

Health and Social Care

Vision: In H&SC we aim for a curriculum which will be accessible to all students and enable them to become self-motivated and confident learners, who can work independently and as part of a team. We wish to plan and develop a curriculum which provides all students with the broadest possible range of opportunities; at the heart of this is the desire to deliver a subject which has caring for others at its core. We want the students will become resourceful, innovative and capable learners. Our main priority is for students to be thoughtful but not afraid of making mistakes. A wide range of skills will be acquired and the knowledge of other subjects, such as science and ICT, will be drawn upon and applied. Students will develop the life skills and knowledge associated with healthy living and caring for others. Cultural awareness will be embedded throughout the curriculum. We aim to encourage a caring, tolerant, disciplined and innovative environment which allows students to research and reflect in a safe, supportive and positive atmosphere, enabling all students to reach their full potential. We aim for all students to make exceptional progress and acquire the personal skills and aptitudes to thrive.

Level 3 Curriculum

Curriculum intent

The Level 3 Cambridge Technical has been designed in conjunction with professional bodies and Higher Education institutions to ensure that it supports the delivery of relevant issues and takes advantage of the opportunities, responsibilities and experiences to help prepare them for the next stage in their education, training or employment. The qualification has been selected as it allows students to acquire essential knowledge and tools for the world of work and develop transferable skills whilst at the same time enabling them to achieve the best possible outcomes. Units have been planned to provide a vocational insight and to reflect the breadth of opportunities available in Health and Social Care. Optional units reflect the interests of our students and the important issues facing health and social care services currently. The Department has chosen units that best support students' understanding in readiness for a career in the sector. Students who study Health and Social Care largely look to work in healthcare careers such as Nursing, in an early years setting or within social care. Consequently, we have chosen units that will help them develop their awareness of skills, qualities and knowledge to allow them to be successful in these areas. Units include Anatomy and Physiology; Sexual health, reproduction and early development stages, Safeguarding and Personalisation and person-centred approach to care. Use of real life case studies enables learners to build the necessary skills and qualities required to be successful in a career in the Health and Social Care profession such as the 6Cs of the NHS; empathy; resilience; as well as, time management; organisation and teamwork. Expectations of students reflect the demands of the workplace in terms of attendance, punctuality, and attitudes and help learners to develop valuable employability skills. Different elements of each unit allow learners to utilise a range of skills which will be transferable. For example, research and synthesis of information; analysis and evaluation; assessing and summarising; interpretation of graphs and statistics.

Rationale, cross curricular links and sequencing

The course has been designed holistically to ensure that units can be linked. Units are sequenced to allow learners to build on their knowledge.

Unit 1 Building positive relationships links with KS4 Cambridge National RO22 Effective communication unit. Effective communication is one way positive relationships can be built. The 1-1 and group interactions will follow a similar rationale and require student to review their performance in each. Furthermore, it links with LO2 Reflective practice in RO21 exam unit.

Unit 2 Equality and Diversity links with Cambridge National RO21 exam unit taught at the end of year 11- continuation and development of key concepts, values of care and early years values of care; discrimination. It links with Cambridge National RO21 exam unit taught at the end of year 11- continuation and development of legislation and its application in settings. Unit 2 & 3 & 6 Legislation taught at the same time to reinforce the key features across each unit.

Unit 3 Health, safety and security links with Cambridge National RO21 exam unit taught at the end of year 11- LO4 safety, security measures, and risk assessment. There are links with Cambridge National RO21 exam unit taught at the end of year 11- continuation and development of legislation and its application in settings. Unit 2 & 3 & 6 Legislation taught at the same time to reinforce the key features across each unit.

Unit 4 Anatomy and Physiology links with Cambridge National RO23 body systems unit taught in year 10. Body systems and malfunctions students are more familiar with are delivered first (Digestive & IBS; Respiratory & Asthma; Cardiovascular & Heart attack). Students are encouraged to link a Unit 14 Physiological disorder to conditions covered as part of this unit to reinforce their understanding of the impact, treatment and monitoring of it.

Unit 5 Infection Control is a Mandatory unit for Diploma qualification. It links with Year 11 RO21 exam unit- LO4 Understand how personal hygiene, safety and security measures protect individuals and is pertinent unit given recent pandemic. It is implicit within all HSC and early years careers and is particularly relevant when examining the effectiveness of vaccinations in controlling the spread of infections.

Unit 6 Personalisation and person-centred approach to care is also a Mandatory unit for Diploma qualification. It is taught to allow students a resit opportunity in summer of Year 13. Person-centred care implicit in all aspects of HSC careers.

Unit 7 Safeguarding is a Mandatory unit for Diploma qualification. It is taught after Christmas year to lessen impact of exams in January of Year 12. It enables resit opportunity in January of Year 13. Safeguarding is implicit in all aspects of HSC careers and its importance has been highlighted by recent cases. Legislation within this unit taught at same point as Legislation sections in Unit 2 and 3.

Unit 10 Nutrition is a smaller credit unit to complement larger unit 4 and can be taught all year. It raises awareness of balanced diet and importance of how to support individuals selecting the right foods and the right amounts and helps students to develop an understanding of diet plans and how to design diet plans for those with specific nutritional requirements. The unit links to aspects of KS3 Food Technology, GCSE Food Preparation and Nutrition and Level 3 Certificate in Food Science and Nutrition.

Unit 13 Sexual health, reproduction and early development stages is relevant for those wishing to study nursing and midwifery. It has links with PSHE, sexual health and consent.

Unit 14 The impact of long-term physiological conditions is a large coursework unit and is therefore taught until end of year 13. This allows students to be able to identify the grades necessary to access their next steps. It follows completion of supporting people with Unit 17 supporting people with mental health conditions, which is assessed in a similar way and looks holistically at the nature, treatment and support for two psychological conditions. A real life MS case study used and students are able to select 2nd long term condition to suit their interests. The Unit links to Unit 4 Anatomy and Physiology. Students are encouraged to select a second condition that relates to one studied as part of the malfunctions sections associated with each body system (MS related to Unit 4 LO5 Nervous system). This supports them in developing a better understanding of the causes, symptoms, impacts, monitoring and treatment associated with the condition and will help them apply this knowledge to Unit 4 exam questions. The unit examines topical issues facing health and social care services such as funding and waiting lists which have risen dramatically in the last year.

