

Year 13	HT1-HT2		HT3-HT5	
Text or Theme	Working in Health and Social Care		Physiological Disorders and their Care	
Developing Cultural Capital	<p>This unit will explore important responsibilities that those working in health and social care have; these include maintaining the safety of and safeguarding individuals with health and social care needs, making sure personal information is handled properly and preventing discrimination towards them.</p> <p>Students will develop an understanding of being accountable to these individuals and the regulatory bodies that represent people who work in the health and social care sector. Students will explore the range of roles and responsibilities of people who work in health and social care settings and learn about the organisations that provide services in this sector.</p> <p>Illuminating Texts/ opportunities for wider reading/ research :</p> <ul style="list-style-type: none"> • <i>BTEC National Health and Social Care Textbook</i> • www.skillsforcare.org.uk - practical guides to help support workers in social care. • <i>Care Quality Commission (CQC)- www.cqc.org.uk</i> • <i>National Institute of Health and Clinical Excellence (NICE) -www.nice.org.uk</i> 		<p>This unit allows learners to learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. Learners will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies.</p> <p>Students will create a treatment plan for a service user with a specific physiological disorder, gaining an understanding of the treatment and support strategies involved, the contributions of different professionals and the importance of providing individualised care.</p> <p>Illuminating Texts/ opportunities for wider reading/ research :</p> <ul style="list-style-type: none"> • Lloyd, M., <i>A Practical Guide to Care Planning in Health and Social Care</i>, Open University Press, 2010 (ISBN 9780335237326) • Pocock, G., Richards, C.D., Richards, D., <i>Human Physiology</i>, Open University Press, 2013 (ISBN 9780199574933) 	
Retainable Knowledge	<ul style="list-style-type: none"> • Knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector. • Knowledge of the connections between the roles and responsibilities of health and social care workers and organisations. • How workers and organisations are monitored and regulated /how multidisciplinary teams work together to meet service user needs. 		<ul style="list-style-type: none"> • Knowing the causes and effects of physiological disorders • The investigation and diagnosis of physiological disorders • The treatment and support for service users with physiological disorders • Understanding how to plan treatment for service users with physiological disorders to meet their needs 	
Cross Curricular Links	<ul style="list-style-type: none"> • Religious studies – dietary requirements, equality and diversity • Science – Use of radiotherapy, surgery and specialist fields 		<ul style="list-style-type: none"> • Biology – body systems and functions • Psychology – nervous system and endocrine system 	
Vocabulary	<ul style="list-style-type: none"> • Preventative Care • Antenatal care • Postnatal care • Policies • Procedures • Safeguarding • Code of Practice • Prejudice • Empowerment • Individualised Care • Self-esteem 	<ul style="list-style-type: none"> • Radiotherapy • Complementary Therapies • Assistive technology • Halal • Kosher • Advocate • Lone workers policy • Risk assessment • Hazard • Whistleblowing • Multidisciplinary 	<ul style="list-style-type: none"> • Endocrine system • Nervous system • Musculo-skeletal system • Respiratory system • Circulatory system • Diabetes • Alzheimer's disease • Osteoporosis • Rheumatoid arthritis • COPD • Coronary heart disease • Inherited 	<ul style="list-style-type: none"> • Principlism • Autonomy • Beneficence • Non-maleficence • Justice • Virtue • Conflict • Legislation • Statutory • Personalisation • Confidentiality
Assessments	<p>Learning Aim A – Exam style Assessment</p> <p>Unit 2 exam sat in January</p>		Unit 14 coursework covering all learning aims A-D	