



# Cambridge Technical (Level 3) in Health and Social care

Delivered over two years  
Certificate & Extended  
certificate

Teaching staff – L. Hafez, C.  
Judson and J. Lawson



# Year 1 - Course overview

## Unit 1 – Building positive relationships in health and social care

- This unit aims to introduce you to the many different relationships that you will encounter within the health and social care sector; whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. By doing this unit you will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. You will also be introduced to the concept of the person-centred approach which will help with your relationship building skills.

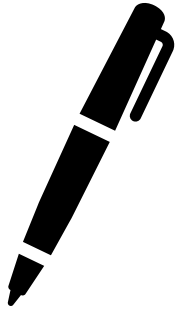
## Unit 2 – Equality, diversity and rights in health and social care

- This unit will help you to understand the implications of diversity on practice and also the effects of discriminatory practice on individuals who require care or support. You will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice. Strategies used to promote equality, respect diversity and support individuals' rights will be examined. You will develop your ability to recognise both good and discriminatory practice in care situations. You will develop your judgement and decision-making skills to choose appropriate responses to care situations and determine a course of action to promote the equality, diversity and rights of individuals in care settings.

## Unit 3 – Health, safety and security in health and social care

- This unit introduces you to health, safety and security in health and social care. You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment for yourself, your colleagues and individuals who require care and support. You will learn how legislation, policies and procedures work to reduce risks in health and social care and the consequences of not following them. You will also learn how to respond to different incidents and emergencies with health and social care settings.

# Course information & methods of assessment



- The certificate comprises of three units. Two externally assessed and one internally assessed.
- The extended certificate builds upon this and in the second year of studies students will have one externally assessed unit with a slightly larger weighting and two internally assessed units.
- Deadlines will be set for students to work towards completing.
- Students will have a resit attempt of the externally assessed units.

<b>Half term</b>	<b>September – October</b>
Year group	12
Expected completion	October half term

<b>Unit 2 – Equality, diversity and rights in health and social care</b>	<b>Content to be covered</b>		<b>Assessment</b>
Week 1-2	Learning outcome 1: Understand the concepts of equality, diversity and rights and how these can be applied in the context of health, social care and childcare environments.	Introduction to the course Concepts of equality, diversity and rights Applying the concepts Values of care in health, social care and childcare environments	
Week 3-4		Support networks Review and reflect Discriminatory practices Direct and indirect discrimination Types of abuse	Collective feedback
Week 5-6	Learning outcome 2: Understand the impact of discriminatory practices on individuals in health, social care and childcare environments.	Individuals impacted by discriminatory practice Impacts on individuals Review and reflect Walk through mock	
Week 7-8		L01 and L02 assessment Revisit topic area Revisit topic area Improvement of assessment	Individual feedback
Week 9-10	Learning outcome 3: Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and childcare environments	Key aspects of current legislation The care act (2014), The Health and Social Care Act 2012, The Equality Act 2010,	

<b>Half term</b>	<b>October - December</b>
Year group	12
Expected completion	To be completed before Christmas

<b>Unit 2 – Equality, diversity and rights in health and social care</b>	<b>Content to be covered</b>		<b>Assessment</b>
Week 11-12	Learning outcome 3: Understand how current legislation and national initiatives promote anti-discriminatory practice in health, social care and childcare environments	Key aspects of current legislation: The Mental Capacity Act 2005, The Children Act 2004, The Data Protection Act 1998 Overview of national initiatives The impacts of national initiatives	Collective feedback
Week 13-14	Learning outcome 4: Understand how equality, diversity and rights in health, social care and childcare environments are promoted	Applying best practice Explaining discriminatory practice in health, social care and childcare settings Choosing appropriate action/responding to promoting equality, diversity and rights	
Week 15		Review and reflect L03 and L04 assessment	Individual feedback

<b>Half term</b>	<b>January – February</b>
Year group	12
Expected completion	To be completed before February half term