Unit 17 Supporting people with mental health conditions is a smaller coursework unit that builds on Unit 22 Psychology for Health and Social care which is studied in the earlier in the year. It has links to Unit 14 long-term physiological conditions as it follows a similar structure and use of case studies. The unit is chosen to raise awareness of mental ill health as ¼ people in the UK will suffer from some form of mental health illness and mental health problems have worsened across all age groups in the last 2 years, particularly those aged 16+. There were 4.3 million mental health referrals in 2021. The unit links to A Level Psychology- Psychopathology and Depression which are delivered at a similar point in the year.

Unit 22 Psychology for health and social care is taught from February in Year 12 to complement topics covered in A Level Psychology- perspectives, psychopathology and Depression. There is usually significant cross over of students completing Health and Social Care and A Level Psychology. Principles of psychological approaches links to Unit 17- causes, concepts and effects of mental ill health. Furthermore it was selected as health psychology is a growth area post-pandemic. Negative health behaviours have declined post Covid as individuals became more aware of the dangers of smoking and the risks associated with obesity and a lack of physical activity.

Year & qualification	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12- Cambridge Technical Extended Certificate	<p>Unit 2: LO1 Key concepts of Equality; Diversity; Rights; Values of care; child care values Support networks LO3 Legislation and national initiatives</p> <p>Unit 3: LO1 Hazards; impact of hazards; harm and abuse (link to Unit 7) LO2 Legislation and policies and procedures</p>	<p>Unit 2: LO2 Discriminatory practices LO4 Best practice and how to promote anti-discriminatory practice</p> <p>Unit 3: LO3 Roles and responsibilities; consequences of not meeting responsibilities LO4 Incidents and emergencies; responses to incidents and emergencies; first aid (link to y11)</p>	<p>Unit 1: P1- Types of relationships P2- Factors affecting building of positive relationships- communication; cultural; environmental; spiritual; physical P4- 1-1 communication and completion of interaction M3- Review the effectiveness of the communication skills used during the interactions P3- Person-centred care strategies (link to Unit 6)</p>	<p>Unit 1: M2- How a person-centred approach supports the building of positive relationships P5- group communication and completion of interaction M3- Review the effectiveness of the communication skills used during the interactions D1- reflective practice M1- Relationship contexts</p> <p>Unit completion and submission for internal and external assessment</p>	<p>Unit 4: LO3 Structure and function of components of digestive system Mechanical and chemical digestion Digestive role of liver and pancreas Absorption and assimilation Digestive malfunctions; monitoring; treatment and care needs for IBS, gallstones & Coeliac</p> <p>LO1 Composition and function of blood; structure and function of the heart; control and regulation of the cardiac cycle; structure and function of blood vessels; formation of tissue and lymph; cardiovascular malfunctions; monitoring, treatment and care for hypertension, CHD- angina, heart attack</p>	<p>Unit 4: LO2 Structure and function of components of respiratory system Inspiration and expiration Gaseous exchange</p> <p>LO4 Structure bone; types of joint; components of a synovial joint; muscle action around a joint</p>

<p>12- Cambridge Technical Diploma</p>	<p>All Cambridge Technical Extended Certificate work plus:</p> <p>Unit 5: LO1- P1: Describe common terms in relation to infection control and their meanings P2: Explain how risks associated with poor infection control are different for different health and social care environments P3: Describe sources of infection P4: Outline the ways in which infection can be transmitted from one body to another</p> <p>Unit 22: P1: Apply psychological perspectives and approaches to health, social care and child care environments, considering how</p>	<p>All Cambridge Technical Extended Certificate work plus:</p> <p>Unit 5: P5: Demonstrate methods used to prevent the spread of infection P6: Describe why standard precautions for infection control should be maintained at all times P7: Explain the purpose of protective clothing in controlling the spread of infection P8: State a range of methods of monitoring to ensure adequate cleaning P9: Describe how a health and social care worker should manage themselves to prevent the spread of infection</p> <p>Unit 22: M1: Evaluate how psychological theory and health psychology contributes to the</p>	<p>All Cambridge Technical Extended Certificate work plus:</p> <p>Unit 5: P10: Explain the importance of following policies and procedures to ensure effective infection control M4: Explain the purpose of policies and procedures in promoting good standards of infection control M2: Explain why a number of methods of preventing the spread of infection might be required in health and social care settings M3: Explain why infection control remains important when caring for the deceased</p> <p>Unit 7: LO1- Understand types and signs of abuse LO2- Understand factors which may lead to abusive</p>	<p>All Cambridge Technical Extended Certificate work plus:</p> <p>Unit 5: D1: Analyse the effectiveness of immunisation in controlling infection D2: Analyse the role of the health and social care worker in infection control where the individual refuses to comply</p> <p>Unit completion and submission for internal and external assessment</p> <p>Unit 7: LO5- Understand working strategies and procedures for the safeguarding and</p>	<p>All Cambridge Technical Extended Certificate work plus:</p> <p>Unit 17: P1: Describe concepts, types, causes and effects of mental health conditions P2: Suggest treatments that can best support individuals with mental health conditions P3: Suggest services within the health and social care sector that can best support the needs of individuals with mental health conditions</p>	<p>All Cambridge Technical Extended Certificate work plus:</p> <p>Unit 17: P4: Summarise how legislation can be used to support individuals with mental health conditions M1: Compare the use of treatments for different mental health conditions</p>
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	<p>these can support person-centred care</p> <p>P2: Analyse factors that impact on health psychology</p> <p>P3: Explain the psychological impacts of ill health on individuals.</p> <p>P4: Describe the psychological impacts of requiring care.</p>	<p>everyday practice of caring for Individuals</p> <p>M2: Assess why individuals may fail to comply with prescribed treatments.</p> <p>D1: Evaluate the limitations of theories of behaviour change in relation to health psychology</p> <p>D2: Evaluate the psychological impact when an individual fails to comply with prescribed treatment for chronic illness or a long-term health condition.</p>	<p>situations- why individuals more likely to be abused; environmental and other factors that can lead to abuse</p> <p>LO3- Understand legislation, regulatory requirements and guidance which govern the safeguarding of adults, young people and children</p> <p>LO4- Understand how to deal with suspected abuse and disclosures of abuse</p>	<p>protection of adults, young people and children</p> <p>LO6- Understand how workers within health, social care and child care environments can minimise the risk of abuse</p> <p>Exam preparation and revision</p>		
13- Cambridge Technical Extended Certificate	<p>Unit 4:</p> <p>LO2- Cellular respiration; respiratory system malfunctions- Asthma; Cystic Fibrosis; Emphysema</p> <p>LO5 Control and regulatory systems- structure of nervous system; structure and function of the brain; nerve action;</p>	<p>Unit 4:</p> <p>LO5- the organisation and function of the endocrine system; the kidney; the liver; homeostatic mechanisms</p> <p>Exam technique and revision for January Unit 4 exam</p>	<p>Unit 13:</p> <p>P1: Describe how sexually transmitted infections could affect the health and wellbeing of the individual</p> <p>P2: Summarise ways in which an individual may be protected against unlawful and harmful sexual intercourse</p> <p>P3: Explain how a range of methods of contraception protect against</p>	<p>Unit 13:</p> <p>P4: Explain the process of conception</p> <p>M1: Analyse approaches that could be taken to promote sexual health</p> <p>M2: Assess ways in which individuals can ensure a healthy conception takes place</p> <p>P8: Explain the birth process</p>	<p>Unit 13:</p> <p>D1: Evaluate the effectiveness of legislation in protecting the individual against unlawful and harmful</p> <p>D2: Analyse ways in which health and social care services could influence the care and development of the baby in its first year of life</p>	

