

Health and Social Care





KEVI HWGA Curriculum Map 2023-24

Curriculum Purpose:

Context	Beyond KEVI HWGA:	<p>The health and social care sector employs some of the most talented and brilliant people the country has to offer. The NHS, as the main employer, has a continual need for doctors, nurses, ambulance staff and support staff, and there are further opportunities to work for the NHS in social care in hospitals, educational settings and residential homes. There are many employment opportunities available in the health and caring professions, and with a growing elderly and vulnerable population together with the continued need to improve the nations health, this will continue to be the case in this expanding sector.</p> <p>The BTEC Tech L1/L2 course for KS4 provides a stepping stone on the path to a career in health and social care and enables students, in the first instance, to gain an understanding of the many varied and related health and social care topics and concerns. In KS5 students move onto either the extended certificate or the diploma course in the sixth form, and then either into employment or on to a degree course specialising in one of the many health and social care related areas. The KS5 provision in Health and Social Care offers a practical and relevant start to any young person interested in a career in the caring professions.</p> <p>This qualification is the main focus of a two-year study programme of learning and is equivalent to three A Levels, meaning that learners will be fully prepared for a range of health and social care degree programmes.</p> <p>The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements to many relevant courses, for example:</p> <ul style="list-style-type: none"> • BSc (Hons) in Nursing • BA (Hons) in Social Work • BSc (Hons) in Physiotherapy • BSc (Hons) in Occupational Therapy • BSc (Hons) in Speech Therapy • BA (Hons) in Health and Social Care.
	KS5	<p>Our aim is to provide students with an understanding of the health and social care needs of people throughout the different stages of human life; how development and needs are affected by life events, lifestyle choices and relationships; how to interpret health and lifestyle data; and an insight into the skills and care values of service providers. We offer a single award and a double award so students can study other subjects as well as Health and social care which gives students more opportunities.</p> <p>BTEC L3 Extended Certificate is the single award with four units studied: Unit 1,2,5,14. BTEC L3 Diploma is the double award with eight units studied: Unit 1,2,4,5,7,8,12,14.</p> <p>Students will be learning about different aspects of health and social care for example: Human life development, working in health and social care, meeting individual care needs, physiological disorders and their care, enquiries into current research, principles of safe practice in health and social care, promoting public health, supporting individuals with additional needs.</p>
	KS4	<p><u>For Component 1:</u></p> <p>Our aim is to provide students with an understanding of human growth and development across the life stages and the factors that affect it. Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with expected and unexpected life events.</p> <p>Students learn how people grow and develop through their lives, how factors such as lifestyle choices and relationships affect this. Understanding these processes is essential knowledge and understanding for health and social care practitioners. Students study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and students will learn about how people adapt to these changes, as well as the types and sources of support that can help them. We aim to help students develop transferable skills, such as written communication skills.</p>

	<p>This is assessed by a controlled assessment which is a set task from Pearson, students take their classnotes in with them for support and complete four tasks.</p> <p><u>For Component 2:</u> Our aim is to help students understand the different types of health and social care services and barriers to accessing them and to understand the skills and abilities required for working in the health and social care sector, together with a good understanding of the care values needed when looking after sick and vulnerable people. It is essential that students understand the need for a person centred approach that treats people with dignity and respect, enabling empowerment and independence whenever this does not compromise the safety of the individual. Learners study and explore practically, health and social care services and how they meet the needs of real service users whilst developing skills in applying care values. (At some point in your life you will need health care. It is likely that you have already had an appointment with a doctor. If you did, you are described as a 'service user'. This means that you have been given health care from a person who was trained to give you care - they are called 'service providers'. You might know someone who needs social care. This is different from health care, although both types of care are closely linked. People who need social care are not always ill - they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives. Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. Students learn about the health and social care services and develop skills in applying care values that are common across the sector). Students will be assessed through a controlled assessment by completing five tasks which are set by Pearson, students take their classnotes in with them for support.</p> <p><u>For Component 3:</u> Our aim is to help students explore what is meant by health and wellbeing and how this is affected by a range of factors. We help them recognise indicators of possible poor health and understand how to interpret health and lifestyle data. They develop the skills and confidence to design a health and wellbeing improvement plan, including short and long term targets based upon a case study of a person with specific needs. Students will consider obstacles that individuals may face when making changes to their life and implementing such a plan. This is externally assessed and marking by Pearson.</p>
KS3	N/A
KS1/2 links	N/A