<b>Unit 1 – Building positive relationships in health and social care</b>	<b>Content to be covered</b>		<b>Assessment</b>
Week 1-2	Revision for external assessments External assessments		
Week 3-4	Learning outcome 2: Understand the factors that influence the building of relationships – P2	Communication factors Written communication Special methods and adaptations Theories of communication: Argyle and Tuckman	
Week 5-6		Theories of communication: Argyle and Tuckman Cultural, spiritual and physical factors that impact communication Assessment practice	
Week 7-8		Internal assessment for L02	Individual feedback For deadline please see assessment plan

<b>Half term</b>	<b>February – April</b>
Year group	12
Expected completion	To be completed before Easter

<b>Unit 1 – Building positive relationships in health and social care</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 9-10	LO4: To be able to use communication skills effectively to build positive relationships in a health, social care or childcare environment	Building effective one to one relationships and the communication skills needed for successful relationships	Collective feedback to be given to students to develop before demonstrating communication skills in interactions
Week 11-12		Building effective group relationships and the communication skills needed for successful relationships	
Week 13-14		Practice assessment for role play *Session with drama to support*	

<b>Half term</b>	<b>April – May</b>
Year group	12
Expected completion	To be completed before May half term

<b>Unit 1 – Building positive relationships in health and social care</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 1-2	LO4: To be able to use communication skills effectively to build positive relationships in a health, social care or childcare environment	Internal assessment/ filming of P4	
Week 3-4		Internal assessment/filming of P5	
Week 5-6		M3 and D1 planning M3 and D1 internal assessment	Individual feedback will be given for each student in line with the exam boards requirements once whole assignment has been submitted. Deadline TBC – Please see assessment plan
Week 7-8		Final unit corrections and improvements for standards verification	



<b>Half term</b>	<b>June - July</b>
Year group	12
Expected completion	To be completed before end of summer term

<b>Unit 13 - Sexual health, reproduction and early development stages</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 9-10	Learning outcome 3: To be able to know the factors that could affect the health of the foetus and the success of birth	Conditions in utero: Spina bifida Down syndrome Foetal alcohol syndrome	
Week 11-12		Factors that may impact the health of a foetus including: Alcohol, genetic conditions, smoking, the use of drugs, diet of the mother and birth injury	
Week 12-14		Internal assessment for LO3 (P5 and P6)	Individual feedback for LO3 For deadline please see assessment plan

<b>Half term</b>	<b>September – October</b>
Year group	12
Expected completion	October half term

<b>Unit 3 – Health, Safety and security in Health and Social care</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 1-2	Learning outcome 1: Understanding potential hazards in health, social care and childcare environments	Introduction to the course Types of hazards Potential impacts of hazards Harm and abuse	
Week 3-4		Types of setting Legislation including: Health and safety at work act 1974, Management of Health and Safety at work Regulations 1999, COSHH 2002, Civil contingencies Act 2004	Collective feedback
Week 5-6	Learning outcome 2: Understanding how legislation, policies and procedures promote health, safety and security in health, social and childcare environments	Legislation including: Food safety act 1990, Food safety Regulations 1995, Manual handling operations regulations 1992, RIDDOR 2013, Data protection Act 1998, The Health and Social Care Act 2015 Safeguarding Influences of legislation on staff, premises and practices	
Week 7-8		Implementing policies and procedures Reviewing policies and procedures Walk through mock L01 and L02 assessment The roles relating to health and safety – Employers, employees and service users	Individual feedback
Week 9-10	Learning outcome 3: Understanding the roles and responsibilities involved in health, safety and security in health, social care and childcare settings	Improvement of assessment The roles relating to health and safety – Employers, employees and service users Responsibilities and consequences of not meeting responsibilities	

<b>Half term</b>	<b>October - December</b>
Year group	12
Expected completion	To be completed before Christmas