	<p>LO4- musculoskeletal malfunctions- arthritis; osteoporosis</p> <p>LO6 Sensory systems- structure of the eye; structure of the ear; malfunctions of the eye and ear- glaucoma, AMD, cataracts, retinopathy; ear – deafness</p>		<p>pregnancy</p> <p>P5: Identify disabilities which occur in utero</p> <p>P6: Describe factors that affect the health of the foetus</p> <p>P7: Describe the stages of gestation</p>	<p>P9: Identify support available to post-natal mothers</p> <p>M3: Assess the importance of post-natal care of the mother</p> <p>P10: Explain the expected pattern of development of the baby in its first year of life</p> <p>M4: Explain positive and negative factors influencing development in the first year of life</p>		
	<p>Unit 10</p> <p>LO1- P1: Describe nutritional and diet guidelines</p> <p>LO2 P2: Describe the functions of nutrients</p>	<p>Unit 10</p> <p>LO2 P3: Explain how nutritional requirements differ for individuals</p> <p>LO3- P4: Explain factors which influence nutritional health</p>	<p>Unit 10</p> <p>LO4- P5: Evaluate the diet and nutrition of a chosen individual</p> <p>P6: Develop a dietary plan to improve the nutritional health of an individual</p> <p>M1: Analyse the possible effects of poor nutrition for different individuals</p>	<p>Unit 10</p> <p>LO2- M2: Analyse the sustainability of a dietary plan for a chosen individual</p> <p>LO2- D1: Evaluate the possible causes of poor nutrition for different individuals</p>		
13- Cambridge Technical Diploma	<p>All Cambridge Technical Extended Certificate work plus:</p> <p>Unit 6: LO1- Understand personalisation</p>	<p>All Cambridge Technical Extended Certificate work plus:</p> <p>Unit 6:</p>	<p>All Cambridge Technical Extended Certificate work plus:</p> <p>Unit 14: P7: Explain two barriers to accessing</p>	<p>All Cambridge Technical Extended Certificate work plus:</p> <p>Unit 14 M2: Analyse the impact of current</p>	<p>All Cambridge Technical Extended Certificate work plus:</p>	

	<p>in health and social care Definition of personalisation; Key features of personalisation; Benefits & impacts of personalisation; Legislation; Role of the Local Authority LO2- Understand what is meant by a person-centred approach to care Person centred approach; Principles of a person-centred approach; Current context; Historical overview; Challenges and methods to overcome challenges to a person-centred approach</p> <p>Unit 17: M2: Compare how different support services benefit individuals with mental health conditions D1: Analyse the potential impact of the care and support received from professionals in different services</p>	<p>LO3- Understand methods used to implement a person-centred approach Tools to find out what is important; tools to enhance voice, choice, control; tools to clarify responsibilities; how to develop person-centred plans and records LO4- Know how to plan and conduct review meetings using a person-centred approach Review meetings- important, purpose, planning and conducting Unit 14: P1: Summarise types of long-term physiological conditions P2: Describe known causes of long-term physiological conditions P3: Describe possible symptoms of long-term physiological conditions P4: Explain possible effects of two long-term physiological</p>	<p>treatment for long-term physiological conditions P8: Suggest services within the health and social care sector that can best support the needs of individuals with long-term physiological conditions P9: Explain the purpose of local service provision for people with long term physiological conditions P10: Explain the importance of best practice when supporting individuals with long-term physiological conditions P11: Describe strategies and frameworks available to support individuals in the terminal stages of long-term physiological conditions M1: Provide biological explanations for symptoms of long-</p>	<p>monitoring and treatment of long-term physiological conditions on an individual's life M3: Analyse local service provision available for an individual with a long-term physiological condition M4: Describe moral and ethical conflicts surrounding end of life care D1: Recommend ways of overcoming barriers encountered by individuals with long-term physiological conditions D2: Evaluate the impact of current frameworks on the support of individuals with long term physiological conditions D3: Summarise potential ethical and moral conflicts between individual choice and wider society</p>		
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		conditions on the daily lives of individuals P5: Describe two possible ways of monitoring a long-term physical condition P6: Describe treatment available for two long-term physiological conditions	term physiological conditions			
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Level 3 Cambridge Technical Unit- 1 Building Positive Relationships

No work in the health and social care sector is completed in isolation. Professional relationships are paramount to the delivery of safe and effective care and support and an understanding of these relationships, and how they are formed, is essential if you are considering pursuing a career in the health and social care sector.

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.

Key content

P1- Types of relationships

P2- Factors affecting building of positive relationships- communication; cultural; environmental; spiritual; physical

P4- 1-1 communication and completion of interaction

P5- group communication and completion of interaction

P3- Person-centred care strategies (link to Unit 6)

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

M2- How a person-centred approach supports the building of positive relationships

D1- reflective practice

M1- Relationship contexts

Key skills

Demonstrate skills required to build positive relationships and effective communication

Explanation of different relationships; factors and person-centred strategies

Analyse context plays in building positive relationships and how person-centred care can support the building positive relationships

Justify the use of reflective practice

Analyse context plays in building positive relationships

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of each coursework unit criteria.

