

# Long Term Plan: Y10 Health and Social Care

Term 1	W/B 10/09	W/B 17/09
	<p>A1 Health and social care services 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>• Different health care services and how they meet service user needs:               <ul style="list-style-type: none"> <li>o primary care, e.g. GPs, dental care, optometry, community health care</li> <li>o secondary and tertiary care, e.g. specialist medical care</li> <li>o allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</li> </ul> </li> </ul>	<p>A1 Health and social care services 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>• Different health care services and how they meet service user needs:               <ul style="list-style-type: none"> <li>o primary care, e.g. GPs, dental care, optometry, community health care</li> <li>o secondary and tertiary care, e.g. specialist medical care</li> <li>o allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</li> </ul> </li> </ul>
Term 2	W/B 31/12	W/B 07/01
	<p>B1 Care values Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p> <ul style="list-style-type: none"> <li>• Care values:               <ul style="list-style-type: none"> <li>o empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o respect for the individual by respecting service users' needs, beliefs and identity</li> </ul>
Term 3	W/B 29/04	W/B 06/05
	<p>B.1P3 Demonstrate some care values in a health or social care context, making use of notes as support. B.1P4 Summarise briefly some key points from feedback.</p>	<p>B.1M3 Demonstrate the care values in a health or social care context, making use of notes as support. B.1M4 Outline positive aspects of own demonstration of care values and respond to feedback.</p>

W/B 24/09	W/B 01/10
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**COMPONENT 2: HEALTH AND SOCIAL CARE**

<ul style="list-style-type: none"> <li>• Different social care services and how they meet service user needs: <ul style="list-style-type: none"> <li>o services for children and young people, e.g. foster care, residential care, youth work</li> <li>o 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>o services for older adults, e.g. residential care, domiciliary care</li> <li>o the role of informal social care provided by relatives, friends and neighbours.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Different social care services and how they meet service user needs: <ul style="list-style-type: none"> <li>o services for children and young people, e.g. foster care, residential care, youth work</li> <li>o 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>o services for older adults, e.g. residential care, domiciliary care</li> <li>o the role of informal social care provided by relatives, friends and neighbours.</li> </ul> </li> </ul>
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W/B 14/01	W/B 21/01
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**Learning aim B: Safeguarding**

maintaining confidentiality (when dealing with records, avoiding sharing information)	o preserving the dignity of individuals to help them maintain privacy and self-respect
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W/B 13/05	W/B 20/05
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**Learning aim B: Safeguarding**

<p>B.2P3 Demonstrate the care values independently in a health or social care context. B.2P4 Describe positive and negative aspects of own demonstration of the care values and comment on aspects of feedback.</p>	<p>B.2M2 Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback.</p>
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W/B 08/10	W/B 15/10	W/B 29/10	W/B 05/11
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**SOCIAL CARE SERVICES AND VALUES (Learning aim A: Understand the different types of health and social care services and barriers to accessing them)**

<p>A2 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>Types of barrier and how they can be overcome by the service providers or users: <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> <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> </ul> </li> </ul>	<p>geographical barriers, e.g. distance of service provider, poor transport links</p> <ul style="list-style-type: none"> <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>A.1P1 Identify health and social care services that meet some of the needs of individuals in a given scenario. A.1P2 Identify barriers that might prevent individuals accessing a health or social care service.</p>	<p>A.1M1 Outline ways in which health and social care services meet the needs of individuals in a given scenario. A.1M2 Outline barriers that would affect the use of one health or social care service for an individual in a given scenario.</p>
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W/B 28/01	W/B 04/02	W/B 11/02	W/B 25/02
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**: Demonstrate care values and review own practice**

<p>safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm</p> <ul style="list-style-type: none"> <li>promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</li> </ul>	<p>Demonstration and application</p>	<p>Demonstration and application</p>	<p>Demonstration and application</p>
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W/B 03/06	W/B 10/06	W/B 17/06	W/B 24/06
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**: Demonstrate care values and review own practice**

<p>B.2D2 Demonstrate the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback.</p>	<p>Assessment lessons continued, including resubmission and feedforward</p>	<p>Assessment lessons continued, including resubmission and feedforward</p>	<p>Assessment lessons continued, including resubmission and feedforward</p>
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For information on assessments see



W/B 12/11	W/B 19/11	W/B 26/11	W/B 03/12	W/B 10/12	W/B 17/12
A.2P1 Explain how health and social care services meet the needs of individuals in a given scenario. A.2P2 Explain how barriers could affect the use of one health or social care service for an individual in a given scenario.	A.2M1 Analyse the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome.	A.2D1 Assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome.	Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward
W/B 04/03	W/B 11/03	W/B 18/03	W/B 25/03	W/B 01/04	W/B 08/04
Demonstration and application	B2 Reviewing own application of care values Learners will reflect on own application of care values, including using teacher or service-user feedback. • Key aspects of a review: o identifying own strengths and areas for improvement against the care values o receiving feedback from teacher or service user about own performance o responding to feedback and identifying ways to improve own performance.	Self-review of demonstration in practice and lead up to assessment.	Self-review of demonstration in practice and lead up to assessment.	Self-review of demonstration in practice and lead up to assessment.	Self-review of demonstration in practice and lead up to assessment.
W/B 01/07	W/B 08/07	W/B 15/07			
Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward			

➤ additional assessment guidance