<b>Unit 3 – Health, Safety and security in Health and Social care</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 11-12	Learning outcome 3: Understanding the roles and responsibilities involved in health, safety and security in health, social care and childcare settings	Consequences of not meeting responsibilities including disciplinary action, criminal prosecution, removal from professional registers, injury or harm, serious injury or harm	Collective feedback
Week 13-14	Learning outcome 4: Know how to respond to incidents and emergencies in a health, social and childcare environment	Incidents and emergencies Responses to incidents and emergencies Responsibilities of a first aider Review and reflect	
Week 15		Full unit assessment	Individual feedback

<b>Half term</b>	<b>January – February</b>
Year group	12
Expected completion	To be completed before February half term

<b>Unit 1 – Building positive relationships in health and social care</b>	<b>Content to be covered</b>		<b>Assessment</b>
Week 1-2	Revision for external assessments External assessments		
Week 3-4	Learning outcome 1: Understand relationships in health, social care or childcare environments	Types of relationships Context of relationships How context can impact relationships P1 and M1 practice assessment	
Week 5-6		P1 planning P1 assessment	
Week 7-8		M1 planning M1 assessment	Individual feedback for LO1 For deadline please see assessment plan

<b>Half term</b>	<b>February – April</b>
Year group	12
Expected completion	To be completed before Easter

<b>Unit 1 – Building positive relationships in health and social care</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 9-10	Learning outcome 3: To be able to understand how a person-centred approach builds positive relationships in health, social care or childcare environments	Strategies to ensure a person centred approach Understanding needs and preferences Enabling and supporting the individual Staff training Demonstrating professional behaviour	
Week 11-12		How a person-centred approach supports positive relationships including: empowerment, trust, respect, diversity, confidence, teamwork and additional benefits	
Week 13-14		How a person-centred approach supports positive relationships including: empowerment, trust, respect, diversity, confidence, teamwork and additional benefits	

<b>Half term</b>	<b>April – May</b>
Year group	10
Expected completion	To be completed before May half term

<b>Unit 1 – Building positive relationships in health and social care</b>	<b>Content to be covered</b>	<b>Assessment</b>
Week 1-2	P3 and M2 planning P3 and M2 internal assessment	Individual feedback will be given for each student in line with the exam boards requirements once whole assignment has been submitted. Deadline TBC – Please see assessment plan
Week 3-4	P3 and M2 planning P3 and M2 internal assessment	Individual feedback will be given for each student in line with the exam boards requirements once whole assignment has been submitted. Deadline TBC – Please see assessment plan
Week 5-6	M3 and D1 planning M3 and D1 internal assessment	Individual feedback will be given for each student in line with the exam boards requirements once whole assignment has been submitted. Deadline TBC – Please see assessment plan
Week 7-8	Final unit corrections and improvements for standards verification	Final unit corrections and improvements for standards verification

<b>Half term</b>	<b>June - July</b>
Year group	12
Expected completion	To be completed before end of summer term

<b>Unit 4 – Anatomy and Physiology for health and social care</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 9-10	Learning outcome 1: To be able to understand the cardiovascular system, malfunctions and their impact on individuals	The composition of blood The functions of blood The structure of the heart The function of the heart Control and regulation of the cardiac cycle Types, structure and function of blood vessels	Collaborative feedback on assessment Q
Week 11-12		Formation of tissue fluid and lymph Hypertension: causes, symptoms, monitoring, treatment and care needs Coronary heart disease: causes, symptoms, monitoring, treatment and care needs	Individual feedback on assessment Q
Week 12-14	Learning outcome 2: To be able to understand the respiratory system, malfunctions and their impacts on individuals	Structure of the respiratory system Inspiration and expiration Gaseous exchange Cellular respiration <i>Asthma: Causes, symptoms, monitoring, treatment and care needs</i> <i>Emphysema: Causes, symptoms, monitoring, treatment and care needs</i> <i>Cystic fibrosis: Causes, symptoms, monitoring, treatment and care needs</i>	

# Year 1 summary

- Students will have completed at least 1 external attempt at:
  - Unit 2
  - Unit 3
- Students will have submitted an internal assignment for unit 1 and received a given grade.
- Students will have started the learning of knowledge for their unit 4 external exam.
- Students will have completed LO3 for unit 13
- Students will have worked to set deadlines.