First review submission and amendment completion

Completion of coursework final draft for internal and external moderation by Easter/April

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.

4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.

5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.

6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.

7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Research of key terms
Writing of sample case studies
Completion of coursework criteria
Completion of coursework amendments
Watching a Health and Social Care documentary such as Ambulance; 24 Hours in A&E

How can I help my child?

Encouragement to complete coursework criteria in a timely fashion
Discussion regarding teacher feedback and support in completing any amendments independently
Support in meeting final unit deadline for both internal and external moderation

Rationale- sequencing/intent/cross curricular links

Links with Cambridge National RO22 Effective communication unit. Effective communication is one way positive relationships can be built. The 1-1 and group interactions will follow a similar rationale and require student to review their performance in each
Links with LO2 Reflective practice in Level 2 RO21 exam unit

Level 3 Cambridge Technical Unit- 2 Equality and Diversity in Health and Social Care

Everyone is different and everyone has rights. Promoting equality and respecting diversity and rights in health, social care and child care environments is essential in today's very diverse society. Whatever role you have, or aspire to, in health, social care or child care, an effective practitioner must be able to provide care that meets the needs of individuals and that supports their rights. Many individuals who use health, social care or child care environments can be vulnerable and dependent on others; this means that practitioners' attitudes, values and prejudices can significantly affect the quality of care, individuals who require care or support experience.

This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.

Strategies used to promote equality, respect diversity and support individuals' rights will be examined. You will develop your ability to recognise both good and discriminatory practice in care situations. You will develop your judgement and decision-making skills to choose appropriate responses to care situations and determine a course of action to promote the equality, diversity and rights of individuals in care settings.

Key content

LO1 Key concepts of- Equality; Diversity; Rights; Values of care; child care values
Support networks
LO2 Discriminatory practices
LO3 Legislation and national initiatives
LO4 Best practice and how to promote it

Key skills

Application of key concepts to HSC and early years settings
Evaluate the impact of discriminatory practices
Analysis of how the values of care and child care values can be applied by settings
Application of legislation and national initiatives to HSC and early years settings
Evaluation of the impact of legislation and national initiatives
Synthesis of information
Referencing
Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.
Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.
Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

LO1 topic test at the end of September
Topic tests at the end of each LO, containing at least 1 question on each LO so all sections need to be revised
Mock exam December
External exam January

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.
2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.
3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.
4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.
5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.
6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.
7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.
8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Creation of glossary of key terms
Flashcard completion
Creation of revision resources
Completion of past exam questions
Writing own past exam questions and mark schemes

How can I help my child?

Creation of a glossary to remember key concepts
Regular reviewing of class work and self-reflection using the unit checklists provided by your class teacher
Discussion of discriminatory practices that may be current or topical and their impact on the individuals concerned
Encouragement to create revision resources for each topic studied- especially in the lead up to their LO topic test
Creation of flashcards to remember the key features of each piece of legislation
Completion of past exam papers or exam questions in timed conditions in readiness for January exams

Rationale- sequencing/intent/cross curricular links

Links with Cambridge National RO21 exam unit taught at the end of year 11- continuation and development of key concepts, values of care and early years values of care; discrimination
Links with Cambridge National RO21 exam unit taught at the end of year 11- continuation and development of legislation and its application in settings
Unit 2 & 3 & 6 Legislation taught at the same time to reinforce the key features across each unit

Level 3 Cambridge Technical Unit- 3 Health, safety and security in Health and Social Care

What does it mean to be 'safe'? Safety and being safe is a basic human need. Consciously or subconsciously we all take practical steps to stay safe. All individuals have the right to work in a safe environment and individuals who require care or support also have a right to be safe in health and social care contexts. As a result, there are responsibilities that practitioners must actively promote in order to provide and maintain a safe environment for colleagues and the individuals who require care and support.

This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support.

You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies with health and social care settings.

Key content

LO1 Hazards; impact of hazards; harm and abuse (link to Unit 7)
LO2 Legislation and policies and procedures
LO3 Roles and responsibilities; consequences of not meeting responsibilities
LO4 Incidents and emergencies; responses to incidents and emergencies; first aid (link to y11)

Key skills

Explanation and analysis of hazards and their impact

Evaluation of effects of abuse

Safeguarding (link to unit 7) and how it is promoted

Analyse consequences of not meeting responsibilities

Assessment of how legislation and policies and procedures can influence factors in settings

Analysis of how legislation and policies and procedures promote health and safety

Consequences of not following policies and procedures

Describe appropriate responses of different incidents and emergencies

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

LO1 topic test at the end of September

Topic tests at the end of each LO, containing at least 1 question on each LO so all sections need to be revised

Mock exam December

External exam January

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.

4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.

5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.

6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.

7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Creation of glossary of key terms

Flashcard completion

Creation of revision resources

Completion of past exam questions

Writing own past exam questions and mark schemes

Writing an example risk assessment

How can I help my child?

Creation of a glossary to remember key concepts

Regular reviewing of class work and self-reflection using the unit checklists provided by your class teacher

Discussion of hazards, harm and abuse and minimising risk that may be current or topical and their impact on the individuals concerned

Encouragement to create revision resources for each topic studied- especially in the lead up to their LO topic test

Creation of flashcards to remember the key features of each piece of legislation

Completion of past exam papers or exam questions in timed conditions in readiness for January exams

Rationale- sequencing/intent/cross curricular links

Links with Cambridge National RO21 exam unit taught at the end of year 11- LO4 safety, security measures, risk assessment

Links with Cambridge National RO21 exam unit taught at the end of year 11- continuation and development of legislation and its application in settings

Unit 2 & 3 & 6 Legislation taught at the same time to reinforce the key features across each unit

Level 3 Cambridge Technical Unit- 4 Anatomy and Physiology for Health and Social Care

We eat, we breathe and we control our bodies, as well as responding to the external environment, but why and how? This unit will help you to understand why these essential processes are so important in maintaining life. You will learn not only about the structure and function of some of the cells and tissues involved, but how they form organs and body systems that then have to interact to ensure that the body can provide the conditions necessary for thought, co-ordination, movement and growth.

