>What is an infographic? https://piktochart.com/blog/what-is-an-infographic/</p>	
	<p>Learners could peer-review practice infographics in preparation for the final assessment task: To check:</p> <ul style="list-style-type: none"> • has all required information been included? • is it a suitable structure for an infographic? • is accurate information included? • has all information been referenced? • is it visually appealing? • ff appropriate use of colour and images? 	<p>UNIT 4 SAM's mark scheme: https://www.healthandcarelearning.wales/media/2331/q7-l3-hsc-pplusc-isams-u1-u3-u4-u6-dip-final-e-250521.pdf (Pg. 50 & 51).</p>	<p>Learner to review comments from per-review exercise.</p>
	<p>ASSESSMENT: Task (d) Stimulus 2 NEA could be set now <i>or</i> at the end of all delivery of content – approximately 4 hours of the total allocated time for the NEA.</p>	<p>Released stimuli</p>	

Topic Area	Activities	Resources	Homework
<p>4.2 The causes and effects of a range of physiological conditions</p>	<p>Tutor-led discussion on what is meant by a physiological condition and what causes a physiological condition.</p> <p>Learners to think of common physiological conditions they may have heard of ready for discussion.</p> <p>Learners to research two physiological conditions that are caused by the ageing process (e.g. dementia, osteoarthritis) and produce a factsheet on the:</p> <ul style="list-style-type: none"> • cause of each physiological condition – i.e. why it happens • the symptoms experienced by the individual • how it may be diagnosed • treatment options. 	<p>WHO – Dementia: https://www.who.int/health-topics/dementia#tab=tab_1</p> <p>What is dementia (video): https://www.youtube.com/watch?v=HobxLbPhrMc</p> <p>Osteoarthritis (video): https://www.youtube.com/watch?v=CYTGpcPz3dg</p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Learners to research two physiological conditions that are caused by deficiency of nutrients (e.g. anaemia, rickets) and produce a factsheet on the:</p> <ul style="list-style-type: none"> • cause of each physiological condition – i.e. why it happens • the symptoms experienced by the individual • how it may be diagnosed • treatment options. 	<p>Rickets and osteomalacia: https://www.nhs.uk/conditions/rickets-and-osteomalacia/</p> <p>WHO - Anaemia: https://www.who.int/health-topics/anaemia#tab=tab_1</p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	<p>Learners to research two physiological conditions that are caused by environmental or lifestyle choices (e.g. Type II Diabetes, alcohol-related liver disease) and produce a factsheet on:</p> <ul style="list-style-type: none"> the cause of each physiological condition – i.e. why it happens the symptoms experienced by the individual how it may be diagnosed treatment options. 	<p>WHO – Diabetes: https://www.who.int/health-topics/diabetes#tab=tab_1</p> <p>Alcohol-related liver disease (video): https://www.youtube.com/watch?v=5PxuOL2pXFk</p>	
	<p>Learners to research two physiological conditions that are inherited (e.g. muscular dystrophy, cystic fibrosis) and produce a factsheet on:</p> <ul style="list-style-type: none"> the cause of each physiological condition – i.e. why it happens the symptoms experienced by the individual how it may be diagnosed treatment options. <p>Learners to research a physiological condition that is caused through injury at birth (e.g. cerebral palsy) and produce a factsheet on:</p> <ul style="list-style-type: none"> the cause of the physiological condition – i.e. why it happens the symptoms experienced by the individual how it may be diagnosed treatment options. 	<p>Duchenne Muscular Dystrophy (video): https://www.youtube.com/watch?v=Ebu8W8OsuXk</p> <p>What is cystic fibrosis, exactly? (video): https://www.youtube.com/watch?v=4IGz5p4n8Fg</p> <p>Charles Michael Duke on his struggle with CF (video): https://www.youtube.com/watch?v=TmxwelSyZ6o</p> <p>Cerebral Palsy (video): https://www.youtube.com/watch?v=UMe4qvbcO6Q</p> <p>Cerebral Palsy – Parents Talk (video): https://www.youtube.com/watch?v=p7t017ng81s</p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p> <p>Learner to think of and write down questions ready to ask guest speaker during next lesson.</p>