# Year 2 - Course overview

## Unit 4 – Anatomy and Physiology for Health and Social care

This unit will aim to teach you about the structure and function of some of the tissues, organs and bodily systems that enable a healthy bodily processes to take place in a coordinated way. We will explore the cardiovascular system, respiratory, digestive systems as well as the roles of vital organs including the pancreas, liver and kidney. We will also explore the different malfunctions of these systems and the care needs and treatments that are available.

## Unit 13 – Sexual health, reproduction and early development stages

This unit will provide us with an overview of the factors that influence health and wellbeing through an understanding of reproduction and preconception, antenatal and postnatal care. We will learn about sexual health and the types of contraception that are available as well as prenatal health and factors that could influence the foetus. We will also explore the health and development of the foetus, stages of pregnancy and an overview of care and development of the baby in the first year of life.

## Unit 9 – Supporting individuals with learning disabilities

This unit you will understand the term 'learning disability', and will look at a range of different types and possible causes. You will examine how the lives of individuals with a learning disability are changing as attitudes and approaches to support evolve. Current best practice in providing support for people with learning disabilities includes issues such as where people live, how life opportunities are promoted, and how the individual can be supported to lead a full and active life. The unit will explore these areas with the emphasis being on taking a person-centred approach that focuses on the individual's strengths, preferences and hopes, and on ways of enabling the individual to achieve their goals and ambitions.

<b>Half term</b>	<b>September – October</b>
Year group	13
Expected completion	October half term

<b>Unit 4 – Anatomy and Physiology for Health and Social care</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 1-2	Learning outcome 3: To be able to understand the digestive system, malfunctions and their impacts on individuals.	Gross structure of the digestive system and functions of components Mechanical and chemical digestion Digestive roles of the liver and pancreas Absorption and assimilation Irritable bowel syndrome: Causes, symptoms, monitoring, treatment and care needs <i>Gallstones: Causes, symptoms, monitoring, treatment and care needs</i> <i>Coeliac: Causes, symptoms, monitoring, treatment and care needs</i>	
Week 3-4	Learning outcome 4: To be able to understand the musculoskeletal systems, malfunctions and their impacts on individuals.	Structure of bone Types of joint Components of a synovial joint Muscle action around a joint <i>Arthritis: Causes, symptoms, monitoring, treatment and care needs</i> <i>Osteoporosis: Causes, symptoms, monitoring, treatment and care needs</i>	Collective feedback on assessment question
Week 5-6	Learning outcome 5: To be able to understand the control and regulatory systems, malfunctions and their impact on individuals	<b>Mid-topic assessment</b> Components of nerve systems Structure and function of the brain Nerve action Organisation and function of the endocrine system	Individual feedback
Week 7-8	Learning outcome 5: To be able to understand the control and regulatory systems, malfunctions and their impact on individuals	Structure of the kidney Function of the kidney Functions of the liver Homeostasis	

<b>Half term</b>	<b>October - December</b>
Year group	13
Expected completion	Christmas break

