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Year 11 Health and Social Care

Component 2 – Health and Social Care Services and Values

Learning Objectives

Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

Learning outcome B: Understand the skills, attributes and values required to give care

What previous knowledge is required?

Component 1

Component 2 – Term 5 and Term 6 learning on health and social care providers (A1)

How will this term's content help with future learning?

Students will be assessed in a new controlled assessment in Term 1 of Year 11 using the pre-release material. Students will sit under controlled conditions but assessed regularly through written assessment and a PPE in March of Year 11. The full qualification is made up of 3 component and student scores will contribute to points and the overall grade at the end of Year 11.

National Curriculum / Specification

Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

A1 Healthcare services

● Health conditions:
o arthritis
o cardiovascular conditions – coronary heart disease, cerebral vascular accident
o diabetes (type 2)
o dementia
o obesity
o respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD)
o additional needs – sensory impairments, physical impairments, learning disability.

● Health services available: (**recap)**
o primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments
o secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology
o tertiary care – specialist medical care to include oncology, transplant services
o allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics
o multidisciplinary team working – how services work together, including referrals between services.

A2 Social care services (recap)

● Social care – help with day-to-day living because of illness, vulnerability or disability.

● Social care services:
o services for children and young people – foster care, residential care, youth work
o services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care
o services for older adults – residential care, domiciliary care.

● Additional care:

o informal care – given by relatives, friends, neighbours, partners
o voluntary care – community groups and faith-based organisations, charities

A3 Barriers to accessing services

● Definition of barriers: something unique to the health and social care system that prevents an individual to access a service.

● Types of barriers and how they can be overcome by the service providers or users:

- physical barriers
  - **issues getting into and around the facilities:**
  - **ways to overcome** physical barriers: ramps, wider doorways, accessible toilets/rooms, stair lifts, hoists o barriers to people with sensory disability
  - **hearing and visual difficulties:**
  - **ways to overcome** sensory barriers: hearing loops, British Sign Language (BSL) interpreters, communication cards, large print leaflets, braille leaflets, staff collecting vulnerable service users from waiting areas
- barriers to people with different social and cultural backgrounds
  - **lack of awareness,** differing cultural beliefs, social stigma, fear of loss of independence:
  - **ways to overcome** social and cultural barriers: awareness campaigns, posters and leaflets, well women and well men clinics, choice of service provider (e.g. if a male or female is preferred), collaboration with community and faith groups
- barriers to people that speak English as an additional language or those who have language or speech impairments:
  - **ways to overcome** language barriers: literature in other languages, face-to-face and telephone interpretation services, health and wellbeing group meetings for speakers of other languages, longer appointments, use of advocates, staff training and awareness of common speech and language difficulties
- geographical barriers
  - distance of service provider, poor transport links:
  - **ways to overcome** geographical barriers: local community transport schemes for disabled or elderly service users, home/community visits, community clinics, telehealth schemes
- barriers for people with learning disabilities:
  - **ways to overcome** intellectual barriers: use of Health Passports and All About Me documents, use of advocates, use of Learning Disability Nurses (LDNs) and support workers, 'Quiet Clinics', quiet waiting areas, longer appointment times, use of communication cards, adhering to The Accessible Information Standard and providing low text 'easy read' leaflets
- financial barriers
  - charging for services, cost of transport, loss of income while accessing services:
  - **ways to overcome** financial barriers: NHS exemption certificates, NHS Low Income Scheme, NHS vouchers for eye tests, glasses and lenses, NHS Healthcare Travel Costs Scheme (HTCS), charitable schemes such as community transport.

Learning outcome B: Understand the skills, attributes and values required to give care

B1 Skills and attributes in health and social care

Learners will explore the skills and attributes that are required when delivering care.

- Skills:
  - problem solving
  - observation

- dealing with difficult situations
- organisation.

- Attributes:
  - empathy
  - patience
  - trustworthiness
  - honesty.

B2 Values in health and social care

Learners will explore the values that are required when planning and delivering care.

- The 6 Cs:
  - care – receiving correct and consistent care
  - compassion – empathy, respect and dignity
  - competence – skills and knowledge to deliver effective care, based on research
  - communication – involving individuals and/or carers and listening
  - courage – doing the right thing and speaking up when concerns arise
  - commitment – to improve care and experience for individuals.

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Component 2 – Health and Social Care Services and Values

Learning Objectives

Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

Learning outcome B: Understand the skills, attributes and values required to give care

What previous knowledge is required?

