

Health and Social Care

Year 12

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| Unit | <p>Start Unit 1 - building positive relationships in HSC - induction task to lead P1 Explain different types of relationships that can be built in health, social care or child care environments</p> <p>M1: Analyse the role that context plays in different relationships in health, social care and child care environments</p> <p>P2: Explain factors that can influence the building of positive relationships in health, social care or child care environments</p> <p>P5: Demonstrate effective communication skills in a group interaction to build a positive relationship in a health, social care or child care environment M3: Review the effectiveness of the communication skills used during the interactions</p> | <p>P4: Demonstrate effective communication skills in a one-to-one interaction to build a positive relationship in a health, social care or child care environment M3: Review the effectiveness of the communication skills used during the interactions D1: Justify the use of reflective practice to ensure interactions build positive relationships in health, social care or child care environments</p> | <p>P3: Explain strategies to ensure a person-centred approach in health, social care or child care environments M2: Analyse how a person-centred approach supports the building of positive relationships in health, social care or child care environments</p> | <p>Unit 3 Health, Safety, Security (exam) LO1 potential hazards LO2 legislation, policies and procedures promote health, safety and security</p> | <p>LO3 roles & responsibilities in care settings, LO4 response to incidents, emergencies REVISION</p> | <p>start UNIT 24: 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</p> |
| Unit | <p>Start unit 2, Equality, diversity and rights in health and social care LO1 Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments</p> | <p>LO2 Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> | <p>LO3 Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments</p> | <p>LO4 Understand how equality, diversity and rights in health, social care and child care environments are promoted.</p> | | |

Year 13

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| Unit | <p>Start unit 17, Supporting people with mental health problems: P1: Describe concepts, types, causes and effects of mental health conditions M1: Compare the use of treatments for different mental health conditions</p> | <p>P2: Suggest treatments that can best support individuals with mental health conditions M1: Compare the use of treatments for different mental health conditions</p> | <p>P3: Suggest services within the health and social care sector that can best support the needs of individuals with mental health conditions M2: Compare how different support services benefit individuals with mental health conditions P4: Summarise how legislation can be used to support individuals with mental health conditions</p> | <p>D1 Analyse the potential impact of the care and support received from professionals in different services</p> | <p>All coursework completed and ready for visiting moderator</p> | |
| Unit | <p>P3: Explain different strategies used to promote public health M1: Explain how organisations and practitioners work together on strategies to promote public health D1: Analyse the effectiveness of different public health strategies</p> | <p>Start unit 4 physiology & anatomy: LO1 cardiovascular system and associated dysfunctions Understand the cardiovascular system, malfunctions and their impact on individuals</p> | <p>LO2 respiratory system and associated dysfunctions Understand the respiratory system, malfunctions and their impact on individuals</p> | <p>finish respiratory --> digestive system & associated dysfunction --> musculoskeletal LO3 Understand the digestive system, malfunctions and their impact on individuals LO4 Understand the musculoskeletal system, malfunctions and their impact on individuals</p> | <p>LO5 regulation & control 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> |

- unit 1 Building relationships in HSC
- unit 2 Equality and Diversity
- unit 3 Health, Safety and Security in HSC
- unit 4 physiology and anatomy
- unit 17 support people with mental health problems
- unit 24 public health

Health and Social Care – 05830-05833 & 05871

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| Unit 2 | Equality, diversity and rights in health and social care | 1 h 30 min | Wed | 13 May am |
| Unit 3 | Health, safety and security in health and social care | 1 h 30 min | Fri | 15 May pm |
| Unit 4 | Anatomy and physiology for health and social care (not 05830) | 2 h | Wed | 20 May am |