		KEVI HWGA Curriculum Map				
		Health and Social Care				
Yr 13 Big Qs Linked to NC	Autumn 1 UNIT 4 What are the types of issues where research is carried out in the HSC sector? UNIT 7	Autumn 2 UNIT 4 How can you review secondary research into contemporary HSC issues? UNIT 7	Spring 1 Unit 8 What strategies are there for developing public health policy to improve the health of individuals and the population?	Spring 2 Unit 12 What are the reasons why individuals may experience additional needs?	Summer 1 Unit 12 How are the challenges to daily living faced by people with additional needs overcome?	Summer 2 Course completion

	<p>How does a duty of care contribute to safe practice in HSC settings?</p> <p>UNIT 2</p> <p>What are the roles and responsibilities of people who work in the HSC sector? & What are specific needs of people in the HSC sector and how are their needs met?</p>	<p>How does health and safety legislation and policies influence health and safety in HSC settings?</p> <p>UNIT 2</p> <p>What are the roles of the organisations in the HSC sector? & What are the laws & policies that allow for HSC sectors to be treated fairly?</p>				
Year 13	<p>Single award: units 1,2,5 and 14 are taught in the two - year pathway. Double award: units 1,2,4,5,7,8,12 and 14 are taught in the two - year pathway.</p>					
Diploma (Double)	<p>Unit 4 Enquiries into Current Research in Health and Social Care (120G1h)</p> <p>Looking at the following Research Methods</p> <ul style="list-style-type: none"> Surveys (Quantitative) [*]Interviews (Qualitative) [*]Focus Groups (Qualitative) [*]Experiments (Quantitative) [*]Mixed Methods (Qualitative and Quantitative) [*]Questionnaire (Quantitative) [*]Secondary Data Analysis (Both) [*]Case Study (Both) [*]Observations (Participant and non-participant) [*]Longitudinal Studies (Both) [*]Primary Data (Both) <p>Unit 7 Principles of Safe Practice in Health and Social Care (90G1h)</p>	<p>Unit 4 Enquiries into Current Research in Health and Social Care (120G1h)</p> <p>Demonstrating evaluative skills such as:</p> <ul style="list-style-type: none"> *]Ethics [*]Bias [*]Pilot study [*]Secondary Sources [*]Secondary research [*]Qualitative Research [*]Quantitative Research [*]Limitations [*]Validity [*]Reliability <p>Unit 7 Principles of Safe Practice in Health and Social Care (90G1h)</p> <p>Understanding the duty of care and how it is applied and contributes to safe practice in HSC settings.</p>	<p>Unit 4 -Exam-Jan Enquiries into Current Research in Health and Social Care (120G1h)</p> <p>Unit 8 Promoting Public Health (90G1h)</p> <p>Strategies for developing public health policy to improve the health of individuals and the population.</p> <p>Factors affecting health and the impact of addressing these factors to improve public health</p>	<p>Unit 8 Promoting Public Health (90G1h)</p> <p>How health promotion encourages individuals to change their behaviour in relation to their own health.</p> <p>Unit 12 Supporting Individuals with Additional Needs (60G1h)</p>	<p>Unit 12 Supporting Individuals with Additional Needs (60G1h)</p> <p>Looking at current practice with respect to provision for individuals with additional needs, and applying it to two case studies.</p>	<p>Exam retakes unit 4 Enquiries into Current Research in Health and Social Care (120G1h)</p>

