

Health and Social Care Unit Overview Year 12

Unit 1: Building Positive Relationships in Health and Social Care – Internally Assessed Year 12 - Autumn Term & Spring Term 1				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Relationships in health, social care or child care</p> <p>Factors that influence the building of relationships</p> <p>How a person-centred approach builds positive relationships</p> <p>Communication skills</p>	<p>1.1 Types of relationship 1.2 Relationship contexts 1.3 How context can impact relationships</p> <p>2.1 Communication factors 2.2 Cultural factors 2.3 Environmental factors 2.4 Spiritual factors 2.5 Physical factors</p> <p>3.1 Strategies to ensure a person-centred approach 3.2 How a person-centred approach supports positive relationships</p> <p>4.1 Communication skills 4.2 Effectiveness of interactions 4.3 Aspects of reflective practice</p>	<p>Learners will need to cover at least two different environments and explain the range of relationships; how context can affect relationships Learners will need to explore and understand the different factors that influence the building of relationships. Learners will also need to understand what a person-centred approach to care is and how they can develop themselves to adopt this approach.</p> <p>Learners need to demonstrate effective communication skills in both one-to-one and group contexts.</p>	<p>Students may use personal examples from their own experiences to understand the material being studied.</p> <p>Students may have part time jobs in a health and social care setting which they can draw upon.</p>	<p>Cambridge Technical Resources document</p> <p>Cambridge Technicals Text book</p> <p>Online resources</p>

**Unit 2: Equality, Diversity and Rights in Health and Social Care – Externally Assessed
Year 12 - Spring Term 2/Summer Term**

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Concepts of equality, diversity and rights</p> <p>The impact of discriminatory practices</p> <p>How current legislation and national initiatives promote anti-discriminatory practice</p> <p>How equality, diversity and rights are promoted.</p>	<p>1.1 Concepts 1.2 Application of the concepts 1.3 Support networks</p> <p>2.1 Discriminatory practices 2.2 Individuals affected 2.3 Impact on individuals</p> <p>3.1 Key aspects of current Legislation 3.2 Overview of national initiatives 3.3 The impact of legislation and national initiatives</p> <p>4.1 Applying best practice in health, social care or child care environments 4.2 Explaining discriminatory practice in health, social care or child care environments 4.3 Choosing appropriate action/response to promote equality, diversity and rights in health, social care and child care environments</p>	<p>Learners need to develop an understanding of the key concepts of equality, diversity and rights. Learners must develop an understanding of how all of the values of care are applied. They must be able to analyse practical examples of how practitioners can apply the values in their day-to-day work and in care settings. Learners need to identify the factors that can incite discrimination or discriminatory behaviour and the individuals that this may affect. Learners must be able to identify key aspects of each piece of legislation and be able to describe how these support individuals' rights. Learners need to explain the role of formal and informal support groups in helping individuals deal with discriminatory practice and to obtain redress. Learners will focus on active promotion of anti-discriminatory practice.</p>	<p>Students may use personal examples from their own experiences to understand the material being studied.</p> <p>Students may have part time jobs in a health and social care setting which they can draw upon.</p> <p>Students will also be able to draw on knowledge from Unit 1.</p>	<p>Cambridge Technical Resources document</p> <p>Cambridge Technicals Text book</p> <p>Cambridge Technicals Revision Workbook</p> <p>Online resources</p>

Unit 4 – Anatomy and Physiology in Health and Social Care – Externally Assessed				
Year 12 – Autumn Term to Summer Term				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Cardiovascular system, malfunctions and impacts	<p>1.1 Composition of blood</p> <p>1.2 Functions of blood</p> <p>1.3 Structure of heart</p> <p>1.4 Function of heart</p> <p>1.5 Control and regulation of cardiac cycle</p> <p>1.6 Types, structure and functions of blood vessels</p> <p>1.7 Formation of tissue fluid and lymph</p> <p>1.8 Cardiovascular malfunctions</p> <p>1.9 Monitoring, treatment and care needs for the cardiovascular malfunctions</p>	<p>Describe the identified components of the cardiovascular system and their structure and functions. The learner needs to explain the likely causes and common symptoms of the conditions or malfunctions identified.</p> <p>The learner needs to be able to describe the identified components of the respiratory system and their structure and functions. Explain the likely causes and common symptoms of the conditions or malfunctions identified. Analyse the impact of the identified conditions.</p> <p>The learner needs to be able to describe the identified components of the digestive system and their structure and functions. Explain the likely causes and common symptoms of the conditions or malfunctions identified. Analyse the impact of the identified conditions on individuals.</p> <p>The learner needs to be able to describe the identified components of the</p>	<p>Students will be able to draw on previous knowledge from Biology courses.</p> <p>Students may also be able to draw on their own personal experiences and apply this.</p> <p>Students may have part time jobs in a health and social care setting which they can draw upon.</p>	<p>Cambridge Technical Resources document</p> <p>Cambridge Technicals Text book</p> <p>Cambridge Technicals Revision Workbook</p> <p>Online resources:</p> <p>The use of NHS resources and other organisations' websites may provide a useful source of information about causes, treatment and the impact on the individual for the listed conditions.</p>
Respiratory system, malfunctions and impacts	<p>2.1 Structure of respiratory system</p> <p>2.2 Inspiration and expiration</p> <p>2.3 Gaseous exchange.</p> <p>2.4 Cellular respiration</p> <p>2.5 Respiratory malfunctions</p> <p>2.6 Monitoring, treatment and care needs for respiratory</p>			
Digestive system, malfunctions and impacts	<p>3.1 Gross structure of digestive system and functions of component parts</p> <p>3.2 Mechanical and chemical digestion</p> <p>3.3 Digestive roles of liver and pancreas</p> <p>3.4 Absorption and assimilation</p> <p>3.5 Digestive malfunctions</p> <p>3.6 Monitoring, treatment and care needs for digestive malfunctions</p>			

<p>Musculoskeletal system, malfunctions and impacts</p>	<p>4.1 Structure of bone 4.2 Types of joint 4.3 Components of a synovial joint 4.4 Muscle action around a joint 4.5 Musculoskeletal malfunctions 4.6 Monitoring, treatment and care needs for musculoskeletal malfunctions</p>	<p>musculoskeletal system and their structure and functions. Explain the likely causes and common symptoms of the conditions or malfunctions identified. Analyse the impact of the identified conditions on individuals.</p>		
<p>Control and regulatory systems, malfunctions and impacts</p>	<p>5.1 Components of nerve systems 5.2 Structure and function of brain 5.3 Nerve action 5.4 Organisation and function of endocrine system 5.5 Structure of kidney 5.6 Functions of kidney 5.7 Breakdown functions of liver 5.8 The concept of homeostasis 5.9 Malfunctions of control and regulatory systems 5.10 Monitoring, treatment and care needs for malfunctions of control and regulatory systems</p>	<p>The learner needs to be able to describe the identified components of the control and regulatory systems and their structure and functions. Explain the likely causes and common symptoms of the conditions or malfunctions identified. Analyse the impact of the identified conditions on individuals.</p>		
<p>Sensory systems, malfunctions and impacts</p>	<p>6.1 Structure of the eye 6.2 Structure of the ear 6.3 Malfunctions of eye and ear 6.4 Monitoring, treatment and care needs for malfunctions of the eye and the ear</p>	<p>The learner needs to be able to describe the identified components of the sensory systems and their structure and functions. Explain the likely causes and common symptoms of the conditions or malfunctions identified. Analyse the impact of the identified conditions on individuals.</p>		