This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health, including cardiovascular, respiratory and digestive systems. You will also understand the part played by organs such as the pancreas, liver and kidney. You will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears. Unfortunately, things do go wrong and each system has well-known diseases and disorders. Also, as individuals grow older, they are likely to be affected by malfunctions as a result of degeneration. Some of these will simply be inconvenient; others will be life- changers. You will understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible.

Key content

LO1 Cardiovascular system- Composition and function of blood; structure and function of the heart; control and regulation of the cardiac cycle; structure and function of blood vessels; formation of tissue and lymph; cardiovascular malfunctions; monitoring, treatment and care for hypertension, CHD- angina, heart attack

LO2 Respiratory system- Structure and function of components of respiratory system; Inspiration and expiration; Gaseous exchange; cellular respiration; respiratory system malfunctions- Asthma; Cystic Fibrosis; Emphysema

LO3 Digestive system-Structure and function of components of digestive system; Mechanical and chemical digestion; Digestive role of liver and pancreas; Absorption and assimilation; Digestive malfunctions; monitoring; treatment and care needs for IBS, gallstones & Coeliac

LO4 Musculoskeletal system- Structure bone; types of joint; components of a synovial joint; muscle action around a joint; musculoskeletal malfunctions- arthritis; osteoporosis

LO5 Control and regulatory systems- nervous system; structure and function of the brain; nerve action; the organisation and function of the endocrine system; the kidney; the liver; homeostatic mechanisms

LO6 Sensory systems- structure of the eye; structure of the ear; malfunctions of the eye and ear- glaucoma, AMD, cataracts, retinopathy; ear – deafness

Key skills

Describe the identified components of each of the systems and their functions.

Explain the likely causes and common symptoms of the conditions or malfunctions identified and be able to relate them to the structures studied.

Analyse the impact of the identified conditions on individuals in terms of any necessary monitoring, routine treatment, lifestyle changes, care needs

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

LO topic tests and completion of past exam questions throughout the summer term in preparation for how students will be assessed in their January unit 4 exam

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.

4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.

5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.

6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.
7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.
8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Creation of glossary of key terms
 Flashcard completion
 Creation of revision resources
 Completion of past exam questions
 Writing own past exam questions and mark schemes
 Self-test body system diagram completion- structure and function of organs

How can I help my child?

Creation of a glossary to remember key concepts
 Support revisiting a labelled body system diagram and identification of key structures and their function
 Regular reviewing of class work and self-reflection using the unit checklists provided by your class teacher
 Encouragement to create revision resources for each topic studied- especially in the lead up to their LO topic test
 Discussion regarding system malfunctions, their monitoring, treatment and care needs. You may know someone who suffers with it?

Rationale- sequencing/intent/cross curricular links

Links with Cambridge National RO23 body systems unit taught in year 10. Body systems and malfunctions students are more familiar with are delivered first (Digestive & IBS; Respiratory & Asthma; Cardiovascular & Heart attack)

Level 3 Cambridge Technical Unit- 5 Infection control

Infection and disease can kill; the human body is constantly exposed to vast amounts of germs, micro-organisms and disease. Infection control is of paramount importance in settings such as hospitals and residential homes, but equally it must be maintained when care is provided in other settings.

In this unit you will learn about the importance of infection control and you will be introduced to methods that help to prevent the spread of infection. All of this will enable you to apply infection control methods in the workplace.

Key content

P1: Describe common terms in relation to infection control and their meanings
 P2: Explain how risks associated with poor infection control are different for different health and social care environments
 P3: Describe sources of infection
 P4: Outline the ways in which infection can be transmitted from one body to another
 P5: Demonstrate methods used to prevent the spread of infection
 P6: Describe why standard precautions for infection control should be maintained at all times
 P7: Explain the purpose of protective clothing in controlling the spread of infection
 P8: State a range of methods of monitoring to ensure adequate cleaning
 P9: Describe how a health and social care worker should manage themselves to prevent the spread of infection
 P10: Explain the importance of following policies and procedures to ensure effective infection control
 M4: Explain the purpose of policies and procedures in promoting good standards of infection control
 M2: Explain why a number of methods of preventing the spread of infection might be required in health and social care settings
 M3: Explain why infection control remains important when caring for the deceased
 D1: Analyse the effectiveness of immunisation in controlling infection
 D2: Analyse the role of the health and social care worker in infection control where the individual refuses to comply

Key skills

Demonstration of infection control methods
 Description- key terms and sources of infection and how individuals can prevent infection spread
 Explanation- types of risks, purpose of PPE, important and purpose of policies and procedures, infection control measures and why necessary

Analysis- effectiveness of immunisation; how care workers can support individuals to comply with infection control measures

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of each coursework unit criteria.

First review submission and amendment completion

Completion of coursework final draft for internal and external moderation by Easter/April

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.

4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.

5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.

6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.

7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Research of key terms

Writing of sample case studies

Completion of coursework criteria

Completion of coursework amendments

Vaccination statistics research

How can I help my child?

Encouragement to complete coursework criteria in a timely fashion

Discussion regarding teacher feedback and support in completing any amendments independently

Support in meeting final unit deadline for both internal and external moderation

Rationale- sequencing/intent/cross curricular links

Mandatory unit for Diploma qualification

Larger unit delivered in longer term

Links with Year 11 RO21 exam unit- LO4 Understand how personal hygiene, safety and security measures protect individuals

Pertinent unit given recent pandemic

Implicit within all HSC and early years careers

Level 3 Cambridge Technical Unit- 6 Personalisation and person-centred approach to care

Since 2008, the Government's approach to care provision has been one of "Personalised Care". This is an exciting as well as challenging time, as this approach seeks to empower individuals and allow choice and control over the shape of their support within all care settings. It aims to provide payments to individuals so they can access the care and support they need. This unit gives you the opportunity to study what personalisation is and how it should work in practice. The way the health and social care sector can achieve personalisation in practice is by adopting a person-centred approach to care. Those wishing to work in the sector will need to have the mindset, skills and practical tools to be person-centred in their approach and this unit aims to develop the knowledge, understanding and skills required.

Freedom of choice is important to us all and is something we exercise on a daily basis. All individuals should now be equal partners in the planning and delivery of their care. Health and social care professionals aim to empower individuals who require care, and their families, to have the maximum choice and control over the services they receive. In this unit you will develop an understanding of the values that underpin a person-centred approach to care and will learn to challenge your preconceptions. The unit will explore how changes over time in attitudes and in policies have resulted in health and social care professionals adopting a person-centred approach to care. You will be introduced to the practical tools and approaches that are used by professionals in their work.