	Understanding the duty of care and how it is applied and contributes to safe practice in HSC settings.			Knowing the definitions of mild, moderate, severe and profound learning disabilities Knowing how to overcome the challenges to daily living faced by people with additional needs. Exam results Unit 4 Enquiries into Current Research in Health and Social Care (120G1h)		
Extended Certificate (Single)	Unit 2 Working in Health and Social Care (120G1h) Knowing the roles and responsibilities of people who work in HSC settings. Knowing the roles of organisations in the HSC sector.	Unit 2 Working in Health and Social Care (120G1h) Knowing about working with people with specific needs in the HSC sector.	Unit 2-Exam Working in Health and Social Care (120G1h) Unit 5 Meeting Individual Care and Support Needs (90G1h) Identifying the principles, values and skills which underpin meeting the care and support needs of individuals.	Unit 5 Meeting Individual Care and Support Needs (90G1h) Looking at the ethical issues involved when providing care and support to meet individuals needs.	Unit 5 Meeting Individual Care and Support Needs (90G1h) Looking at the roles of professionals and how they work together to provide care and support necessary to meet individual needs.	Exam retakes unit 2 Working in Health and Social Care (120G1h)
Key knowledge, concepts and skills	ACP's Meta Cognition Intellectual confidence Big Picture thinking Automaticity Imagination Connection finding	ACP's Meta cognition Imagination Generalisation Connection finding Critical or logical thinking	ACP's Meta Cognition Intellectual confidence Big Picture thinking Automaticity Imagination Connection finding	ACP's Meta Cognition Intellectual confidence Big Picture thinking Automaticity Imagination Connection finding	ACP's Strategy planning Self regulation Imagination Fluent thinking	

Feedback and assessment						
Assessment Timeline Yr. 13						
<i>Yr 12 Big Qs</i>	<p>Autumn 1 UNIT 1</p> <p>What are the main characteristics of Physical, intellectual, emotional and social development through the life stages?</p> <p>UNIT 2</p> <p>What are the roles and responsibilities of people who work in the HSC sector? & What are specific needs of people in the HSC sector and how are their needs met?</p>	<p>Autumn 2 UNIT 1</p> <p>What factors affect human development? & What are the effects of ageing?</p> <p>UNIT 2</p> <p>What are the roles of the organisations in the HSC sector? & What are the laws & policies that allow for HSC sectors to be treated fairly?</p>	<p>Spring 1 UNIT 5</p> <p>What are the principles values and skills which underpin meeting the care and support needs of individuals?</p> <p>UNIT 14</p> <p>What are the main causes and effects of physiological disorders? & How are physiological disorders diagnosed?</p>	<p>Spring 2 UNIT 5</p> <p>What are the ethical issues involved when providing care and support to meet individual needs?</p> <p>UNIT 14</p> <p>What treatment is there for supporting service users with physiological disorders?</p>	<p>Summer 1 UNIT 5</p> <p>What are the principles behind enabling individuals with care and support needs to overcome challenges? & What are the roles of professionals and how do they work together to provide care and support necessary to meet individual needs?</p> <p>UNIT 14</p> <p>How would you construct a treatment plan for service users with physiological disorders, to meet their needs?</p>	<p>Summer 2 UNITS FINISHED Exams Taken</p>
Year 12	<p>Diploma students - 8 units completed over 2 year course: In Yr. 12: 1, 2, 5, 14. In Yr 13: 4,7, 8, 12. Unit 1 and Unit 2 exams are taken by Ext Cert and Dip students at the end of first term in Jan 2024 with the possibility of retake in May/June 2024. Unit 4 will be taken by Dip. Students in January 2024.</p>					
Diploma (Double)	<p>Unit 1: Human Lifespan Development (90Gih)</p> <p>Looking at human growth and development through the life stages.</p>	<p>Unit 1 Human Lifespan Development (90Gih)</p> <p>Looking at the effects of ageing.</p>	<p>Unit 1-Exam Jan 2024 Human Lifespan Development (90Gih)</p> <p>Unit 2 Exam Jan 2024</p>	<p>Unit 14 Physiological Disorders and their Care (60Gih)</p> <p>.</p>	<p>Unit 14 Physiological Disorders and their Care (60Gih)</p> <p>The treatment and support for service users with physiological disorders.</p>	<p>Unit 14 Physiological Disorders and their Care (60Gih)</p>