	<p>Guest Speaker: Occupational Therapist to discuss the range of effects that physiological conditions may have on individuals and the impact on the activities of daily living that they see in their day-to-day work, including:</p> <ul style="list-style-type: none"> • impact on the mental and emotional health of the individual, their family, friends and wider circle • employment challenges • mobility challenges • nutritional intake and hydration • personal hygiene • psychological impact • social interaction. <p>Learners to work in pairs or small groups to produce a display of the effects that one physiological condition that they have studied may have on individuals and the impact on the activities of daily living.</p>	<p>Chronic Diseases: Everyone’s Business (video): https://www.youtube.com/watch?v=da8iw9hvQX4&feature=emb_logo</p>	<p>* Learner to remember to log guest speaker visit in Sector Engagement log.</p> <p>Learner to think of and write down questions ready to ask guest speaker during next lesson.</p>
--	---	--	--

Topic Area	Activities	Resources	Homework
<p>4.3 How the human body is affected by common conditions</p>	<p>Guest-speaker: Oncology Nurse to discuss cancer (limit to the top five most common cancers in Wales: breast, prostate, lung, bowel and melanoma) as a common condition that occurs in Wales and the impact that it may have on the human body.</p> <p>Learners to research the above common conditions in pairs or small groups to present to the class in the form of a presentation, focussing on the impact of the condition on the human body. To include:</p> <ul style="list-style-type: none"> • signs and symptoms • treatment • short-term effects • long-term effects • minor impacts on daily living • major impact on daily living • care needs or support required for the individual living with the condition, their family, friends and wider circle. 	<p>WHO – Cancer: https://www.who.int/health-topics/cancer#tab=tab_1</p> <p>Cancer Research Wales: https://www.cancerresearchwales.co.uk/</p> <p>NHS Wales Cancer Network: http://www.walescanet.wales.nhs.uk/home</p> <p>NHS Health in Wales – Cancer: http://www.wales.nhs.uk/healthtopics/conditions/cancer</p>	<p>* Learner to remember to log guest speaker visit in Sector Engagement log.</p> <p>Learner to think of and write down questions ready to ask guest speaker during next lesson..</p>
	<p>Guest-speaker: Diabetes Specialist Nurse to introduce diabetes (Type I and Type II) as a common condition that occurs in Wales and the impact that it may have on the human body.</p>	<p>Public Health Network Cymru – Diabetes (Type II): https://www.publichealthnetwork.cymru/en/topic/s/noncommunicable-diseases-ncds/917/</p>	<p>* Learner to remember to log guest speaker visit in Sector Engagement log.</p>

	<p>Learners to research the above common condition in pairs or small groups to present to the class in the form of a presentation, focussing on the impact of the condition on the human body. To include:</p> <ul style="list-style-type: none"> • signs and symptoms • treatment • short-term effects • long-term effects • minor impacts on daily living • major impact on daily living • care needs or support required for the individual living with the condition, their family, friends and wider circle. 	<p>NHS Health in Wales – Diabetes: http://www.wales.nhs.uk/healthtopics/conditions/diabetes</p> <p>Diabetes UK Cymru: https://www.diabetes.org.uk/in_your_area/wales</p>	<p>Learner to think of and write down questions ready to ask guest speaker during next lesson.</p>
	<p>Guest-speaker: Respiratory Specialist Nurse to introduce tuberculosis (TB) as a common condition that occurs in Wales and the impact that it may have on the human body.</p> <p>Learners to research the above common condition in pairs or small groups to present to the class in the form of a presentation, focussing on the impact of the condition on the human body. To include:</p> <ul style="list-style-type: none"> • signs and symptoms • treatment • short-term effects • long-term effects • minor impacts on daily living • major impact on daily living • care needs or support required for the individual living with the condition, their family, friends and wider circle. 	<p>WHO – Tuberculosis: https://www.who.int/health-topics/tuberculosis#tab=tab_1</p> <p>TeTED-Ed – What makes TB the world’s most infectious killer? (video): https://www.youtube.com/watch?v=NOGv96uDctM</p>	<p>* Learner to remember to log guest speaker visit in Sector Engagement log.</p> <p>Learner to think of and write down questions ready to ask guest speaker during next lesson.</p>

