

Health and Social Care Technicals Level 3

The Redhill Academy Health and Social Care Technical level 3 qualification is mapped across two years. This qualification covers a range of subject areas that supports progression into higher education, apprenticeships and employment. The Health and Social Care course is a vocational qualification which takes an engaging and practical approach to learning and assessment. The course equips students with a range of knowledge that can be applied in various job roles and also enables and encourages students to contribute to society in a positive way. The curriculum within Health and Social Care supports the ethos within the school as the subject is broad, balanced and relevant to the needs of students and employers. The curriculum challenges students to think abstractly, work collaboratively and problem solves and is designed so that the units build upon each other as the students grow in confidence.

Curriculum Intent

The intent of our Health and Social Care curriculum is to develop learners who:

- Know how to take practical measures to stay safe. Students will learn how all individuals have the right to work in a safe environment and individuals who require care or support also have a right to be safe in health and social care contexts.
- Understand relationships in health, social care or child care environments and to analyse how these factors affect our day to day lives.
- Enables students to learn about the importance of rights, equality and diversity and to analyse how health and social care practitioners must provide care to meet different needs.

Curriculum Implementation

We implement the intent of our curriculum through:

- The Health and Social Care curriculum has the ability to provide students with transferable skills and knowledge into higher education and in the workplace.
- Interleaving starters and effective questioning support students learning of key knowledge.
- A robust expectation that students will show resilience in every lesson; this is facilitated through encouraging students to develop academic report writing and referencing skills. Timely exam-based questioning and assessments also facilitates exam preparation and success.
- A selection of teaching methods that engage students, which emphasises the importance of developing resilience, independence and analytical thinking to prepare them for further education, training or the workplace.
- A reflective approach to the continuing professional development of Health and Social Care teachers (an 'open classroom' policy, collaborative planning, a teaching and learning focus to all faculty CPD).

Subject	Health and Social Care Technicals Level 3 Year 12		
Unit/Topic	Health, safety and security in health and social care	Equality, diversity and rights in health and social care	Building positive relationships in Health and Social Care
Skills	To apply knowledge learnt to exam-based questions and develop exam techniques.	To apply knowledge learnt to exam-based questions and develop exam techniques.	To apply knowledge learnt to report writing and referencing techniques.
Knowledge	<p>Understand potential hazards in health, social care and child care environments</p> <p>Understand how legislation, policies and procedures promote health, safety and security in health, social care and child care environments</p> <p>Understand the roles and responsibilities involved in health, safety and security in health, social care and child care environments</p> <p>Know how to respond to incidents and emergencies in a health, social care or child care environment</p>	<p>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>Understand the impact of discriminatory practices on individuals in health, social care and child care environments</p> <p>Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and childcare environments</p> <p>Understand how equality, diversity and rights in health, social care and childcare environments are promoted.</p>	<p>Understand relationships in health, social care or child care environments</p> <p>Understand the factors that influence the building of relationships</p> <p>Understand how a person-centred approach builds positive relationships in health, social care or child care environments</p> <p>Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment</p>

Recall/review from previous learning	Consolidating previous knowledge of health and safety through effective questioning, interleaving starters and formative assessments.	Consolidating previous knowledge of equality, diversity and rights through effective questioning, interleaving starters and formative assessments.	Consolidating previous knowledge of how factors needed to build positive relationships can be applied in the health and social care environment through effective questioning, interleaving starters and formative assessments.
Assessment	Ongoing assessment using exam-based questions.	Ongoing assessment using exam-based questions.	Coursework will be regularly assessed and students will be provided with effective feedback.
Cultural Capital, Equality, Diversity Inclusion	Responsibilities of employees/employers. Legislation that must be applied in the workplace to protect all individuals.	Responsibilities of employees/employers. Legislation that must be applied in the workplace and rights that must be considered to protect individuals. Removing stereotypes, prejudices and discrimination.	Responsibilities of employees/employers to effectively communicate to all individuals. The importance of using a range of communication methods to facilitate effective communication. Removing stereotypes, prejudices and discrimination.
Literacy/Numeracy	Literacy – extended writing assessments, describe and explain work. Interpreting exam questions and identifying command verbs.	Literacy – extended writing assessments, describe and explain work. Interpreting exam questions and identifying command verbs.	Literacy – extended writing assessments, describe and explain work. Interpreting the specification and identifying command verbs.

Subject	Health and Social Care Technicals Level 3 Year 13		
Unit/Topic	Anatomy and physiology for health and social care	Supporting people with mental health conditions.	Public health.
Skills	To apply knowledge learnt to exam-based questions and develop exam techniques.	To apply knowledge learnt to report writing and referencing techniques.	To apply knowledge learnt to report writing and referencing techniques.
Knowledge	<p>Understand the cardiovascular system, malfunctions and their impact on individuals</p> <p>Understand the respiratory system, malfunctions and their impact on individuals</p> <p>Understand the digestive system, malfunctions and their impact on individuals</p> <p>Understand the musculoskeletal system, malfunctions and their impact on individuals</p>	<p>Know the main concepts, types, causes and effects of mental health conditions</p> <p>Be able to support individuals with mental health conditions to plan their care, treatment and support</p>	<p>Understand systems for the protection and promotion of public health</p> <p>Understand public health strategies</p>
Recall/review from previous learning	Consolidating previous knowledge of anatomy and physiology through effective questioning, interleaving starters and formative assessments.	Consolidating previous knowledge of mental health through effective questioning, interleaving starters and formative assessments.	Consolidating previous knowledge of how public health is protected and promoted through effective questioning, interleaving starters and formative assessments.
Assessment	Ongoing assessment using exam-based questions.	Coursework will be regularly assessed and students will be provided with effective feedback.	Coursework will be regularly assessed and students will be provided with effective feedback.
Cultural Capital, Equality, Diversity Inclusion	<p>Malfunctions of a range of body systems.</p> <p>Treatment, care and monitoring of a range of body systems.</p>	<p>Causes and effects of a range of mental health illnesses.</p> <p>Treatment and care of a range of mental health illnesses.</p>	<p>Public health issues in the UK and the responsibility of the government to promote public health through legislation.</p> <p>Organisation's responsibilities in promoting</p>

	The impact/effect of a range of malfunctions of body systems on individuals.	Job roles that support individual's experiencing mental health illnesses and the positive contribution that they can make to individuals. Protection of individuals experiencing mental health illnesses.	and protecting public health. Public health strategies that promote public health.
Literacy/Numeracy	Literacy – extended writing assessments, describe and explain work. Interpreting exam questions and identifying command verbs.	Literacy – extended writing assessments, describe and explain work. Interpreting the specification and identifying command verbs.	Literacy – extended writing assessments, describe and explain work. Interpreting the specification and identifying command verbs.