Key content

LO1- Understand personalisation in health and social care- Definition of personalisation; Key features of personalisation; Benefits & impacts of personalisation; Legislation; Role of the Local Authority

LO2- Understand what is meant by a person-centred approach to care- Person centred approach; Principles of a person-centred approach; Current context; Historical overview; Challenges and methods to overcome challenges to a person-centred approach

LO3- Understand methods used to implement a person-centred approach- Tools to find out what is important; tools to enhance voice, choice, control; tools to clarify responsibilities; how to develop person-centred plans and records

LO4- Know how to plan and conduct review meetings using a person-centred approach- Review meetings- important, purpose, planning and conducting

Key skills

Define personalisation

Describe the key features of personalisation.

Identify appropriate legislation and its key features

Describe the role the local authority plays in implementing personalisation.

Analyse and evaluate the benefits and impacts of personalisation.

Evaluate various tools that can be used to implement a person-centred approach and analyse the situations in which their use would apply.

Evaluate how to develop person-centred plans and records

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

LO topic tests and completion of past exam questions throughout the summer term in preparation for how students will be assessed in their January unit 6 exam

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.

4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.

5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.

6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.

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8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Creation of glossary of key terms

Flashcard completion

Creation of revision resources
Completion of past exam questions
Writing own past exam questions and mark schemes
Creation of person-centred care tools e.g. relationship circles

How can I help my child?

Creation of a glossary to remember key concepts
Support revisiting a labelled diagrams/person-centred tools
Regular reviewing of class work and self-reflection using the unit checklists provided by your class teacher
Encouragement to create revision resources for each topic studied- especially in the lead up to their LO topic test
Discussion regarding topical articles seen in the news based around the key features of personalisation

Rationale- sequencing/intent/cross curricular links

Mandatory unit for Diploma qualification
Enables resit opportunity in summer of Year 13
Person-centred care implicit in all aspects of HSC careers

Level 3 Cambridge Technical Unit- 7 Safeguarding

Safeguarding is everyone's business. People who require care and support are often at the forefront of media exposés about abuse, exploitation and neglect. As practitioners in the health and social care sector we must all be aware of safeguarding. Protecting people from harm is a core role for all workers in the health and social care sector. In this unit you will learn how to support and protect people and understand who is vulnerable by being able to recognise signs of abuse, exploitation and harm in both children and adults.

In this unit you will become familiar with the language of safeguarding and the key legislation you will be required to implement as a worker in the health and social care sector.

Key content

LO1- Understand types and signs of abuse
LO2- Understand factors which may lead to abusive situations- why individuals more likely to be abused; environmental and other factors that can lead to abuse
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 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

Key skills

Identify types and signs of abuse
Define lacking mental capacity; safeguarding and protection
Explain reasons why certain individuals may be more at risk of abuse than others
Understand the main points of each piece of current, applicable legislation and understanding of how each piece of legislation helps to protect and safeguard individuals.
Know how to deal with suspicions and disclosures of abuse
Synthesis of information
Referencing
Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.
Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.
Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

LO topic tests and completion of past exam questions throughout the year in preparation for how students will be assessed in their Summer unit 7 exam

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.
3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.
4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.
5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.
6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.
7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.
8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Creation of glossary of key terms
 Flashcard completion
 Creation of revision resources
 Completion of past exam questions
 Writing own past exam questions and mark schemes
 Research into topical safeguarding newspaper articles e.g. Arthur Labinjo-Hughes; Star Hobson

How can I help my child?

Creation of a glossary to remember key concepts
 Regular reviewing of class work and self-reflection using the unit checklists provided by your class teacher
 Encouragement to create revision resources for each topic studied- especially in the lead up to their LO topic test
 Discussion regarding topical articles seen in the news based around the safeguarding vulnerable individuals

Rationale- sequencing/intent/cross curricular links

Mandatory unit for Diploma qualification
 Taught across the year to lessen impact of exams in January of Year 12
 Enables resit opportunity in January of Year 13
 Person-centred care implicit in all aspects of HSC careers
 Legislation taught at same point as Legislation sections in Unit 2 and 3

Level 3 Cambridge Technical Unit- 10 Nutrition for Health and Social Care

Eating is a daily activity for most of us. How does what we eat impact our health? What is healthy eating? How do we promote healthy eating? As future practitioners, it is important to understand the impact of nutrition on well-being and health. Rising levels of obesity are leading to increases in heart conditions, diabetes and liver disease. To the NHS, the costs of treating ill-health caused by poor diet are soaring. Many health and social care practitioners are involved in the provision of meals, so it is important you understand and can explain good nutrition.

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.

Key content

P1: Describe nutritional and diet guidelines
 P2: Describe the functions of nutrients
 P3: Explain how nutritional requirements differ for individuals
 P4: Explain factors which influence nutritional health
 P5: Evaluate the diet and nutrition of a chosen individual
 P6: Develop a dietary plan to improve the nutritional health of an individual
 M1: Analyse the possible effects of poor nutrition for different individuals
 M2: Analyse the sustainability of a dietary plan for a chosen individual
 D1: Evaluate the possible causes of poor nutrition for different individuals

Key skills

Description diet and nutritional guidelines; and function of nutrients
 Explanation of nutritional factors and nutritional requirements
 Quantitative analysis of dietary intake

Analysis of effects of poor nutrition and sustainability of diet recommendations

Evaluation of dietary intake and cause of poor nutrition

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of each coursework unit criteria.

First review submission and amendment completion

Completion of coursework final draft for internal and external moderation by Easter/April

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.

4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.

5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.

6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.

7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.

8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Research of key terms

Nutritional guideline research and ingredient analysis

Writing of sample case studies

Completion of coursework criteria

Completion of coursework amendments

Diet plan research

Completion of 7 day diet plan

How can I help my child?

Encouragement to complete coursework criteria in a timely fashion

Discussion regarding teacher feedback and support in completing any amendments independently

Support in meeting final unit deadline for both internal and external moderation

Rationale- sequencing/intent/cross curricular links

Smaller credit unit to complement larger unit 4

Raises awareness of balanced diet and importance of how to support individuals selecting the right foods and the right amounts

Develops understanding of diet plans and how to design diet plans for those with specific nutritional requirements

Links to aspects of GCSE Food Preparation and Nutrition and Level 3 Certificate in Food Science and Nutrition

Level 3 Cambridge Technical Unit- 13- Sexual health, reproduction and early development stages

Health and wellbeing is not just relevant when you are an adult; it is just as relevant when you are a child and, as this unit demonstrates, health and wellbeing is of vital importance even before you are born. How can you be sexually healthy? What types of contraception are available? These kinds of questions are essential in contributing to an individual's overall health and wellbeing.