<u><b>Unit 4 – Anatomy and Physiology for Health and Social care</b></u>		<b>Content to be covered</b>	<b>Assessment</b>
Week 11-12	Learning outcome 5: To be able to understand the control and regulatory systems, malfunctions and their impact on individuals	<p>Stroke: <i>Causes, symptoms, monitoring, treatment and care needs</i></p> <p>Multiple sclerosis: <i>Causes, symptoms, monitoring, treatment and care needs</i></p> <p>Diabetes: <i>Causes, symptoms, monitoring, treatment and care needs</i></p> <p>Nephrotic syndrome: <i>Causes, symptoms, monitoring, treatment and care needs</i></p> <p>Cirrhosis of the liver: <i>Causes, symptoms, monitoring, treatment and care needs</i></p>	Collective feedback on application question
Week 13-14	Learning outcome 6: To be able to understand the sensory systems, malfunctions and their impact on individuals	<p>Structure of the eye</p> <p>Structure of the ear</p> <p>Malfunctions of the eye: <i>monitoring, treatment and care needs</i></p> <p>Malfunctions of the ear: <i>monitoring, treatment and care needs</i></p>	
Week 15		<p>Review and reflect</p> <p><b>End of topic assessment</b></p>	Individual feedback

<b>Half term</b>	<b>January – February</b>
Year group	13
Expected completion	To be completed before February half term

<b>Unit 13 – Sexual health, reproduction and early development stages</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 1-2		Revision for external assessments External assessments	
Week 3-4	Learning outcome 1: To be able to understand sexual health and contraception	Sexually transmitted infections and impacts to health and wellbeing Ways that individuals are protected from unlawful and unsafe sex Methods of contraception Approaches to promote good sexual health	
Week 5-6		Legislation and how it protects the individual from harmful sexual intercourse: Sexual offence Act 2003, Statutory definition of consent, Legal age of consent and Sex and relationship education at school	

<b>Half term</b>	<b>February – April</b>
Year group	13
Expected completion	To be completed before Easter

<b>Unit 13 – Sexual health, reproduction and early development stages</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 7-8	Learning outcome 1: To be able to understand sexual health and contraception	Completion of P1, P2, P3, M1 and D1	Individual feedback for LO1 For deadline please see assessment plan
Week 9-10	Learning outcome 2: To be able to understand the importance of prenatal health and the process of conception	The process of conception in humans – Ovulation, intercourse and fertilisation as well as in vitro fertilisation (IVF) Factors that can affect conception Completion of P4 and M2	Individual feedback for LO2 For deadline please see assessment plan
Week 11-12	Learning outcome 4: To be able to understand the stages of pregnancy and birth and the postnatal care of the mother	Gestation of the foetus – Trimesters Stages of the birth process – Stage 1, 2 and 3 Pain relief during labour Methods of delivery and complications	

<b>Half term</b>	<b>April – May</b>
Year group	13
Expected completion	To be completed before May half term

<b>Unit 13 – Sexual health, reproduction and early development stages</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 1-2	Learning outcome 4: To be able to understand the stages of pregnancy and birth and the postnatal care of the mother	Postnatal care of the mother: Statutory support, informal support and other organisations. Completion of P7, P8, P9 and M3	Individual feedback for LO4 For deadline please see assessment plan
Week 3-4		Completion of P7, P8, P9 and M3	Individual feedback for LO4 For deadline please see assessment plan
Week 5-6		Final unit corrections and improvements for standards verification	

<b>Half term</b>	<b>September – October</b>
Year group	13
Expected completion	October half term

<b>Unit 9 – Supporting people with learning disabilities</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 1-2	Learning outcome 1: Know the types and causes of learning disabilities	Defining the learning disabilities: Mencap, World health organisation and the Department of health Models of care for learning disabilities including the use and misuse of terms (learning disability VS learning difficulty) Changes to definitions over time Types of learning disability: Down's syndrome, Rett syndrome, Fragile X syndrome and learning disabilities with no known cause	
Week 3-4		Causes of learning disabilities <ul style="list-style-type: none"> <li>- Genetic (inheritance, chromosomes and metabolism)</li> <li>- Intrauterine (lack of oxygen, mothers illness, mothers misuse of drugs or alcohol during pregnancy)</li> <li>- Perinatal/neonatal (complications during or soon after birth)</li> <li>- Postnatal (illness or injury in early childhood)</li> </ul> Differences between learning disabilities and specific learning difficulties Learning disabilities (physiological conditions such as cerebral palsy, autism and Asperger's) Specific learning difficulties – neurological conditions (Dyslexia, dyspraxia, dyscalculia and ADHD)	
Week 5-6		2 lessons type up P1 2 lessons type up P2	
Week 7-8	Learning outcome 2: Understand the difficulties that may be experienced by individuals with learning disabilities	Potential difficulties and their impact <ul style="list-style-type: none"> <li>- Communication</li> <li>- Navigating the environment</li> <li>- Economic</li> <li>- Attitudes towards individuals with learning disabilities</li> <li>- Intellectual and cognitive</li> <li>- Physical</li> </ul> P3 assessment practice Ways of overcoming potential difficulties <ul style="list-style-type: none"> <li>- Financial assistance, Advocacy, Social inclusion, Active participation, Empowerment, Positive images, access to services and assessment and accessible information</li> </ul>	

