


Year: 13	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 4 Anatomy & Physiology</i>		Term 2 <i>Unit 3 Health, safety and security in HSC</i>		Term 3 <i>Unit 3 Health, safety and security in HSC</i>	
Topic Titles (in order of delivery)	1. Anatomy & Physiology	1. Public Health coursework unit, Sociology in HSC coursework unit.	1. Health, safety & security in HSC	1. Sociology in HSC coursework unit	1. Health, safety & security in HSC	1. Coursework
Key knowledge / Retrieval topics Key terminology: Anatomy & Physiology: <i>nerve action, CNS, peripheral, neurons, autonomic, cerebral cortex, cerebellum, frontal lobes, corpus callosum, hypothalamus, medulla, meninges, endocrine, renal, cortex, medulla, calyx, ureters, renal artery/vein, urethra, bladder, kidney nephron deamination, detoxification, bile, biliverdin, bilirubin, homeostasis</i> Health, safety & security in HSC – hazard, risk, risk assessments, Environmental Biological, Chemical, Psychological, Physical,	Control & regulatory systems – functions and malfunctions, impact on individuals Sensory systems - functions and malfunctions, impact on individuals	1. Understand systems for the protection and promotion of public health. 2. Understand public health strategies. 1. Understand sociological perspectives. 2. Understand sociological perspectives about health and social care.	Hazards Legislation Roles & responsibilities responding to incidents	1 Understand sociological perspectives. 2 Understand sociological perspectives about health and social care. 3 Understand patterns and trends in health and illness among different social groups. 4 Understand sociological perspectives about the organisation and management of health and social care.	Revision – for unit 3 but also unit 4 if being re-sat. Final content to be determined by student need.	Final submission and moderation.

<p><i>Musculoskeletal, Working conditions and practices Lack of security systems. HASAWA, safeguarding, RIDDOR, Civil contingencies, empowerment, redress, roles, responsibilities,</i></p>						
<p>Understanding / Sequence of delivery</p>	<ol style="list-style-type: none"> 1. Components of nerve system 2. Structure & functions of the kidney 3. Nerve action 4. Endocrine system 5. Structure & functions of the kidney 6. Breakdown functions of the liver 7. Homeostasis 8. Malfunctions 9. Care needs 10. Eye – structure & functions 11. Eye malfunctions 12. Ear- structure and functions 13. Ear malfunctions 	<ol style="list-style-type: none"> 2 (a) Current public health strategies including health screening, immunisation and vaccination, environmental protection, government initiatives, Health promotion. 1 (a) Sociological theory (b) Macro perspectives (c) Micro perspectives (d) Purposes of sociological research 	<ol style="list-style-type: none"> 1. Types of hazards 2. Impacts of hazards 3. HASAWA 4. Food laws 5. Other legislation 6. Safeguarding 7. Impacts of legislation 8. Roles & responsibilities 9. Consequences of not meeting responsibilities 10. Recognising incidents and emergencies 11. Responding to incidents 12. Responsibilities of a first aider. 	<ol style="list-style-type: none"> 3. (a) Health inequalities between different groups. (b) Causes of differences in health outcomes (c) Role of social networks in promoting good health. 4. (a) Rights and responsibilities for promoting good health. (b) Division between health and social care. (c) Efficiency and effectiveness 	<p>Revision of:</p> <ol style="list-style-type: none"> 1. Hazards Legislation Roles & responsibilities responding to incidents 2. Cardiovascular, respiratory, digestive, musculoskeletal, control & regulatory, sensory systems – functions, malfunctions, impact on individuals. 	

	<p>14. Sensory conditions care needs.</p> <p>15. Revision for unit 4 and unit 2 for those resitting.</p>	<p>(e)Methods of investigation in sociology.</p> <p>2 (a)Medical and social models of illness including causes and origins, scientific rationality, diagnosis, role and responsibility of professionals, decision-making, paternalism and trust.</p>				
<p>Assessment:</p> <p>A & P: LO5:Understand the control and regulatory systems, malfunctions and their impact on individuals.</p> <p>LO6: Understand the sensory systems, malfunctions and their impact on individuals.</p> <p>Health, safety & security:</p> <p>LO1: 16-23% Understand the potential hazards</p> <p>LO2: 35-42% Understand legislation, policies and procedures.</p> <p>LO3: 26-33% Understand roles and responsibilities involved.</p> <p>LO4: 6-13%</p>	<p>End of topic tests, PPE and external exam both in January.</p> <p>Same for unit 2.</p>		End of LO tests,		End of LO tests, External exam(s) in May/June	

Know how to respond to incidents and emergencies.						
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