Component 1 knowledge from Term 1

Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

Learning outcome B: Understand the skills, attributes and values required to give care

How will this term's content help with future learning?

Students will be assessed in a new controlled assessment in Term 1 of Year 11 using the pre-release material. Students will sit under controlled conditions but assessed regularly through written assessment and a PPE in March of Year 11. The full qualification is made up of 3 component and student scores will contribute to points and the overall grade at the end of Year 11.

National Curriculum / Specification

Learning outcome B: Understand the skills, attributes and values required to give care

B3 The obstacles individuals requiring care may face

Learners will explore the personal obstacles that individuals requiring and receiving care may face.

- Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.
- Potential obstacles and their impact on the individual:
  - emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress
  - time constraints – work and family commitments

- availability of resources – financial, equipment, amenities
- unachievable targets – unachievable for the individual or unrealistic timescale
- lack of support – from family and friends
- other factors specific to individual – ability/disability, health conditions, addiction.

B4 The benefits to individuals of the skills, attributes and values in health and social care practice

Learners will explore how skills, attributes and values benefit individuals when receiving care.

- Individuals will:
  - be supported to overcome their own personal obstacles
  - receive high-quality care
  - receive person-centred care based on individual wishes
  - be treated with respect
  - not be discriminated against
  - be empowered and have independence
  - be involved in care decisions
  - be protected from harm
  - feel comfortable to raise complaints
  - have their dignity and privacy protected
  - have their confidentiality protected
  - have their rights promoted.

Component 3 – Health and Wellbeing

Learning Objectives

Learning Outcome A: Factors that affect health and wellbeing

Learning outcome B: Interpreting health indicators

What previous knowledge is required?

Content learnt from Component 1 and Component 2 as assessment is synoptic

How will this term's content help with future learning?

Students will have a summative 2-hour exam in May of year 11. The exam will test all aspects of knowledge and understanding and is the terminal assessment of the qualification. Students will be given a case-study of an SME and multiple related questions.

National Curriculum / Specification

Learning Outcome A: Factors that affect health and wellbeing

A1 Factors affecting health and wellbeing

Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.

- Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.
- Physical factors that can have positive or negative effects on health and wellbeing:
  - inherited conditions – sickle cell disease, cystic fibrosis
  - physical ill health – cardiovascular disease, obesity, type 2 diabetes
  - mental ill health – anxiety, stress
  - physical abilities

  - sensory impairments.
- Lifestyle factors that can have positive or negative effects on health and wellbeing:
  - nutrition
  - physical activity
  - smoking
  - alcohol
  - substance misuse.
- Social factors that can have positive or negative effects on health and wellbeing:
  - supportive and unsupportive relationships with others – friends, family,
  - peers and colleagues
  - social inclusion and exclusion
  - bullying
  - discrimination.
- Cultural factors that can have positive or negative effects on health and wellbeing:
  - religion
  - gender roles and expectations
  - gender identity
  - sexual orientation
  - community participation.
- Economic factors that can have positive or negative effects on health and wellbeing:
  - employment situation
  - financial resources – income, inheritance, savings.
- Environmental factors that can have positive or negative effects on health and wellbeing:
  - housing needs, conditions, location
  - home environment – living with a high level of parental conflict, experiences of abuse and neglect
  - exposure to pollution – air, noise and light.
- The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event:
  - physical events
  - relationship changes
  - life circumstances.

Learning Outcome B: Interpreting health indicators

B1 Physiological indicators

Learners will explore how physiological indicators are used to measure health.

- Interpretation of physiological data according to published guidelines:
  - resting **heart rate** (pulse) – normal range 60 to 100 bpm
  - heart rate (pulse) recovery after exercise – the heart's ability to return to normal levels after physical activity is a good indicator of fitness
  - **blood pressure** – low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high between120/80mmHg and 140/90mmHg, high blood pressure 140/90mmHg or higher
  - **body mass index (BMI) -** underweight below 18.5 kg/m2, healthy weight between 18.5 kg/m2 and 24.9 kg/m2, overweight between 25 kg/m2 and 29.9 kg/m2, obese between 30 kg/m2 and 39.9 kg/m2, severely obese 40 kg/m2 or above.
- The potential significance of abnormal readings:
  - impact on current physical health (short-term risks)
  - potential risks to physical health (long-term risks).

Learning Objectives

Learning outcome B: Interpreting health indicators

Learning Outcome C: Person-centred approach to improving health and wellbeing

What previous knowledge is required?

