

## Year 12 Health and Social Care

CTECH Health and Social Care students gain knowledge skills and understanding to meet the changing needs of a sector in society that touches everyone's lives. In addition to preparation for the challenges that today's universities and employers demand, students are encouraged to develop professional and personal skills through interaction with people who work or are service users in the sector, as well as theoretical knowledge to underpin their skills. Students will consider the real impacts to people living with conditions such as the social, financial and psychological impacts, not just the signs, symptoms and treatment of faceless conditions. Students will also learn about the legislation and guidance supporting health and social care, so that they can ensure the people they are working with are not only able to access all the care and support they are entitled to, but are also able to protect themselves from harm or abuse whilst at work. Throughout their studies Health and Social Care students are supported by dedicated subject specialists.

Methods of deepening and securing knowledge:	
Spaced practice	Retrieval tasks are spaced throughout the year to ensure that students return to key concepts and deepen their knowledge.
Retrieval practice	Retrieval practice is used extensively to aid the development of knowledge of tier three terminology and key concepts both through starter activities and use of knowledge organisers and learning mats.
Interleaving	Interleaving is used to ensure that students consistently make links between all aspects of the topics covered as study proceeds. Thinking in depth and making synoptic connections between different aspects of health and social care that they can confidently apply to their portfolio and examined work.
Concrete examples	Subject specialist journals, documentaries and news articles on health, social care and education are used throughout the course to enable students to link theory to real-life examples. External speakers, and real life case studies are used where appropriate.
Dual coding	Video clips, images and diagrams are used in the delivery of new material and on knowledge organisers to encourage students to make solid links to theory. As part of revision students create mind maps. Students are asked to summarise topics using only images to further use dual coding to aid retrieval.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<b>Unit 10 Portfolio</b> <b>Nutrition for health</b> - Know nutritional and diet guidelines - Understand the functions of nutrients	<b>Unit 10 Portfolio</b> <b>Nutrition for health</b> - Evaluate the diet and nutrition of an individual	<b>Unit 2</b> <b>Equality, diversity and rights in Health and Social Care</b> - Understand how current legislation	<b>Unit 2</b> <b>Equality, diversity and rights in Health and Social Care</b> - Overview of national initiatives,	<b>Revision</b> - <b>Unit 2 L01</b> - Equality, diversity rights applied to Health and Social Care	<b>Unit 1 Portfolio</b> <b>Building positive relationships in Health and Social Care</b>

	<ul style="list-style-type: none"> <li>- Macro and Micronutrients</li> <li>- Energy: sources, values, functions</li> <li>- Dietary needs of individuals: children, adolescents, adults, older people, pregnant women and breastfeeding mothers</li> </ul> <p><b>Understand factors which influence nutritional health</b></p> <ul style="list-style-type: none"> <li>- Health, lifestyle, economic, sociocultural, personal preference, education, labelling, fluid balance</li> </ul> <p><b>Unit 4 Anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>- Blood and the heart</li> <li>- Cardiac cycle</li> <li>- Blood vessels, tissue fluid and lymph</li> <li>- Hypertension</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a dietary plan to improve the nutritional health</li> <li>- Analyse the causes of poor nutrition in individuals</li> </ul> <p><b>Unit 2 Equality, diversity and rights in Health and Social Care</b></p> <ul style="list-style-type: none"> <li>- Understand concepts equality, diversity and rights (e.g. empowerment, independence, inclusion, respect, dignity, opportunity, access and participation applied to health and social care)</li> <li>- Values of care</li> <li>- Early years values of care</li> <li>- Support networks</li> <li>- Advocacy</li> <li>- Discriminatory practices</li> <li>- impact in HSC</li> <li>- Types of</li> <li>- Individuals affected</li> <li>- Impacts</li> </ul>	<p>and national initiatives promote anti- discriminatory practice in Health and Social Care</p> <ul style="list-style-type: none"> <li>- The Care Act 2014</li> <li>- The Health and Social Care Act 2012</li> <li>- The Equality Act 2010</li> <li>- The Mental Capacity Act 2005</li> <li>- The Children Act 2004</li> <li>- The Data Protection Act 1998</li> <li>- Human Rights Act 1998</li> <li>- Children and families Act 201</li> <li>- How equality, diversity and rights are promoted</li> <li>- Practitioner actions</li> </ul> <p><b>Anatomy and physiology sensory system</b></p> <ul style="list-style-type: none"> <li>- The eye</li> <li>- Glaucoma</li> <li>- Cataracts</li> <li>- AMD</li> <li>- Retinopathy</li> </ul>	<p>i.e. The Care Certificate 2014</p> <p>Quality assurance i.e. inspections such as Ofsted, CQC (Care Quality Commission), EHRC (Equality and Human Rights Commission), NICE – National Institute for Health and Care Excellence</p> <ul style="list-style-type: none"> <li>- Applying best practice in health, social care or child care environments</li> <li>- Explain discriminatory practices in a range of settings</li> <li>- Prioritise actions in response to discriminatory practice in health, social care or child care environments</li> <li>- Choosing appropriate action/response to promote equality, diversity and rights</li> <li>- Whistleblowing training/mentoring /monitoring</li> </ul>	<p><b>L02</b></p> <ul style="list-style-type: none"> <li>- Impact of discriminatory practices on individuals in health and social care</li> </ul> <p><b>L03</b></p> <ul style="list-style-type: none"> <li>- Legislation and national initiatives promoting anti-discriminatory practice in HSC</li> </ul> <p><b>L04</b></p> <ul style="list-style-type: none"> <li>- Promoting quality, diversity and rights in HSC environments</li> </ul> <p><b>Unit 4 Anatomy and physiology</b></p> <p><b>L01</b></p> <ul style="list-style-type: none"> <li>- Cardiovascular system</li> </ul> <p><b>L02</b></p> <ul style="list-style-type: none"> <li>- Respiratory system</li> </ul> <p><b>L03</b></p> <ul style="list-style-type: none"> <li>- Digestive system</li> </ul> <p><b>L04</b></p> <ul style="list-style-type: none"> <li>- Musculoskeletal system</li> </ul>	<p>Know different types of relationships that can be built in health and social care</p> <ul style="list-style-type: none"> <li>- Analyse the impacts of Formal, informal, one-to-one, physical and social contexts in different relationships</li> </ul> <p><b>Factors that can influence the building of positive relationships</b></p> <ul style="list-style-type: none"> <li>- Communication</li> <li>- Environmental factors</li> <li>- Spiritual factors</li> <li>- Cultural factors</li> <li>- Physical factors</li> </ul> <p><b>Understand how a person centred approach builds positive relationships in Health and Social Care</b></p>
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#### Independent learning:

Independent learning is a core support to the learning in class, to enrich the student experience and develop knowledge and skills. It can be consolidation of learning, as a flipped learning activity, language for learning or retrieval practice. Past papers and exam questions will be used extensively in to improve exam technique. Portfolio tasks aim to develop the ability of students to research and complete assignment work. Preparation for forms of assessment is an essential part of each topic. Assessment allows teachers and students to see their progress.