	<p>Factors affecting human growth and development.</p> <p>Unit 2 Working in Health and Social Care(120G1h)</p> <p>Knowing the roles and responsibilities of people who work in HSC settings.</p> <p>Knowing the roles of organisations in the HSC sector.</p>	<p>Unit 2 Working in Health and Social Care(120G1h)</p> <p>Knowing about working with people with specific needs in the HSC sector.</p>	<p>Working in Health and Social Care(120G1h)</p> <p>Unit 5 Meeting Individual Care and Support Needs (90G1h)</p> <p>Identifying the principles, values and skills which underpin meeting the care and support needs of individuals.</p> <p>Unit 14 Physiological Disorders and their Care (60G1h)</p> <p>Looking at the causes and effects of physiological disorders</p>	<p>Looking at the diagnosis of physiological disorders.</p> <p>Unit 5 Meeting Individual Care and Support Needs (90G1h)</p> <p>Looking at the ethical issues involved when providing care and support to meet individuals needs</p> <p>Exam results Units 1&2 1=Human Lifespan Development(90G1h) 2=Working in Health and Social Care(120G1h)</p>	<p>Unit 5 Meeting Individual Care and Support Needs (90G1h)</p> <p>Looking at the roles of professionals and how they work together to provide care and support necessary to meet individual needs.</p> <p>Oral part of unit</p> <p>Exam retakes units 1&2 1=Human Lifespan Development(90G1h) 2=Working in Health and Social Care(120G1h)</p>	<p>Creating a treatment plan for service users with physiological disorders to meet their needs.</p> <p>Unit 5 Meeting Individual Care and Support Needs (90G1h)</p>
Extended Certificate (Single)	<p>Unit 1 Human Lifespan Development(90G1h)</p> <p>Looking at human growth and development through the life stages.</p> <p>Factors affecting human growth and development.</p>	<p>Unit 1 Human Lifespan Development(90G1h)</p> <p>Looking at the effects of ageing.</p>	<p>Unit 1-Exam jan 2023 Human Lifespan Development(90G1h)</p> <p>Unit 14 Physiological Disorders and their Care (60G1h)</p> <p>Looking at the causes and effects of physiological disorders</p>	<p>Unit 14 Physiological Disorders and their Care (60G1h)</p> <p>Looking at the diagnosis of physiological disorders</p> <p>Exam results Unit 1 1=Human Lifespan Development(90G1h)</p>	<p>Unit 14 Physiological Disorders and their Care (60G1h)</p> <p>The treatment and support for service users with physiological disorders</p> <p>Exam retakes unit 1 Human Lifespan Development(90G1h)</p>	<p>Unit 14 Physiological Disorders and their Care (60G1h)</p> <p>Creating a treatment plan for service users with physiological disorders to meet their needs.</p>
Key knowledge, concepts and skills	<p>ACP's Meta Cognition Intellectual confidence Automaticity</p>	<p>ACP's Meta Cognition Intellectual confidence Automaticity</p>	<p>Meta Cognition Intellectual confidence Big Picture thinking Automaticity</p>	<p>ACP's Meta Cognition Intellectual confidence Big Picture thinking</p>	<p>ACP's Meta Cognition Intellectual confidence Big Picture thinking</p>	<p>ACP's Meta Cognition Intellectual confidence Big Picture thinking</p>