The health and wellbeing of an individual who is pregnant and the process of birth is impacted by many factors. How do you care for a newborn? What needs does a newborn have and how does this differ to a one-year-old?

All these questions will be considered in this unit. This unit will look at the development from conception to a one-year-old child. On successful completion you will have a sound understanding of the importance of sexual health and contraception. You will understand pre-natal health and the various stages of pregnancy and the factors that could have an impact.

Key content

P1: Describe how sexually transmitted infections could affect the health and wellbeing of the individual

P2: Summarise ways in which an individual may be protected against unlawful and harmful sexual intercourse

P3: Explain how a range of methods of contraception protect against pregnancy

P4: Explain the process of conception

P5: Identify disabilities which occur in utero

P6: Describe factors that affect the health of the foetus

P7: Describe the stages of gestation

P8: Explain the birth process

P9: Identify support available to post-natal mothers

P10: Explain the expected pattern of development of the baby in its first year of life

M1: Analyse approaches that could be taken to promote sexual health

M2: Assess ways in which individuals can ensure a healthy conception takes place

M3: Assess the importance of post-natal care of the mother

M4: Explain positive and negative factors influencing development in the first year of life

D1: Evaluate the effectiveness of legislation in protecting the individual against unlawful and harmful

D2: Analyse ways in which health and social care services could influence the care and development of the baby in its first year of life

Key skills

Description of STIs; factors that affect the health of the foetus; the stages of gestation

Summarise ways individuals protected from harmful sexual intercourse

Explain contraception methods; the birth process; pattern of development and factors influencing development

Assess ways health conception can take place and the importance of post-natal care

Analyse approaches to promote sexual health and ways services can influence a baby's development

Evaluate effectiveness of legislation

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of each coursework unit criteria.

First review submission and amendment completion

Completion of coursework final draft for internal and external moderation by Easter/April

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.

4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.
5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.
6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.
7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.
8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Research of key terms
 Completion of coursework criteria
 Completion of coursework amendments
 Maternal support service research
 Developmental milestone research

How can I help my child?

Encouragement to complete coursework criteria in a timely fashion
 Discussion regarding teacher feedback and support in completing any amendments independently
 Support in meeting final unit deadline for both internal and external moderation

Rationale- sequencing/intent/cross curricular links

Relevant for those wishing to study nursing and midwifery
 Links with PSHE, sexual health and consent

Level 3 Cambridge Technical Unit- 14- the impact of long-term physiological conditions

The human body is a complex machine performing a multitude of functions every day. Like any machine it can malfunction, possibly as the result of an inherent genetic condition, or as a consequence an infection, lifestyle choices, occupations or environmental exposure to harmful agents. The malfunction could also simply be a result of the natural ageing process, when the body systems become worn out. These malfunctions can be referred to as physiological conditions. Some will have little impact on either daily life or lifespan whilst others will result in dramatic life changes and a possible shortening of life.

This unit will allow you to support individuals with long-term physiological conditions in planning their care and support by introducing you to the types, causes and effects of these conditions on individuals, the day-to-day effects the conditions can have, the roles of practitioners who care for and support individuals and other forms of support provision and regulatory frameworks. This unit is, therefore, relevant for anyone considering working in the health care profession. You will also be able to investigate the care and approaches available to the terminally ill, their rights and choices and the ethics of assisted suicide (currently illegal in the UK).

Key content

- P1: Summarise types of long-term physiological conditions
- P2: Describe known causes of long-term physiological conditions
- P3: Describe possible symptoms of long-term physiological conditions
- P4: Explain possible effects of two long-term physiological conditions on the daily lives of individuals
- P5: Describe two possible ways of monitoring a long-term physical condition
- P6: Describe treatment available for two long-term physiological conditions
- P7: Explain two barriers to accessing treatment for long-term physiological conditions
- P8: Suggest services within the health and social care sector that can best support the needs of individuals with long-term physiological conditions
- P9: Explain the purpose of local service provision for people with long term physiological conditions
- P10: Explain the importance of best practice when supporting individuals with long-term physiological conditions
- P11: Describe strategies and frameworks available to support individuals in the terminal stages of long-term physiological conditions
- M1: Provide biological explanations for symptoms of long-term physiological conditions
- M2: Analyse the impact of current monitoring and treatment of long-term physiological conditions on an individual's life
- M3: Analyse local service provision available for an individual with a long- term physiological condition

M4: Describe moral and ethical conflicts surrounding end of life care
D1: Recommend ways of overcoming barriers encountered by individuals with long-term physiological conditions
D2: Evaluate the impact of current frameworks on the support of individuals with long term physiological conditions
D3: Summarise potential ethical and moral conflicts between individual choice and wider society

Key skills

Description of symptoms; causes; monitoring, treatments, strategies and frameworks and conflicts for those with long-term physiological conditions
Summarise types of long-term conditions and potential conflicts
Explain effects, barriers, best practice and local service provision for those with long-term conditions
Analyse local service provision and the impact of monitoring and treatment for those with long-term conditions
Recommend ways to overcome barriers
Evaluate the impact of current frameworks
Synthesis of information
Referencing
Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.
Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.
Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of each coursework unit criteria.
First review submission and amendment completion
Completion of coursework final draft for internal and external moderation by Easter/April

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.
2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.
3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.
4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.
5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.
6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.
7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.
8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Research of key terms
Writing of sample case studies
Interviewing an individual with a long-term condition
Completion of coursework criteria
Completion of coursework amendments
Practitioner job description completion
Waiting time statistics research
Treatment and therapy evaluation

How can I help my child?