	<p>Guest-speaker: Cardiology Specialist Nurse to introduce conditions affecting the cardiovascular system (<i>e.g. coronary heart disease, angina, arrhythmia, stroke</i>) as common conditions that occur in Wales and the impact they may have on the human body.</p> <p>Learners to research the above common conditions in pairs or small groups to present to the class in the form of a presentation, focussing on the impact of the conditions on the human body. To include:</p> <ul style="list-style-type: none"> • signs and symptoms • treatment • short-term effects • long-term effects • minor impacts on daily living • major impact on daily living • care needs or support required for the individual living with the condition, their family, friends and wider circle. 	<p>WHO – cardiovascular diseases: https://www.who.int/health-topics/cardiovascular-diseases#tab=tab_1</p> <p>Public Health Network Cymru – coronary heart disease: https://www.publichealthnetwork.cymru/en/topics/noncommunicable-diseases-ncds/coronary-heart-disease/</p>	<p>* Learner to remember to log guest speaker visit in Sector Engagement log.</p> <p>Learner to think of and write down questions ready to ask guest speaker during next lesson.</p>
	<p>Guest-speaker: Respiratory Specialist Nurse to introduce conditions affecting the respiratory system (<i>e.g. asthma, angina, chronic obstructive pulmonary disease - COPD</i>) as common conditions that occur in Wales and the impact they may have on the human body.</p> <p>Learners to research the above common conditions in pairs or small groups to present to the class in the form of a presentation, focussing on the impact of the conditions on the human bod. To include:</p> <ul style="list-style-type: none"> • signs and symptoms 	<p>Public Health Network Cymru – Asthma: https://www.publichealthnetwork.cymru/en/topics/noncommunicable-diseases-ncds/asthma/</p> <p>WHO – Asthma: https://www.who.int/news-room/q-a-detail/asthma</p> <p>Public Health Network Wales – COPD: https://www.publichealthnetwork.cymru/en/topics/noncommunicable-diseases-ncds/1032/</p> <p>WHO – COPD: https://www.who.int/health-topics/chronic-respiratory-diseases#tab=tab_1</p>	<p>* Learner to remember to log guest speaker visit in Sector Engagement log.</p>

	<ul style="list-style-type: none"> • treatment • short-term effects • long-term effects • minor impacts on daily living • major impact on daily living • care needs or support required for the individual living with the condition, their family, friends and wider circle. 		
	<p>Tutor-led discussion to introduce allergies as common conditions that occur in Wales and the impact that they may have on the human body.</p> <p>Learners to research the above common condition in pairs or small groups to present to the class in the form of a presentation, focussing on the impact of the condition on the human body. To include:</p> <ul style="list-style-type: none"> • signs and symptoms • treatment • short-term effects • long-term effects • minor impacts on daily living • major impact on daily living • care needs or support required for the individual living with the condition, their family, friends and wider circle. <p>The approach above can be used to cover the other conditions in the specification: influenza, measles, meningitis, MRSA, mumps, norovirus and whooping cough.</p>	<p>Operation Ouch: What are allergic reactions? (video): https://www.youtube.com/watch?v=huRybKL4Hhk</p> <p>ITV Wales report, My allergies and me – the impact of living with an allergy: https://www.itv.com/news/wales/2019-03-13/my-allergies-and-me-the-impact-of-living-with-an-allergy/</p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