<b>Half term</b>	<b>October – December</b>
Year group	13
Expected completion	Christmas break

<b>Unit 9 – Supporting people with learning disabilities</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 11-12	Learning outcome 2: Understand the difficulties that may be experienced by individuals with learning disabilities	M1 assessment practice D1 assessment practice  Completion of LO2 assignment submission	
Week 13-14			Individual feedback in line with exam board guidance
Week 15	Learning outcome 3: To be able to support individuals with learning disabilities to plan their care and support	Support services for individuals with learning disabilities: Mencap, Down’s Syndrome Society, PHAB clubs, residential care, respite care, SEN provisions in schools, supported living and employment services. Practitioners who support those with learning disabilities: nurses, social workers, psychologists, speech therapist. Support workers, dieticians, occupational therapists, befrienders, advocates, benefit advisors and physiotherapist (enhanced focus on three practitioners)	



<b>Half term</b>	<b>January – February</b>
Year group	13
Expected completion	To be completed before February half term

<b>Unit 9 – Supporting people with learning disabilities</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 16-17	Learning outcome 3: To be able to support individuals with learning disabilities to plan their care and support	Methods of care: Initial assessments, specialist assessments, person-centered care plans, individual learning plans, multidisciplinary approaches and safeguarding	
Week 18-19		Legislation in relation to learning disabilities: NHS and Community care Act (1990), Mental health acts, The care act 2014, Equality act 2010 Guidance for those with learning disabilities: policies and charters, codes of practice, the white paper 'valuing people – A new strategy for Learning disabilities for the 21 <sup>st</sup> century', Fair access to Care Services, "no secrets 2000" on the protection of vulnerable adults, "Death by Indifference" Mencap 2007	
Week 20-21		P4 assessment practice P5 assessment practice  Completion of LO3 assignment submission	Individual feedback in line with exam board guidance

<b>Half term</b>	<b>February – April</b>
Year group	13
Expected completion	To be completed before Easter

<b>Unit 13 – Sexual health, reproduction and early development stages</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 7-8	Learning outcome 5: To be able to understand the care and development of the baby in the first year of life.	Developmental stages – norms and milestones Record keeping Physical growth – new born to 12 months Cognitive function – new born to 12 months	
Week 9-10		Emotional development – new born to 12 months Speech and communication – new born to 12 months Care and nutrition – new born to 12 months – positives and negatives Health, social and early years services and their influence on the baby	
Week 11-12		Completion of P10	

<b>Half term</b>	<b>April – May</b>
Year group	13
Expected completion	To be completed before May half term

<b>Unit 13 – Sexual health, reproduction and early development stages</b>		<b>Content to be covered</b>	<b>Assessment</b>
Week 1-2	Learning outcome 5: To be able to understand the care and development of the baby in the first year of life.	The impact of care and nutrition on development: environment, immunisations, nutrition – breast and bottle feeding, provision of clothing. The impact of health and social care services on the child's development: Child health monitoring, health visitors, child health clinics, nurseries	
Week 3-4		Completion of M4 and D2	
Week 5-6		Final unit corrections and improvements for standards verification	