Encouragement to complete coursework criteria in a timely fashion
Discussion regarding teacher feedback and support in completing any amendments independently
Support in meeting final unit deadline for both internal and external moderation

Rationale- sequencing/intent/cross curricular links

Large coursework unit- taught until end of academic year

Follows completion of supporting people with Unit 17 supporting people with mental health conditions, which is assessed in a similar way and looks holistically at the nature, treatment and support for two psychological conditions

Real life case study used

Students able to select 2nd long term condition to suit their interests

Level 3 Cambridge Technical Unit- 17 Supporting people with mental health conditions

One in four people will have mental health needs at some point in their life. What does mental health mean? There are many types of mental health conditions and causes can be complex. Despite the prevalence of mental health disorders in the population, there remain many barriers to inclusion for individuals who live with a mental illness. What are the effects of a mental health condition? What support is available for individuals? Treatments and services for individuals with mental health conditions, and attitudes towards those individuals, have developed over time.

The aim of this unit is to enable you to support individuals with mental health conditions to plan their own care and support suitable to their needs. It does this through exploring the meaning of mental health and mental health needs, and considering issues closely linked with mental health promotion and support. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation. It will teach you about the main types of mental health conditions, how these may affect the life of the individual, and different ways that the person may be supported to promote their mental well-being, develop coping strategies to manage their illness, and different forms of treatment that they may be offered. You will gain an understanding of possible ways and models of understanding the nature of mental health needs, and how different factors may come together in a complex way to influence the mental health of an individual. You will focus on the importance of social care and health professionals working in a person-centred way with the individual to ensure that their wishes and needs are placed at the centre of all agreed interventions.

Key content

P1: Describe concepts, types, causes and effects of mental health conditions

P2: Suggest treatments that can best support individuals with mental health conditions

P3: Suggest services within the health and social care sector that can best support the needs of individuals with mental health conditions

P4: Summarise how legislation can be used to support individuals with mental health conditions

M1: Compare the use of treatments for different mental health conditions

M2: Compare how different support services benefit individuals with mental health conditions

D1: Analyse the potential impact of the care and support received from professionals in different services

Key skills

Description of concepts relating to mental health conditions

Suggestion of services and treatments for those with mental health conditions

Summary of legislation that can support those with mental health conditions

Comparison of treatment and support services

Analysis of impact of care and support from professionals

Synthesis of information

Referencing

Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.

Intrapersonal skills: communicating, working collaboratively, negotiating, leadership, self-presentation.

Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development, time management

Assessment

Completion of each coursework unit criteria.

First review submission and amendment completion

Completion of coursework final draft for internal and external moderation by Easter/April

Feedback

1. Verbal feedback: Learners will receive verbal feedback based on test results, skills and outcomes. Clear targets for development and improvement will be communicated.

2. Assessed assignments: Work will be frequently monitored. Feedback will identify strengths and areas for improvement related to success criteria.

3. End of Topic Assessment: Students will complete end of topic assessments. Feedback will be given to examination success criteria.
4. Examination question: Examination style questions will be set frequently. Feedback will be stated related to examination success criteria.
5. Self-assessment: students will assess their own work against mark schemes to support DIRT feedback.
6. Extended questions: Detailed feedback will identify the strengths and areas for improvement. Feedback will relate to examination mark schemes.
7. Self-isolating: Students who are self-isolating will be expected to return work or email work regularly to keep up to date with the class work, staff will mark and give feedback to students.
8. Self-isolating: Past Papers – Students who are self-isolating will be set past papers in real time with the class. These will be returned marked and graded by staff ASAP to provide feedback to students.

Homework

Research of key terms
 Writing of sample case studies
 Completion of coursework criteria
 Completion of coursework amendments
 Treatment and therapy research
 Creation of Depression factsheet
 Support services research

How can I help my child?

Encouragement to complete coursework criteria in a timely fashion
 Discussion regarding teacher feedback and support in completing any amendments independently
 Support in meeting final unit deadline for both internal and external moderation

Rationale- sequencing/intent/cross curricular links

Smaller coursework unit that builds on Unit 22 Psychology for Health and Social care
 Links to Unit 14 long-term physiological conditions- similar structure and use of case studies
 ¼ people in the UK will suffer from some form of mental health illness
 Mental health problems have worsened across all age groups in the last 2 years, particularly those aged 16+ - 4.3 million mental health referrals in 2021
 Links to A Level Psychology- Psychopathology and Depression

Level 3 Cambridge Technical Unit- 22 Psychology for Health and Social Care

We're only human, but what does that mean? Our behaviour is just one aspect of being human. The human mind and body are interlinked and can impact on an individual's health and wellbeing. What barriers do people face in everyday life? How are these barriers linked to psychology? There are many theories linked to psychological perspectives, but which ones are appropriate to the health and social care sector?

This unit introduces you to the human mind and why we behave the way we do. It will introduce you to a range of psychological perspectives and you will be able to make links between these, behaviour change and health and wellbeing. It will help you apply your understanding of human behaviour to a health and social care context, from helping individuals overcome emotional problems, understanding why individuals may ignore symptoms, to how to overcome barriers which may prevent individuals from maintaining health and wellbeing. On successful completion of this unit, you will have a good understanding of factors that influence responses to health and the underpinning psychological theories used by health professionals to interpret and address these behaviours.

Key content

P1: Apply psychological perspectives and approaches to health, social care and child care environments, considering how these can support person-centred care
 P2: Analyse factors that impact on health psychology
 P3: Explain the psychological impacts of ill health on individuals.
 P4: Describe the psychological impacts of requiring care.
 M1: Evaluate how psychological theory and health psychology contributes to the everyday practice of caring for Individuals
 M2: Assess why individuals may fail to comply with prescribed treatments.
 D1: Evaluate the limitations of theories of behaviour change in relation to health psychology

D2: Evaluate the psychological impact when an individual fails to comply with prescribed treatment for chronic illness or a long-term health condition.

Key skills

Application of psychological principles
Description of impacts of requiring care
Explanation of impact of ill health
Assessment of why individuals may chose not to comply with treatment
Analysis of factors that impact on health psychology
Evaluation of theories of behaviour change and the impact of failing to comply with treatments
Synthesis of information
Referencing
Cognitive and problem-solving skills: use critical thinking, approach non-routine problems and scenarios with confidence, use software systems and technology.
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Completion of coursework amendments

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Rationale- sequencing/intent/cross curricular links

Taught in Year 12 to complement topics covered in A Level Psychology- perspectives, psychopathology and Depression
There is usually significant cross over of students completing Health and Social Care and A Level Psychology Principles of psychological approaches links to Unit 17- causes, concepts and effects of mental ill health
Health psychology is a growth area post-pandemic- 4.3 million mental health referrals in 2021