	Imagination Connection finding	Imagination Connection finding	Imagination Connection finding Generalisation	Automaticity Imagination Connection finding Fluent thinking	Automaticity Imagination Connection finding Generalisation Flexible thinking	Automaticity Imagination Connection finding Generalisation
Feedback and assessment						
Assessment Timeline Yr. 12						
<i>Yr 11 Big Qs</i>	Component 2B What are care values? How is empowering and promoting independence promoted for individual service users? How is anti-discriminatory practice promoted? How are care values applied in a compassionate way?	Component 3A What is health and wellbeing? What are the factors that affect health and wellbeing? 3B How are health indicators interpreted? What is a person-centred approach and why is it important? How do you construct a health and wellbeing improvement plan based upon a person's specific needs?	Component 3A What is health and wellbeing? What are the factors that affect health and wellbeing? 3B How are health indicators interpreted? What is a person-centred approach and why is it important? How do you construct a health and wellbeing improvement plan based upon a person's specific needs?	Component 3A What is health and wellbeing? What are the factors that affect health and wellbeing? 3B How are health indicators interpreted? What is a person-centred approach and why is it important? How do you construct a health and wellbeing improvement plan based upon a person's specific needs?		
Year 11	Component 2 – Health and Social Care Services and Values Understand the different types of health and social care services and the barriers to accessing them Controlled assessment scheduled for 26/09/23 Also ongoing Component 3 preparation for external assessment in Jan 2024 A1 Factors affecting health and wellbeing How factors can affect an individual's health and wellbeing positively or negatively. Physical Factors Lifestyle Factors Social Factors Cultural Factors Economic Factors Environmental Factors	Component 3 preparation for external assessment in Jan. 2024. B Interpreting health indicators B1 Physiological indicators <ul style="list-style-type: none"> • Interpretation of physiological data according to published guidelines. • The potential significance of abnormal readings B2 Life tyle indicators <ul style="list-style-type: none"> • Interpretation of lifestyle data according to published guidelines C Person-centred approach to improving health and wellbeing C1 Person-centred approach <ul style="list-style-type: none"> • The ways in which a person-centred approach 	After Component 3 external exam in January continue exam questions practice, with past paper exam practice in preparation for retake exams in May. Revising from Autumn 1 and 2	After Component 3 external exam in January continue exam questions practice, with past paper exam practice in preparation for retake exams in May. Physical Revising from Autumn 1 and 2	Prepare and revise for external exam retakes in Component 3 A, B, C. Revising from Autumn 1 and 2	Component 3 external assessment takes place. Revising from Autumn 1 and 2

	<p>The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event:</p> <ul style="list-style-type: none"> o physical events o relationship changes o life circumstances. 	<p>takes into account an individual's</p> <ul style="list-style-type: none"> • The importance of a person-centred approach for individuals • The benefits of a person-centred approach for health and social care workers and services <p>C2 Recommendations and actions to improve health and wellbeing.</p> <ul style="list-style-type: none"> • Established recommendations for helping to improve health and wellbeing • Support available when following recommendations to improve health and wellbeing <p>C3 Barriers and obstacles to following recommendations</p> <ul style="list-style-type: none"> • Definition of barriers • Potential barriers as appropriate to the individual and the recommendation • Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. • Potential obstacles as appropriate to the individual and the recommendation 				
<p>Key knowledge, Concepts and skills</p>	<p>Component 2A Health conditions: Coronary heart disease Cerebral vascular accident(stroke) Type 2 diabetes Dementia Obesity Asthma Chronic Obstructive Pulmonary disease (COPD) Arthritis</p>	<p>Component . 3B Health indicators: Pulse rate and exercise recovery. Blood pressure. Peak flow. BMI. Interpreting health indicators. Abnormal readings and risks to health.Lifestyle data. Smoking. Alcohol. Inactivity. Component. 3C Person centred approach. Action to improve health and wellbeing. Short and long term targets. Support</p>	<p>Component . 3B Health indicators: Pulse rate and exercise recovery. Blood pressure. Peak flow. BMI. Interpreting health indicators. Abnormal readings and risks to health.Lifestyle data. Smoking. Alcohol. Inactivity. ACPs</p>	<p>Component. 3C Person centred approach. Action to improve health and wellbeing. Short and long term targets. Support sources. Obstacles to implementing plans- emotional, psychological, resources. Unachievable targets, Lack of support. Ability.Disability.Addiction. ACPs Meta Cognition</p>		

