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| **Unit** | **Credits** | **Learning Outcomes** |
| **Mandatory Graded Units** | | |
| Human Anatomy and Physiology | 6 | * Understand the structure of the heart and circulatory system * Understand the functioning of the digestive system * Understand the structure and functioning of the skeleton * Understand the gross structure of the male and female reproductive system * Understand the structure and function of the respiratory system * Understand the role of the kidney in excretion |
| Introduction to Biology: Cells & Tissues | 3 | * Know the component nature of a generalised cell * Understand the processes that result in the movement of substances in and out of cells * Know the basic structure and functions of DNA * Know the human body cells are specialised for a variety of different functions * Understand the structure and function of the major body tissue types |
| Human Reproduction & Health Related Issues | 3 | * Understand the structure and function of the male and female reproductive systems * Understand the biological significance of mitosis and meiosis in sexual reproduction * Understand the processes of fertilisation, implantation, pregnancy and childbirth. * Understand issues relating to sexual health |
| Homeostasis | 3 | * Understand the concept of homeostasis within the human body * Know about factors affecting body temperature and temperature regulation mechanisms * Know how illness and disease impact on human homeostatic symptoms |
| An Introduction to Health & Disease | 3 | * Understanding different concepts of health * Understand the causes of disease * Understand the causes of healthcare-associated infections * Understand how healthcare-related infections are prevented and controlled |
| Promoting Health | 3 | * Understand the terms health education and health promotion. * Understand the approaches to health education/promotion. * Understand the role of health professionals in promoting health. * Understand how the mass media is used in health promotion. |
| Safeguarding Children, Young People & Adults at Risk | 3 | * Understand what 'safeguarding' is. * Understand how to recognise abuse. * Understand the legal framework involved in safeguarding children, young people and vulnerable adults. |
| Care Principles | 6 | * Understand the values and principles set out within a professional code of conduct. * Understand and maintain confidentiality of information * Understand and promote anti-discriminatory practice |
| Research Skills for Health & Care | 6 | * Understand research methods and their uses for health or care. Be able to plan a research project. * Be able to carry out a research project. |
| **Mandatory Graded Psychology** | | |
| Introduction to Psychology | 3 | * Understand the role of research in psychology * Know the main features of different perspectives in Psychology * Be able to analyse a topic of interest to psychologists |
| Health Psychology | 6 | * Know the role of psychology in health * Be able to analyse the causes and consequences of stress, including means of controlling/coping with stress * Understand the role of social and emotional experiences in health psychology * Be able to analyse patient/practitioner interactions and patients compliance with medical advice |
| **Mandatory Graded Sociology** | | |
| Health Inequalities | 3 | * Understand the different sociological perspectives ‘health’ and ‘illness’ * Be able to analyse social variations in health and society * Be able to analyse the sociological explanation for inequalities in health and illness |
| **Mandatory Ungraded Units** | | |
| Preparation for HE | 3 | * Understand how to identify opportunities for Higher Education. * Understand the process of completing a Higher Education application form. * Understand preparation required for the interview process. |
| Numeracy in a Health Context | 3 | * Understand and use the four rules of number, including in relation to units of measure * Understand and use decimals, fractions and percentages, including in relation to units of measure * Know how to use a calculator to solve problems and use appropriate tools to check their answers |
| Academic Writing Skills | 3 | * Be able to record information from a range of sources. Be able to plan and develop a structured framework for extended writing, including an introduction, main body and conclusion. * Be able to proofread and edit own writing effectively. |
| Professional Behaviours: Nursing & Health Professions | 3 | * Understand the characteristics required to be a health professional, making reference to the relevant professional and regulatory bodies and The Professional Standards Authority standards for registration in relation to, Patient Centred Care and concepts of professionalism as they apply to conduct, performance and ethics of those on the relevant professional and regulatory bodies register * Understand effective communication and teamworking skills * Know how to manage risk and deal effectively with problems * Be able to reflect on own personal and professional practice and develop a personal and professional development plan |
| Promoting Wellbeing & Building Resilience | 3 | * Understand the physical and psychological impact of pressure and stress on mental wellbeing. * Understand the connection between mental wellbeing and resilience. * Understand the factors that can improve wellbeing and build resilience. * Understand how to manage an individual’s mental wellbeing and the support available to them. |
| **Additional Biology** | | |
| For learners requiring a larger number of biology credits. This unit would replace *‘Promoting Health’* | | |
| The Endocrine System | 3 | * Now the structure of the endocrine system * Know the main features of hormone action * Understand the action of the pituitary gland * Understand the action of the adrenal gland * Understand the role of hormones in the control of blood sugar levels |
| **Optional Enrichment** | | |
| Understanding Perinatal Mental Health Illness  (no assignment) | n/a | * Understand perinatal mental health illness * Evaluate strategies developed to tackle perinatal mental health at a national and local level |