


Year: 12	Curriculum Intent: Our Cambridge Technicals in Health and Social Care uses direct experience to help students develop the underpinning knowledge as well as practical and personal skills required to work in this sector. They learn how to deliver person-centred care and support to meet the needs of a variety of service-users. The skills developed and knowledge learned are designed to meet the needs of anyone working in a Health and Social Care setting. They are also taught with a view to developing transferrable study skills.					
Unit title: HSC	Term 1 <i>Unit 2 : Equality, Diversity & Rights/ Unit 1 Building Positive Relationships</i>		Term 2 <i>Unit 4: Anatomy & Physiology</i>		Term 3 <i>Unit 4: Anatomy & Physiology</i>	
Topic Titles (in order of delivery)	1. Equality, Diversity & Rights exam unit	1. Building Positive Relationships coursework unit	1. Anatomy & Physiology	1. Building Positive relationships coursework unit	1.	1. Public Health coursework unit
Key knowledge / Retrieval topics Key terminology: <i>Equality, diversity & Rights</i> – equitable treatment, diversity, rights, values of care, support networks, discriminatory practices and impact, advocacy, best practice. <i>Anatomy & Physiology-</i> cardiovascular- atria, ventricles, nodes, aorta, respiratory, pulmonary, bronchioles, alveoli, malfunctions, digestive, musculoskeletal,	Concepts of equality, diversity & rights, application of concepts, legislation to promote anti-discriminatory practice promotion of equality, diversity & rights in HSC settings	<ol style="list-style-type: none"> 1. Understand relationships in health, social care or childcare environments. 2. Understand the factors that influence the building of relationships. 3. Understand how a person-centred approach builds positive relationships in health, social care or childcare environments. 4. Use communication skills effectively to build positive relationships in a health, social care or child care environment 	Cardiovascular system, respiratory system, - functions and malfunctions, impact on individuals.	Understand relationships in health, social care or childcare environments. Understand the factors that influence the building of relationships. Understand how a person-centred approach builds positive relationships in health, social care or childcare environments. Use communication skills effectively to build positive relationships in a health, social care or child care environment	Digestive system, musculoskeletal system - functions and malfunctions, impact on individuals.	<ol style="list-style-type: none"> 1. Understand systems for the protection and promotion of public health. 2. Understand public health strategies.

<p style="text-align: center;">Understanding / Sequence of delivery</p>	<ol style="list-style-type: none"> 1. Defining concepts 2. Applying concepts 3. Applying care values 4. Labelling, stereotyping, prejudice 5. Human rights & discrimination 6. Effect of discrimination 7. Abuse 8. Legislation 	<ol style="list-style-type: none"> 1. (a)Types of relationship, (b)Relationship contexts, i.e., formal or informal, one-to-one, group, environment. (c)How context can impact relationships. 2. (a)Communication factors, verbal and non-verbal communication skills, written, special methods and adaptations, theories of communication and application to HSC. (b) Cultural factors. (c) Environmental factors (d) Spiritual factors (e) Physical factors 3. (a)Strategies to ensure a person centred approach, understand individual's needs and preferences, enabling and supporting an 	<ol style="list-style-type: none"> 1. Composition of blood 2. Functions of blood 3. Structure of the heart 4. Function of the heart 5. Control and regulation of the cardiovascular system 6. Blood vessels 7. Lymph 8. Hypertension 9. Coronary heart disease. 10. Structure of the respiratory system 11. Inspiration and expiration 12. Gaseous exchange 13. Cellular respiration 14. Asthma 15. Cystic fibrosis 16. Care needs 	<ol style="list-style-type: none"> 1. (a)Types of relationship, (b)Relationship contexts, i.e., formal or informal, one-to-one, group, environment. (c)How context can impact relationships. 2. (a)Communication factors, verbal and non-verbal communication skills, written, special methods and adaptations, theories of communication and application to HSC. (b) Cultural factors. (c) Environmental factors (d) Spiritual factors (e) Physical factors 3. (a)Strategies to ensure a person centred approach, understand individual's needs and preferences, enabling and supporting an 	<ol style="list-style-type: none"> 1. Functions of the liver 2. Functions of the digestive system 3. Pancreas 4. Absorption & assimilation 5. Digestive conditions 6. Care needs 7. Bones structure and joints 8. Malfunctions of the musculoskeletal system. 9. Care needs. 	<ol style="list-style-type: none"> 1. (a)Legislation and regulations. (b)Organisations including WHO, NHS, Public Health England, NICE, FSA, Health and Safety executive. (c) Current public health issues and targets. (d) Practitioners involved in promoting public health.
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		<p>individual, staff training, demonstrate professional behaviour.</p> <p>(b) How a person-centred approach supports positive relationships</p> <p>4. (a) Effectiveness of interactions. (b) Aspects of reflective practice including, evaluating specific incidents or activities, what might be done better next time, what went well, training and development needs.</p>		<p>individual, staff training, demonstrate professional behaviour.</p> <p>(b) How a person-centred approach supports positive relationships</p> <p>4. (a) Effectiveness of interactions. (b) Aspects of reflective practice including, evaluating specific incidents or activities, what might be done better next time, what went well, training and development needs.</p>		
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Assessment:

<p>Equality, Diversity & Rights: LO1: Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments LO2: Understand the impact of discriminatory practices on individuals in health, social care and child care environments LO3: Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and childcare environment LO4: Understand how equality, diversity and rights in health, social care and childcare environments are promoted.</p>	<p>Anatomy & Physiology – LO1: Understand the cardiovascular system, malfunctions and their impact on individuals. LO2: Understand the respiratory system, malfunctions and their impact on individuals. LO3: Understand the digestive system, malfunctions and their impact on individuals. LO4: Understand the musculoskeletal system, malfunctions and their impact on individuals.</p>
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	<p>Public Health Coursework-</p> <table border="1"> <thead> <tr> <th>LO</th> <th>Pass</th> <th>Merit</th> <th>Distinction</th> </tr> </thead> <tbody> <tr> <td></td> <td>The assessment criteria are the Pass requirements for this unit.</td> <td>To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:</td> <td>To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:</td> </tr> <tr> <td>1. Understand systems for the protection and promotion of public health</td> <td>P1: Summarise the origins of public health policy and legislation</td> <td></td> <td></td> </tr> <tr> <td></td> <td>P2: Explain the role of national organisations and practitioners in promoting public health</td> <td>M1: Explain how organisations and practitioners work together on strategies to promote public health</td> <td></td> </tr> <tr> <td>2. Understand public health strategies</td> <td>P3: Explain different strategies used to promote public health</td> <td></td> <td>D1: Analyse the effectiveness of different public health strategies</td> </tr> </tbody> </table>	LO	Pass	Merit	Distinction		The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:	1. Understand systems for the protection and promotion of public health	P1: Summarise the origins of public health policy and legislation				P2: Explain the role of national organisations and practitioners in promoting public health	M1: Explain how organisations and practitioners work together on strategies to promote public health		2. Understand public health strategies	P3: Explain different strategies used to promote public health		D1: Analyse the effectiveness of different public health strategies
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