	<p>Sensory impairment Physical impairment Learning disability Primary care. Secondary and tertiary care. Allied Health professionals. Social Care services for children, young people and adults or children with specific needs- Foster care Residential care Youth work Residential care Respite care domiciliary care Physical Barrier Sensory Barrier Social and Cultural Barrier Language Barrier Geographical Barrier Text Barrier Financial Barrier</p> <p>Component 2B Skills Problem solving Observation Dealing with difficult situations and organisation.</p> <p>Attributes Empathy, Patience Trustworthiness Honesty.</p> <p>Values Care Compassion Competence Communication Courage Commitment.</p> <p>Component 3A Health and wellbeing. Physical factors Lifestyle Factors Social Factors Cultural Factors</p>	<p>sources. Obstacles to implementing plans- emotional, psychological, resources. Unachievable targets, Lack of support. Ability.Disability.Addiction.</p> <p>ACP's Meta Cognition Intellectual confidence Automaticity Imagination Connection finding</p>	<p>Meta Cognition Intellectual confidence Automaticity Imagination Connection finding Precision</p>	<p>Intellectual confidence Automaticity Imagination Connection finding Fluent thinking</p>		
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	Economic Factors Environmental Factors					
	ACP's Meta Cognition Intellectual confidence Automaticity Imagination Connection finding					
Feedback & Assessment	26/09/23 Controlled assessment		Date: Jan 2024 Comp. 3 external exam.		Date: May / June 2024 Comp. 3 external exam retake opportunity	
Assessment Timeline Yr. 11	Component 2 controlled assessment October SKC entries into Arbor.	Mock exams Progress check 1	January SKC's February SKC entries into Arbor	April Progress check 2	June Exit grades Claims forms completed	
Yr 10 Big Qs	Component 1A What are the main life stages? What are the physical, intellectual, emotional and social characteristics of growth and development at each life stage?	Component 1A What factors affect growth and development across each of the life stages?	Component 1B What are expected and unexpected life events and how do they affect a person's physical, intellectual, emotional and social growth and development in the different life stages?	Component 2A What are the different types of health care services available? What are primary, secondary, tertiary services and Allied Health Professionals? What is Multidisciplinary team working. What are the seven main health conditions What are the different types of social care services available? What barriers might individuals sometimes face when they are trying to access HSC services?	Component 2A What are the different types of health care services available? What are primary, secondary, tertiary services and Allied Health Professionals? What is Multidisciplinary team working. What are the seven main health conditions What are the different types of social care services available? What barriers might individuals sometimes face when they are trying to access HSC services?	Component 2B What skills are required to deliver high quality care? What attributes are required to become a care professional? What values are important when planning and giving care? What personal obstacles individuals requiring and receiving care may face? How can work or family commitments act as an obstacle to receiving care? What psychological obstacles can prevent individuals from receiving care? How can lack of resources such as low financial resources and access to equipment and amenities act as an obstacle to receiving care? How can unachievable targets and lack of support act as an obstacle to care?

