

**Calendar**

Component 2: Health and Social Care Services and Values

<b>Big Questions</b>  <b>Spring 2020</b>	<b>Small Questions</b>	<b>Assessment Opportunities and Criteria. Teacher Feedback point (TFP)</b>	<b>Assessment Homework</b>
<p>A1 What Health and social care services exist?</p> <p>Learners will explore the health and social care services that are available and why individuals may need to use them.</p>	<ul style="list-style-type: none"> <li>• What the different health care services and how they meet service user needs:</li> <li>• primary care, e.g. GPs, dental care, optometry, community health care</li> <li>• secondary and</li> <li>• tertiary care, e.g. specialist medical care, allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians</li> </ul>		<p>Will be in workbooks when completed</p>
	<ul style="list-style-type: none"> <li>• Different social care services and how they meet service user needs:</li> <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> </ul>		

Health and Social Care Curriculum Map: Component 2: Health and Social Care Services and Values Coursework

	<ul style="list-style-type: none"> <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>		
<p>A2 What are the barriers to accessing services?</p> <p>Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome</p>	<ul style="list-style-type: none"> <li>• What types of barriers exist and how can they be overcome by the service providers or users:</li> <li>• What are physical barriers, e.g. issues getting into and around the facilities?</li> <li>• What are sensory barriers, e.g. hearing and visual difficulties?</li> <li>• What are social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence?</li> <li>• What are language barriers, e.g. differing first language, language impairments?</li> <li>• What are geographical barriers, e.g. distance of service provider, poor transport links?</li> <li>• What are intellectual barriers, e.g. learning difficulties?</li> <li>• What are resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand?</li> <li>• What are financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services?</li> </ul>	<p>Assignment LA:A</p> <p>Learners could be asked to carry out a review into health and social care services available in their area. Learners could be given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details why they need to access these services, as well as their specific circumstances that would impact on their ability to access them. Learners carry out research to find local services that meet their needs.</p>	

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Big Questions	Small Questions	Assessment	Homework
<p>Learning aim B:</p> <p>Are you able to demonstrate care values and review own practice?</p> <p>Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p>	<p>B1 What is the importance of care values?</p> <ul style="list-style-type: none"> <li>• Why do we empower and promote independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered?</li> <li>• Why do we respect the individual by respecting service users' needs, beliefs and identity?</li> <li>• Why do we need to maintain confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)?</li> <li>• Why do we preserve the dignity of individuals to help them maintain privacy and self-respect?</li> <li>• Why is effective communication that displays empathy and warmth important?</li> <li>• Why is safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm so important?</li> <li>• Why is promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour important when caring for individuals.</li> </ul>		

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<p>Learners will reflect on own application of care values, including using teacher or service-user feedback.</p>	<p>B2 Reviewing own application of care values Key aspects of a review:</p> <ul style="list-style-type: none"> <li>• Can you identify your own strengths and areas for improvement against the care values?</li> <li>• Can you receive feedback from teacher or service user about own performance?</li> <li>• Can you respond to feedback and identifying ways to improve own performance?</li> </ul>	<p>Demonstrate each care value listed in the Teaching content.</p> <ul style="list-style-type: none"> <li>• Review own practice: firstly, review how well you did, then respond to feedback received from the teacher and/or service users, making suggestions for improvement</li> </ul>	
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