

Subject Curriculum Overview for Academic Year 2024/25

Subject: Health and Social Care		Subject Leader: Bethan Woolley	Year Group: 13	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Unit 24: Public Health	<p>Students will initially begin with an overview of what public health is and look at the history and evolution of our public health system in the United Kingdom. They will then complete their first coursework task which is to summarise the origins of public health policy and legislation.</p> <p>Students will look at the role of national organisations and practitioners who are responsible for promoting public health, such as the NHS and GP's. They will then complete their second coursework task which is to explain the role of national organisations and practitioners in promoting public health.</p> <p>Students will research the various strategies that have been used to promote public health such as the anti -smoking campaigns or health initiatives such as 'Change for Life'. They will then complete the third coursework task which is to explain different strategies used to promote public health.</p> <p>Students will then combine this knowledge to complete the forth coursework task which is to explain how organisations and practitioners work together on strategies to promote public health.</p> <p>The final task that will be completed this term is to analyse the effectiveness of different public health strategies. They will need to use measurable data from the ONS to complete this task</p>		<p>Legislation Regulation WHO NHS PHE NICE Food standards agency Third sector Government initiatives Screening Immunisation and Vaccinations Environmental protection Childhood obesity Smoking cessation Decontamination Vaccination Protective clothing PPE Waste segregation RIDDOR</p>	<p>Assessment will take place through students meeting the set criteria for the NEA and opportunities for improvement will be given after each submitted task</p>
Unit 5; Infection Control	<p>Students will cover the first learning objective which is to understand infection control in health and social care. Students will draw on their knowledge of the Covid infection to support their learning . Students will then complete their first assignment in which they will describe common terms in relation to infection control and explain how risks associated with poor infection control are different in different health and social care environments.</p>			<p>Assessment will take place through students meeting the set criteria for the NEA and opportunities for improvement will be</p>

Subject Curriculum Overview for Academic Year 2024/25

	<p>Student's will then investigate the chain of an infection in order to be able to complete the second assignment where they describe sources of infection and outline ways in which infection can be transmitted from one body to another. Students are able to draw on their learning from unit 4 Anatomy and physiology for health and social care .</p> <p>Using Covid as an example students research method used to prevent the spread of infection and why standard precautions for infection control should be maintained at all times. Students demonstrate correct methods of controlling the spread of infection through simulation. Assignment 3 also involves students explaining the purpose of protective clothing in controlling the spread of infection.</p> <p>Students build on their knowledge of controlling infection to complete M2/M3 where they explain why a number of methods of preventing the spread of infection might be required in health and social care and explain why infection control remains important when caring for the deceased. Those students who are able to attempt the distinction task analyse the effectiveness of immunisation in controlling infection.</p> <p>Student's consider a range of cleaning monitoring procedures used in different health and social care environments and then consider the roles and responsibilities for individual workers in health ,social care and child care environments in managing themselves to prevent the spread of infection.</p> <p>Student's then consider different policies and procedures in place in a health, social care and child care environments , similarities and difference between them and why they are important to the different environments. For M4 students need to consider why each of the different policies and procedures considered in P10 is in place and its importance in promoting good infection control.</p> <p>Finally, students who are attempting the distinction task need to consider action that would be appropriate for a health and social care worker to take in ensuring that individuals who require care or support comply with policies and procedures that are in place to control infection and the implication of them not doing so.</p>	<p>Pathogenic bacteria Contamination Standard precautions Bacteria Viruses Fungi Yeast Reservoir Portals of exit Portals of entry</p>	<p>given after each submitted task</p>
--	---	---	--

Subject Curriculum Overview for Academic Year 2024/25

Subject: Health and Social Care		Subject Leader: Bethan Woolley	Year Group: 13	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Unit 2: Equality, Diversity and Rights	<p>Students will cover the first learning objective which is to understand the concepts of equality, diversity and rights and how these are applied in the context of health, social care and child care environments. They will look at what equality means within this sector, the various types of diversity in society and the rights that we are all legally entitled to. Students will then be able to explain how these concepts can be applied. The second learning objective is to be able to understand the impact of discriminatory practices on individuals in health, social care and child care environments. They will be able to recognise the individuals who are affected and the impact these discriminatory practices have on an individual. The third learning objective will cover how current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments. Student will understand:</p> <ul style="list-style-type: none"> • The Care Act 2014 • The Health and Social Care Act 2012 • The Equality Act 2010 • The Mental Capacity Act 2005 • The Children Act 2004 • The Data Protection Act 1998 • Human Rights Act 1998 • Children and families Act 2014 <p>Students will also understand national initiatives that are not legislation such as The Care Certificate. Then be able to assess the impact of these legislations and initiatives.</p> <p>The final learning objective that will be covered this term will be to understand how equality, diversity and rights in health, social care and childcare environments are promoted. Students will also be able to explain the ways discrimination can be challenged.</p>		Equality Diversity Discrimination Impacts Legislation Capacity National Initiative CQC Ofsted Care certificate Re-validation Whistle blowing	Assessment will take place through embedded examination questions to consolidate learning and end of topic tests

Subject Curriculum Overview for Academic Year 2024/25

Subject: HSC		Subject Leader: Bethan Woolley	Year Group: 13	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Unit 2: Equality, Diversity and Rights	<p>Students will spend this term applying the knowledge gained from the four learning objectives to fully revise for the examination. Students will:</p> <ul style="list-style-type: none">• Practice exam techniques using past papers• Practice exam techniques by summative discussion of the exam questions• Understanding the command verbs and applying these to exam papers• Understanding what is expected for differing mark allocations• Creating learning mats for each of the learning objectives		Command verbs such as Analyse, Explain, Discuss, Evaluate	Assessment will take place through embedded examination questions to consolidate learning and end of topic tests

Subject Curriculum Overview for Academic Year 2024/25

How parents can support learning in the subject this academic year

It is important students have an awareness of the vast amount of news stories linked to HSC and EY. We encourage families to discuss cases in the news, watch relevant documentaries and encourage wider reading around this subject to broaden their knowledge. Health and social care is an ever evolving subject so keeping up to date will positively impact their experience on this course.

Recommended Reading

The following website will support:

<https://www.ocr.org.uk/qualifications/cambridge-technicals/health-and-social-care/>

<https://www.scie.org.uk/>

<https://www.theguardian.com/society>

Points to note

Occasionally students may reflect on personal experience when discussing case studies. We never expect students to divulge private or personal circumstances.