						<p>How can abilities/disabilities, health conditions and addiction act as an obstacle to receiving care?</p> <p>How do the skills, attributes and values in health and social care benefit individuals to overcome obstacles when receiving care?</p> <p>How is empowering and promoting independence promoted for individual service users?</p> <p>How is anti-discriminatory practice promoted?</p> <p>How can a person-centred care and involving individuals in decisions about their care benefit an individual receiving care?</p> <p>How is receiving high quality care and being treated with respect benefit individuals receiving care?</p> <p>How are care values applied in a compassionate way?</p> <p>Why is being protected from harm important for individuals receiving care?</p> <p>How can skills, attributes and care values help maintain confidentiality and uphold individuals' privacy and dignity?</p> <p>How can individuals' rights be promoted?</p>
Year 10	<p>Component 1: A1 Human growth and development.</p> <ol style="list-style-type: none"> 1. Infancy 2. Early childhood 3. Adolescence 4. Early adulthood 5. Middle adulthood 6. Later adulthood 	<p>Component 1 - A2 Factors affecting growth and development</p> <ol style="list-style-type: none"> 1. Physical factors 2. Lifestyle factors 3. Social factors 4. Cultural Factors 5. Emotional Factors 6. Environmental Factors 7. Economic Factors 	<p>Component 1: B1 Different types of life events</p> <ol style="list-style-type: none"> 1. Health and wellbeing. 2. Relationship changes. 3. Life circumstances. <p>B2: Coping with change caused by life events.</p> <ol style="list-style-type: none"> 1. Character traits 2. Sources of support- informal; professional; voluntary, Community groups and faith-based organisations. 3. Types of support- Emotional Support Informational support 	<p>Component 2 - Health and Social Care Services and Values -</p> <p>2A Understand the different types of Health and Social Care services and the barriers to accessing them.</p> <p>A1: Health Conditions:</p> <ul style="list-style-type: none"> -Arthritis -Cardiovascular conditions - coronary heart disease and cerebral vascular accident -Diabetes (type 2) -Dementia -Obesity 	<p>Component 2 - Health and Social Care Services and Values -</p> <p>2A Understand the different types of Health and Social Care services and the barriers to accessing them.</p> <p>A1: Health Care Services</p> <p>The different types of Health Care services- Primary, Secondary, Tertiary, Allied health professionals and multidisciplinary team working.</p> <p>Health Conditions:</p> <ul style="list-style-type: none"> -Arthritis 	<p>Component 2 - Health and Social Care Services and Values-</p> <p>2B: Understand the skills, attributes and values required to give care.</p> <p>B1: Skills and attributes in health and social care.</p> <ol style="list-style-type: none"> 1. Skills - Problem solving, observation, dealing with difficult situations and organisation.

			Practical Support	<p>-Respiratory conditions - asthma, chronic obstructive pulmonary disease (COPD) -Additional needs - sensory impairments, physical impairments, learning disability.</p> <p>A1: Health Care Services The different types of Health Care services- Primary, Secondary, Tertiary, Allied health professionals and multidisciplinary team working.</p> <p>A2: Social Care services-</p> <ol style="list-style-type: none"> 1. Social care 2. Social care services 3. Additional care <p>A3: Barriers to accessing services-</p> <ol style="list-style-type: none"> 1. Physical Barriers 2. Sensory barriers 3. Social and Cultural barriers 4. Language Barriers 5. Geographical Barriers 6. Text Barriers 7. Financial Barriers 	<p>-Cardiovascular conditions - coronary heart disease and cerebral vascular accident -Diabetes (type 2) -Dementia -Obesity -Respiratory conditions - asthma, chronic obstructive pulmonary disease (COPD) -Additional needs - sensory impairments, physical impairments, learning disability.</p> <p>A2: Social Care services-</p> <ol style="list-style-type: none"> 4. Social care 5. Social care services 6. Additional care <p>A3: Barriers to accessing services-</p> <ol style="list-style-type: none"> 8. Physical Barriers 9. Sensory barriers 10. Social and Cultural barriers 11. Language Barriers 12. Geographical Barriers 13. Text Barriers 14. Financial Barriers 	<p>2. Attributes- Empathy, patience, trustworthiness and honesty.</p> <p>B2: Values in health and social care- 6 C's: Care, compassion, competence, communication, courage and commitment.</p> <p>B3: The obstacles individuals requiring care may face.</p> <ol style="list-style-type: none"> 1. Emotional/ psychological 2. Time constraints 3. Availability of resources 4. Unachievable targets 5. Lack of support 6. Other factors specific to individual- ability/disability, health conditions and addiction. <p>B4: The benefits to individuals of the skills, attributes and values in health and social care practice</p> <ol style="list-style-type: none"> 1. Supported to overcome obstacles 2. Receive high quality care 3. Receive person-centred care 4. Treated with respect 5. Not discriminated 6. Empowerment and independence 7. Involvement in care decisions 8. Safe from harm 9. Comfortable raising complaints 10. Dignity and privacy upheld 11. Confidentiality maintained 12. Rights will be promoted.
<u>Key knowledge, Concepts and skills</u>	Comp. 1A Life stages. Growth and development.	Comp. 1A Physical factors Lifestyle factors	Comp. 1B Life events- health and wellbeing, relationship changes and Life circumstances.	Comp. 2A Health conditions:	Comp. 2A Health conditions: Coronary heart disease	Comp 2B Skills Problem solving

