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| **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: Cambridge Technical Extended Certificate in Health and Social Care** | **Term 1***Unit 4 Anatomy & Physiology/Unit 17* | **Term 2***Unit 3 Health, safety and security in HSC/Unit 17* | **Term 3** |
| **Topic Titles (taught concurrently)** | 1. Anatomy & Physiology
 | 1. Supporting people with mental health conditions in HSC coursework unit.
 | 1. Health, safety & security in HSC
 | 1. Supporting people with mental health conditions in HSC coursework unit
 | 1. Health, safety & security in HSC
 | 1. Coursework
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| **Key knowledge / Retrieval topics****Key terminology: Anatomy & Physiology:** *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***Health, safety & security in HSC –** *hazard, risk, risk assessments, Environmental**Biological, Chemical, Psychological, Physical,* *Musculoskeletal,* *Working conditions and practices**Lack of security systems.**HASAWA, safeguarding, RIDDOR, Civil contingencies, empowerment, redress, roles, responsibilities,*  | Control & regulatory systems – functions and malfunctions, impact on individualsSensory systems -functions and malfunctions, impact on individuals | 1. The main concepts, types, causes and effects of mental health conditions.
 | Hazards LegislationRoles & responsibilitiesresponding to incidents | 1. How to support individuals with mental health conditions to plan their care, treatment and support.
 | Revision – for unit 3 but also unit 4 if being re-sat.Final content to be determined by student need. | Final submission and moderation of Unit 17 and Unit 1 and 24 if resubmitting. |
| **Understanding / Sequence of delivery** | 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
14. Sensory conditions care needs.
15. Revision for unit 4 and unit 2 for those resitting.
 | 1. The different concepts and models of mental health.
2. Types of mental health conditions.
3. Possible signs and symptoms.
4. Causes of mental health conditions.
5. Effects of mental health conditions on the individual.
 | 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.
 | 1. Types of treatments.
2. Hospital-based services.
3. Community-based services.
4. Advocacy
5. Charities or voluntary/independent bodies.
6. Legislation in relation to mental health needs.
7. Guidance and service strategy.
 | Revision of:1. Hazards

LegislationRoles & responsibilitiesresponding to incidents1. Cardiovascular, respiratory, digestive, musculoskeletal, control & regulatory, sensory systems – functions, malfunctions, impact on individuals.
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| **Assessment:** | end of topic tests, PPE and external exam both in January.Same for unit 2. | Completed coursework tasks. | End of LO tests, | Completed coursework tasks. | End of LO tests,External exam(s) in May/June |  |