Component 1 Human Life Development

Component 2 - Health and Social Care Services and Values

Term 3 learning for Learning Outcome A and B.

How will this term's content help with future learning?

Students will be assessed in a new controlled assessment in Term 2 of Year 11 using the pre-release material. Students will sit under controlled conditions but assessed regularly through written assessment and a PPE in October 2023. The full qualification is made up of 3 component and student scores will contribute to points and the overall grade at the end of Year 11.

National Curriculum / Specification

Learning Outcome B: Interpreting health indicators

B2 Lifestyle indicators

Learners will explore how lifestyle choices determine physical health.

- Interpretation of lifestyle data according to published guidelines:
  - nutrition – the Eatwell Guide
  - physical activity – UK Chief Medical Officers' Physical Activity Guidelines
  - smoking – UK Chief Medical Officers' Smoking Guidelines
  - alcohol – UK Chief Medical Officers' Alcohol Guidelines
  - substance misuse.

Learning Outcome C: Person-centred approach to improving health and wellbeing

C1 Person-centred approach

Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care.

- The ways in which a person-centred approach takes into account an individual's:
  - needs – to reduce health risks
  - wishes – their preferences and choices
  - circumstances – to include age, ability, location, living conditions, support, physical and emotional health.
  - The importance of a person-centred approach for individuals:
  - makes them more comfortable with recommendations, advice and treatment
  - gives them more confidence in recommendations, advice and treatment
  - ensures their unique and personal needs are met
  - increases the support available to more vulnerable individuals
  - improves their independence
  - they are more likely to follow recommendations/actions to improve their health
  - they are more motivated to behave in ways that positively benefit their health
  - they feel happier and more positive about their health and wellbeing.
- The benefits of a person-centred approach for health and social care workers and services:
  - it improves job satisfaction for health and social care workers
  - it saves time for health and social care services
  - it saves money for health and social care services
  - it reduces complaints about health and social care services and workers.

C2 Recommendations and actions to improve health and wellbeing
Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and skills, attributes and values that contribute to care.

- Established recommendations for helping to improve health and wellbeing:
  - improving resting heart rate and recovery rate after exercise
  - improving blood pressure
  - maintaining a healthy weight
  - eating a balanced diet
  - getting enough physical activity
  - quitting smoking
  - sensible alcohol consumption
  - stopping substance misuse.
- Support available when following recommendations to improve health and wellbeing:
  - formal support from professionals, trained volunteers, support groups and charities
  - informal support from friends, family, neighbours, community and work colleagues.

C3 Barriers and obstacles to following recommendations
Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to and build on their prior knowledge and understanding from Component 2, in particular, barriers to accessing services and the personal obstacles individuals may face.

- Definition of barriers: something unique to the health and social care system that prevents an individual accessing a service.
- Potential barriers as appropriate to the individual and the recommendation:
  - physical barriers
  - barriers to people with sensory disability
  - barriers to people with different social and cultural backgrounds
  - barriers to people that speak English as an additional language or those who have
  - language or speech impairments
  - geographical barriers
  - resource barriers for service provider
  - financial barriers.
- 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:
  - emotional/psychological
  - time constraints
  - availability of resources
  - unachievable targets
  - lack of support.

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Component 3 – Health and Wellbeing

Learning Objectives

Learning outcome A: Factors that affect Health and Wellbeing

Learning outcome B: Interpreting health indicators
Learning Outcome C: Person-centred approach to improving health and wellbeing

What previous knowledge is required?

Component 1 Human Life Development

Component 2 – Health and Social Care Services and Values

How will this term's content help with future learning?

Students will be assessed in a new controlled assessment in Term 2 of Year 11 using the pre-release material. Students will sit under controlled conditions but assessed regularly through written assessment. The full qualification is made up of 3 components and student scores will contribute to points and the overall grade at the end of Year 11.

National Curriculum / Specification

Summative revision for Component 3 external exam

Learning outcome A: Understand the different types of health and social care services and barriers to accessing them

- A1 Healthcare services
- A2 Social care services (recap)
- A3 Barriers to accessing services

Learning outcome B: Understand the skills, attributes and values required to give care

- B1 Skills and attributes in health and social care
- B2 Values in health and social care
- B2 Lifestyle indicators

Learning Outcome C: Person-centred approach to improving health and wellbeing

- C1 Person-centred approach
- C2 Recommendations and actions to improve health and wellbeing
- C3 Barriers and obstacles to following recommendations

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