	<p>Physical, intellectual, Language, emotional and social development at each life stage.</p> <p>ACP's Meta Cognition Intellectual confidence Automaticity Imagination Connection finding</p>	<p>Social factors Cultural factors Environmental factors Economic factor Emotional factors</p> <p>ACP's Metacognition; Connection finding Resilience Intellectual confidence, Generalisation</p>	<p>Character traits- Resilience</p> <p>Self-esteem</p> <p>Emotional intelligence</p> <p>Disposition working</p> <p>Coping with life events and adapting to change.</p> <p>Types of support -</p> <ul style="list-style-type: none"> • Practical help, • Emotional support, • Information, advice and endorsed apps. <p>Sources of Support Informal support - family, friends, neighbours.</p> <p>Formal support- Professional carers or services, Community groups, Multi-agency working, multi-disciplinary working</p> <p>ACP's Meta Cognition Intellectual confidence Automaticity Imagination Connection finding Generalisation</p>	<p>Coronary heart disease Cerebral vascular accident(stroke) Type 2 diabetes Dementia Obesity Asthma Chronic Obstructive Pulmonary disease (COPD) Arthritis Sensory impairment Physical impairment Learning disability</p> <p>Primary care. Secondary and tertiary care. Allied Health professionals.</p> <p>Social Care services for children, young people and adults or children with specific needs-</p> <p>Foster care Residential care Youth work Residential care Respite care domiciliary care Physical Barrier Sensory Barrier Social and Cultural Barrier Language Barrier Geographical Barrier Text Barrier Financial Barrier</p> <p>ACP's Meta Cognition Intellectual confidence Automaticity Imagination Connection finding</p>	<p>Cerebral vascular accident(stroke) Type 2 diabetes Dementia Obesity Asthma Chronic Obstructive Pulmonary disease (COPD) Arthritis Sensory impairment Physical impairment Learning disability</p> <p>Primary care. Secondary and tertiary care. Allied Health professionals.</p> <p>Social Care services for children, young people and adults or children with specific needs-</p> <p>Foster care Residential care Youth work Residential care Respite care domiciliary care Physical Barrier Sensory Barrier Social and Cultural Barrier Language Barrier Geographical Barrier Text Barrier Financial Barrier</p> <p>ACP's Meta Cognition Intellectual confidence Automaticity Imagination Connection finding</p>	<p>Observation Dealing with difficult situations and organisation.</p> <p>Attributes Empathy, Patience Trustworthiness Honesty.</p> <p>Values Care Compassion Competence Communication Courage Commitment.</p> <p>ACP's Meta Cognition Intellectual confidence Automaticity Imagination Connection finding Generalisation</p>
<p><u>Feedback & Assessment</u></p>			<p>Comp. 1 controlled assessment to be scheduled for February.</p>			

			Critical or logical thinking; Resilience; Perseverance			
<i>Assessment Timeline</i> <u>Yr. 10</u>	October SKC entries into Arbor.		January Progress Check 1 into Arbor	April SKC entries into Arbor	June Progress Check 2 Predictions (Reports) Finals	