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| A picture containing clipart  Description automatically generated**YEAR 13 Medical Science**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Unit 6** | |
| **Curriculum Intent** | **In addition to working further on objectives from Year 12, pupils will be taught, following National Curriculum guidelines, the following this term:**  This unit is the overall synoptic unit for the Diploma qualification. It provides the opportunity for candidates to demonstrate their understanding of the connections between the other five units of this Medical Science qualification. The content of this unit requires candidates to apply skills, techniques, knowledge, understanding and concepts from across the qualification content in order to complete the required assessment. The assessment provides integrated and purposeful contexts in which candidates will demonstrate the knowledge, understanding and skills they have developed through all the other units within the qualification. The contexts provided are medical case studies, which require candidates to analyse the information provided and develop a thorough assessment of the situation based on their knowledge and understanding gained from the other units of this qualification.  How is a case study approach used within medical and healthcare education and training? How do they provide information about a particular patient or particular scenario, which can be reviewed and assessed, so that recommendations can be made? What methods are used to collect patient data? How does patient data and case studies allow health professionals to draw conclusions? Medical case studies are useful when there is a need to obtain an in-depth appreciation of a condition or patient of interest, in a real-life context. Typically data is gathered from a variety of sources and by using several different methods. Research may also continue for an extended period of time so processes and developments can be studied as they happen. The case study method often involves simply observing what happens to, or reconstructing ‘the case history’ of a single participant or group of individuals (such as a school class or a specific social group). The case study is not itself a research method, but researchers select methods of data collection and analysis that will generate material suitable for case studies. In this unit you will develop your problem-solving skills through the analysis of case studies. You will make use of your knowledge and understanding of human physiology, physiological measurement, clinical testing, statistical research, and medical treatment including the use of medicines. |
| **Skills/National Curriculum Links** |
| **Cross Curricular Links** | **SMSC/PSHE:** The specification provides a framework and includes specific content through which individual courses may address spiritual, moral, ethical, social and cultural issues. It aims to show how science can be used to assist in understanding the underlying  causes of disease. Learners should consider how conditions are treated, and  balance the need for new treatments with cost to society.  Examples of issues which can be addressed through the specification are listed  below.  • How lifestyle may affect health (unit 1)  • How ethical issues affect research (unit 3)  • How factors are considered when prescribing medicines (unit 4)  **Literacy:** key words and terms linked to topics, command words when answering exam questions.  **Numeracy:** ability to read graphs, tables, plot data, values etc  **Skills Builder:** leadership, teamwork, listening to others, collaborating |
| **Becoming future ready** | The applications and implications of science are dealt with in meaningful medical  contexts, and encourage the development of a responsible attitude to citizenship. An  understanding that individuals have a collective responsibility is fostered in relation to  various ethical issues included in the specifications such as treatment regimens, side  effects of medicines, cost of medicines to society. The consequences of lifestyle on  health are also examined throughout the qualification in a number of different  contexts.  **Health and Safety Consideration**  Under UK law, health and safety is the responsibility of the employer. There are a  number of regulations (notably Management of Health and Safety at Work  Regulations 1999 and COSHH Regulations 2002 (as amended)) that require the  completion of a risk assessment before commencing a procedure or activity that uses  microorganisms or chemicals.  There are opportunities for learners to develop their own risk assessments when  carrying out laboratory work in almost all units. Throughout the qualification there are  also many opportunities to underscore the requirement to work in compliance with  risk assessments in order to safe guard the health and safety of workers and  members of the public.  **The European Dimension**  Medical issues can be rarely confined to a particular place since human actions in one  country can also impact another. Challenges faced by medicine also need to be dealt  with at national, European and global levels. This specification should make learners  aware that medical scientists need to cooperate with scientists from other countries.  The context led nature of the units will give centres the opportunity of examining  medical issues at a European level. Examples where a European dimension can be  underscored include international protocols and European legislation relating to  adverse drug reactions and licencing of medicinal products for human use. |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **By product:** written information on learning mats, some through practical setting.  **By resource:** textbooks, videos, learning mats, handouts to read through, graphs, tables and charts.  **By Intervention**: by providing different levels of supervision and support  **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue.  **By Grouping:** according to prior attainment, gender, social preference, preferred learning style.  **By Task:**Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.  **By Offering Optional Activities:** In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. |
| **QFT/SEND Provision** |
| **Implementation**  **Curriculum Delivery** |  |
| **Learning Outcomes (Knowledge)** |
| **Current learning to be developed in the future within:** |  |
| **Assessment** | Refer to assessment maps for formative and summative assessment opportunities. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |