

GCE



Revised GCE AS
**Health and
Social Care**

Teacher Guidance Booklet

For first teaching from September 2016



GCE AS Health and Social Care

Teacher Guidance

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Any published resource and web references included in this booklet have been checked and are correct at the date of issue but may be updated over time. You should therefore check with publishers and websites for the latest versions. CCEA accepts no responsibility for the content of listed publications or websites.

Unit AS 1: Promoting Quality Care

Assessment Guidance

This unit is internally assessed. Students will complete an assignment adhering to the specified word count. The assignment must have the word total for each assessment task recorded on the candidate record sheet. Teachers will mark the assignment and it must be internally standardised if there is more than one teaching group in the centre. A sample of assignments identified by CCEA will be submitted for moderation.

Introduction

Students may find aspects of this unit challenging so it is essential that they understand the content of the specification before attempting the assessment tasks which require them to apply their knowledge to a health, social care or early years setting. A period of work placement in a health, social care or early years setting is desirable but if this is not practical then planned and organised visits may provide students with the necessary information. It is imperative that students produce independent work to enable them to access mark band four.

It is good practice for students to introduce the setting on which they are basing their work. The introduction should include brief detail about the setting, for example, the location, number of staff, number of service users and purpose of the setting. Students should be reminded of the importance of maintaining confidentiality when completing this unit and should not use the actual name of the setting but may refer to Care Home X. It is essential that you prepare your students thoroughly for work placement or visits to ensure they gain the necessary information to complete the assessment tasks. You should also discuss the suitability of the setting with your students remembering that early years settings provide care for children up to eight years of age.

Values of care

This section requires students to understand the values of care that underlie all health, social care and early years practice and how staff apply them in their work. You could lead a discussion explaining the three values of care and how they may be applied in settings. You also need to consider the positive impact on service users when staff apply these values. A useful approach may be to encourage your students to watch programmes such as Casualty or Holby City, documentaries such as 24 Hours in A&E or video clips from the Social Care Institute of Excellence (www.scie.org.uk) and observe how staff apply the values of care in their work. Students could also consider how staff in their school apply the values of care and this could be followed by a class discussion on how this has a positive impact on pupils. You may find it beneficial to divide the class into groups and give each group a particular setting (a care home, day centre, hospital, nursery or a primary school) and ask them to consider how staff may apply the values of care. You could conclude this activity by having a whole class discussion on the positive impact on service users. The values of care have been reduced to three in this new specification and they are:

- individual rights and choices, for example, the right to privacy, confidentiality, to be different, to safety and security and to have their opinion taken into account regarding treatment options.
- anti-discriminatory practice relevant to race, beliefs, gender, disability, cognitive ability, mental

health and sexuality, for example, a practice nurse in a health centre taking account of disabilities when communicating with patients, for example, using easily understood terms with patients with learning disabilities or making sure to face patients who need to lip read when she is talking or staff in a crèche ensuring resources such as play materials and other resources reflect different cultures and backgrounds, for example, having books and posters showing people of different races.

- respect and dignity, for example, not making assumptions about the service users' cultural and religious beliefs, by addressing service users by their preferred name and treating them with dignity when assisting with personal care such as feeding, bathing or dressing.

Other useful approaches you may use to ensure understanding include role plays of situations where the value of care have or have not been applied by staff and inviting a speaker, for example a nurse, care assistant, early years worker or other suitable practitioner to discuss how he/she applies the values of care in his/her work.

Legislation that promotes quality care

Students may find this section challenging so it will be beneficial to explain the term legislation and to provide a brief summary of each piece of legislation listed below. You could then follow this with a class discussion on how the relevant legislation impacts on health, social care and early years settings. Case studies focusing on the impact of legislation in particular settings may be useful, for example the impact of the Human Rights Act 1998 and Safeguarding Vulnerable Groups (Northern Ireland) Order 2007 on a hospital. These could form the basis of a class discussion.

You should find the Fact File on legislation useful.

