

Yr9 and 10 Health and Social Care (theory yr9 and coursework yr10)

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Health care services and how they meet service user needs	3	<ul style="list-style-type: none"> <li>primary care, e.g. GPs, dental care, optometry, community health care</li> <li>secondary and tertiary care, e.g. specialist medical care</li> <li>allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</li> </ul>	BTEC tech award Health and Social Care student book p78-83  <a href="#">Health services</a>	CEIAG – All lessons link to health and social care professionals who would use information on PIES to help make decisions on an individuals development; like health visitors, GP's, nurses, social workers etc	Some tasks are differentiated and provide scaffolding for SEND or stretch and challenge for the more able. When it comes to the coursework assignment the criteria are split into Pass, Merit and Distinction so differentiated for the different abilities.	All lessons have a factual recall task at the start.  Self and peer feedback on tasks  Levelled tasks (Pass, merit and distinction)
Social care services and how they meet service user needs	4	<ul style="list-style-type: none"> <li>services for children and young people, e.g. foster care, residential care, youth work</li> <li>services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care</li> <li>services for older adults, e.g. residential care, domiciliary care</li> <li>the role of informal social care provided by relatives, friends and neighbours.</li> </ul>	BTEC tech award Health and Social Care student book p84-91  <a href="#">Social services</a>			
Barriers to accessing services	7	<ul style="list-style-type: none"> <li>physical barriers, e.g. issues getting into and around the facilities</li> <li>sensory barriers, e.g. hearing and visual difficulties</li> </ul>	BTEC tech award Health and Social Care student			

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		<ul style="list-style-type: none"> <li>• social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence</li> <li>• language barriers, e.g. differing first language, language impairments</li> <li>• geographical barriers, e.g. distance of service provider, poor transport links</li> <li>• intellectual barriers, e.g. learning difficulties</li> <li>• resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand</li> <li>• financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services.</li> </ul>	<p>book p92-105</p> <p><a href="#">Barriers</a></p>			
Health conditions	5	<ul style="list-style-type: none"> <li>• explore a range of healthcare conditions and how they can be managed by the individual.</li> <li>• Health conditions: <ul style="list-style-type: none"> <li>• -arthritis</li> <li>• -cardiovascular conditions – coronary heart disease, cerebral vascular accident</li> <li>• -diabetes (type 2)</li> <li>• -dementia</li> <li>• -obesity</li> <li>• -respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD)</li> <li>• -additional needs – sensory impairments, physical impairments, learning disability</li> </ul> </li> </ul>	<p>BTEC tech award Health and Social Care student book p68-77</p>			

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<p>Skills, attributes and 6C's</p>	<p>6</p>	<ul style="list-style-type: none"> <li>• Learners will explore the skills and attributes that are required when delivering care.</li> <li>• ● Skills:</li> <li>• -problem solving</li> <li>• -observation</li> <li>• -dealing with difficult situations</li> <li>• -organisation.</li> <li>• ● Attributes:</li> <li>• -empathy</li> <li>• -patience</li> <li>• -trustworthiness</li> <li>• -honesty.</li> <li>• Learners will explore the values that are required when planning and delivering care.</li> <li>• ● The 6 Cs:</li> <li>• -care – receiving correct and consistent care</li> <li>• -compassion – empathy, respect and dignity</li> <li>• -competence – skills and knowledge to deliver effective care, based on research</li> <li>• -communication – involving individuals and/or carers and listening</li> <li>• -courage – doing the right thing and speaking up when concerns arise</li> <li>• -commitment – to improve care and experience for individuals.</li> </ul>	<p>BTEC tech award Health and Social Care student book p108-119</p>			
<p>Obstacles that individuals requiring care may face</p>	<p>4</p>	<ul style="list-style-type: none"> <li>• Learners will explore the personal obstacles that individuals requiring and receiving care may face.</li> <li>• Definition of obstacles: something personal to an individual that blocks a person</li> </ul>	<p>BTEC tech award Health and Social Care student book p120-127</p>			

		<p>moving forward or when action is prevented or made difficult.</p> <ul style="list-style-type: none"> <li>• Potential obstacles and their impact on the individual:</li> <li>• -emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress</li> <li>• -time constraints – work and family commitments</li> <li>• -availability of resources – financial, equipment, amenities</li> <li>• -unachievable targets – unachievable for the individual or unrealistic timescale</li> <li>• -lack of support – from family and friends</li> <li>• -other factors specific to individual – ability/disability, health conditions, addiction.</li> </ul>				
Benefits to individuals	2	<ul style="list-style-type: none"> <li>• Learners will explore how skills, attributes and values benefit individuals when receiving care.</li> <li>• Individuals will:</li> <li>• -be supported to overcome their own personal obstacles</li> <li>• -receive high quality care</li> <li>• -receive person-centred care based on individual wishes</li> <li>• -be treated with respect</li> <li>• -not be discriminated against</li> <li>• -be empowered and have independence</li> <li>• -be involved in care decisions</li> <li>• -be protected from harm</li> <li>• -feel comfortable to raise complaints</li> <li>• -have their dignity and privacy protected</li> </ul>	BTEC tech award Health and Social Care student book p128-131			