Topic Area	Activities	Resources	Homework
<p>4.4 Care and support when living with physiological conditions and challenges</p>	<p>Tutor-led discussion on the care and support needs of individuals when living with physiological conditions and challenges, to include appropriate. To include:</p> <ul style="list-style-type: none"> • identifying an individual's assets and strengths • diagnosis and monitoring of the condition • assessment of care and support needs to identify personal well-being outcomes • interventions, care, support and advice to improve health and well-being • supporting individuals with routine living tasks • respite care • rehabilitation programmes. <p>These will vary depending on the condition discussed.</p>	<p>Unit 4 NEA sample from the healthandcarelearning.wales website</p> <p>AgeCymru - Assessment of care and support needs: https://www.ageuk.org.uk/global/Age-Cymru/Factsheets%20and%20information%20guides/FS41w.pdf?dtrk=true</p> <p>Social Care Wales – Personal Outcomes booklet: https://socialcare.wales/cms_assets/file-uploads/Personal-outcomes-booklet-ENG-PRINT.pdf</p> <p>Respite care in Wales – types of provision, funding: https://www.alzheimers.org.uk/get-support/help-dementia-care/respice-care-wales</p> <p>Social Prescribing: http://www.primarycareone.wales.nhs.uk/social-prescribing</p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>
	<p>Moving on from the last session, learners to apply knowledge gained from the discussion on the conditions in the sample NEA's to each of the infections/conditions listed in 4.1, 4.2 and 4.3.</p> <p>Class to be split into pairs/small groups to take one condition to apply this knowledge to and present back to the class.</p>		<p>WJEC online resources.</p> <p>Learner to produce short revision notes.</p>

	<p>Tutor-led session on the different models of health and well-being, to include:</p> <ul style="list-style-type: none"> • social model • medical model • biopsychosocial model. <p>Learners to produce a series of three posters to explain, evaluate and compare the different models of health and well-being to be displayed in the classroom.</p> <p>Learners could list conditions covered in previous class activities to consider and apply the effects of the different models of health and well-being on individuals living with these conditions.</p>	<p>Models of Health factsheet: https://www.cdh.org/sites/default/files/downloads/FACTSHEETS%201_Screen%20View%281%29.pdf</p>	<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week</p>
--	---	---	--

Topic Area	Activities	Resources	Homework
<p>4.5 Risk reduction strategies that can be implemented to support health and well-being</p>	<p>This content consolidates the knowledge gained from strategies and initiatives in 2.4, 2.5 and 3.2.</p> <p>Tutor-led discussion on some of the main local and national initiatives and health promotion strategies that can be implemented to support health and well-being, according to current legislation, including:</p> <ul style="list-style-type: none"> • increasing public awareness of conditions affecting health and well-being, services, care and support available locally and nationally in Wales • knowledge of current initiatives and health promotion strategies in Wales • a person-centred approach to all care and support • positive risk taking • sexual health clinics • substance misuse support • supporting individuals to overcome barriers to support health and well-being, including strength-based model and outcome-focused care. <p>Learners to choose a common condition listed in 4.1, 4.2 or 4.3 and examine local and national initiatives available to support the health and well-being of an individual living with this condition. Learners to produce a resource for individuals outlining the main current initiatives and strategies that can be implemented to support their health and well-being.</p>		<p>WJEC online resources.</p> <p>Learner to produce succinct four-sided A4 short revision notes on topic covered during the week.</p>

	<p>Prepare learners to write an article suitable for a health and social care magazine - as a guide, the article should be around 2,500 words.</p> <p>Learners to use sample Unit 4 NEA Stimulus 1 to produce a practice article suitable for a health and social care magazine.</p>	<p>UNIT 4 SAM's: https://www.healthandcarelearning.wales/media/2331/q7-l3-hsc-pplusc-isams-u1-u3-u4-u6-dip-final-e-250521.pdf (Pg. 41 & 42)</p> <p>BBC Bitesize: Writing an article https://www.bbc.co.uk/bitesize/guides/z27cmnb/revision/5#:~:text=The%20structure%20of%20an%20article,that%20draws%20the%20points%20together</p>	
	<p>Learners could peer-review practice articles in preparation for the final assessment task.</p> <p>Checking:</p> <ul style="list-style-type: none"> • has all required information been included? • is it a suitable structure for an article? • is accurate information included? • has all information been referenced? • is it visually appealing? • is there appropriate use of colour and images? 	<p>UNIT 4 SAM's mark scheme: https://www.healthandcarelearning.wales/media/2331/q7-l3-hsc-pplusc-isams-u1-u3-u4-u6-dip-final-e-250521.pdf (Pg. 44-49)</p>	<p>Learner to review comments from per-review exercise.</p>
	<p>ASSESSMENT: Task (a)-(c) Stimulus 1 NEA - approximately 11 hours of the total allocated time for the NEA.</p>	<p>Released stimulus</p>	