**Marking grid**

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<p><b>Task 1: How health care services work together to meet the needs of an individual</b>  <b>Learning outcome A: Understand the different types of health and social care services and barriers to accessing them</b></p>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
<p>No rewardable material</p>	<p>Limited application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual.                      Evidenced through:                      • a <b>superficial</b> account of how the primary health care services selected could meet the needs of the specified individual; the information given has <b>little relevance</b> to the age and health condition of the individual</p>	<p>Adequate application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual.                      Evidenced through:                      • a <b>partially detailed</b> account of how the primary health care services selected could meet the needs of the specified individual; the information given has <b>some relevance</b> to the age and health condition of the individual</p>	<p>Good application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual.                      Evidenced through:                      • a <b>mostly detailed</b> account of how the primary health care services selected could meet the needs of the specified individual; the information given is <b>mostly relevant</b> to the age and health condition of the individual</p>	<p>Comprehensive application of knowledge and understanding of how different types of health care services work together to meet the health care needs of a specified individual.                      Evidenced through:                      • a <b>fully detailed</b> account of how the primary health care services selected could meet the needs of the specified individual; the information given is <b>fully relevant</b> to the age and health condition of the individual</p>

		<ul style="list-style-type: none"> <li>-have their confidentiality protected</li> <li>-have their rights promoted.</li> </ul>			
Coursework assignment example	12	<p>Produce a report on how different healthcare services work together to meet the needs of a four year old who is having difficulty with their hearing.</p> <p>Your report must include:</p> <ul style="list-style-type: none"> <li>• how primary healthcare services could meet the specific healthcare needs of the specified individual</li> <li>• how secondary healthcare services could meet the specific healthcare needs of the specified individual</li> <li>• how the primary and secondary healthcare services could work together to meet the specific needs of the specified individual.</li> </ul> <p>Produce a report on how social care services can meet the needs of a 28 year old who has learning disabilities and needs help with day-to-day tasks.</p> <p>Your report must include:</p> <ul style="list-style-type: none"> <li>• how social care services could meet the specific needs of the specified individual</li> <li>• how voluntary care services could meet the specific needs of the specified individual</li> <li>• how informal care options could meet the specific needs of the specified individual.</li> </ul> <p>Produce a report on the barriers an individual could face when accessing services in health or</p>			

		<p>social care and provide suggestions of how these could be overcome.</p> <p>Your report must be based on an 83 year old; she has a vision impairment and uses a white cane. She prefers to receive care from female professionals. She has a low income as she receives a state pension.</p> <p>Your report must include:</p> <ul style="list-style-type: none"><li>• the barriers the specified individual may face when accessing the services</li><li>• for each barrier, make realistic suggestions for how the health or social care services could minimise or remove the barrier</li><li>• provide justifications to support each suggestion.</li></ul> <p>Produce a report to show how healthcare professionals might demonstrate the skills, attributes and values required when delivering care to a middle-aged woman living with type 2 diabetes.</p> <p>Your report should include:</p> <ul style="list-style-type: none"><li>• how the skills of observation and organisation can be demonstrated by the professionals supporting the individual described</li><li>• how the attributes of empathy and honesty can be demonstrated by the professionals supporting the individual described</li><li>• how the values of competence and care can be demonstrated by the professionals supporting the individual described</li></ul>			
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		<ul style="list-style-type: none"><li>• reasons why the skills, attributes and values that you have included are important when providing the specified individual with care.</li></ul> <p>Use the case study on Kate, to produce a report on how the skills, attributes and values required of care professionals can help her to overcome potential obstacles.</p> <p>Your report must include:</p> <ul style="list-style-type: none"><li>• the potential obstacles that Kate may face during her care</li><li>• how these obstacles impact on Kate's recovery</li><li>• how care professionals who show the following could help Kate to overcome each potential obstacle:<ul style="list-style-type: none"><li>– skills of observation and organisation</li><li>– attributes of empathy and honesty</li><li>– values of competence and care</li><li>– provide justification to support the reasons you have given.</li></ul></li></ul>			
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