- The United Nation's Convention on the Rights of the Child (UNCRC) ratified 1990 focuses on the protection of the rights of the child.
- The Special Educational Needs and Disability (Northern Ireland) Order 1996 updated 2005 and again by the Special Educational Needs and Disability Act (Northern Ireland) 2016 strengthens the rights of children with special needs to be educated in a mainstream school.
- Safeguarding Vulnerable groups (Northern Ireland) order 2007 provides arrangements for disclosing and barring and maintains the list of individuals barred from engaging in regulated activity with children and vulnerable adults across England, Wales and Northern Ireland.
- The Human Rights Act 1998 is a very lengthy piece of legislation and it is good practice to choose a small number of articles which are relevant to the setting, for example, Right to Life, Right to Freedom of Thought, Conscience and Religion, Prohibition of Discrimination, Right to Education, Right to Respect, Privacy and Family Life.
- The Disability Discrimination Act 1995 and Disability Discrimination (NI) Order 2006 protects the rights of disabled service users and helps prevent discrimination on the grounds of, for example access to services.
- The Mental Health (Northern Ireland) Order 1986 states the grounds for sectioning service users with mental health problems and the right of appeal.

Information on the legislation is available from various sources. The Equality Commission (www.equalityni.org) provides clear guidance on much of the legislation and will provide advice to you and give talks to students if requested. The school's Special Educational Needs Co-ordinator can provide advice on SENDO. A social worker can advise on The Children (NI) Order. The teacher who organises

work experience may provide advice on Safeguarding Vulnerable Groups (Northern Ireland) Order 2007. Health and Social Care textbooks also provide information on legislation.

Health and Safety

This section also requires considerable input from you to ensure students understand the key features of the Health and Safety at Work (NI) Order 1978, including Control of Substances Hazardous to Health (COSHH) and Reporting of Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR) and how they are applied in health, social care and early years settings. AS Health and Social Care textbooks provide current, concise and applied information on the above legislation. Valuable information is also available on www.hseni.gov.uk

It is not necessary to explain in detail all the regulations which stem from this piece of legislation. Students need to understand that the Health and Safety at Work Act 1978 sets requirements for both employers and employees. Employers must ensure the health and safety of their employees and provide and maintain equipment and work systems which are safe. This aspect could then be discussed in relation to settings, for example, the manager of the care home must ensure that equipment such as hoists is checked for safety and serviced on a regular basis and staff are given training and information on how to operate the equipment to ensure their own safety and that of the service users. Employees must co-operate with their employers, for example, the staff in a nursery should attend training provided and follow policies and procedures given by their employer. Health & Safety regulations can also be discussed in relation to the school, for example, fire extinguishers and other equipment are checked annually and students will be able to see the date and record of the check on the appliance.

It will be necessary to outline and explain the requirements of the Control of Substances Hazardous to Health (COSHH), for example, the keeping of an up to date COSHH file listing the details of all hazardous substances stored on the premises and COSHH assessments. The school caretaker/cleaning supervisor and technical support staff in science and technology departments may also provide valuable information on this aspect. A class discussion could then focus on the application of COSHH in health, social care and early years settings, for example, the identification of hazardous substances, how they are stored and labelled.

The final regulation is the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Again students need to be aware of the implications of these regulations for settings, for example, the reporting of deaths, major injuries/accidents, diseases, dangerous occurrences and the recording of such occurrences. This could also be applied to a school or college, for example, the completion of an accident form when a pupil is injured or loses consciousness as a result of a head injury or asphyxia. A class discussion on the application of the regulation within settings can further enhance understanding, for example, a support worker in a day centre slips on a wet floor, falls and fractures her hip or a cleaner develops occupational dermatitis after wearing latex gloves required when using cleaning materials.

A visit to a care setting may be beneficial to gain first-hand information and observe the legislation in practice but you need to plan the visit. The manager of the setting should be aware that students are focusing on the application of the legislation in the setting and students should already be aware of the content of the legislation and be prepared for the visit.

Policies

This section requires students to evaluate or weigh up the effectiveness of policies in promoting quality care in health, social care and early years settings. The Fact File on policies provides useful information. By following the guidelines in policies staff help promote quality care within the setting. A useful introduction to this section is to issue each student with a copy of a school policy, for example The Emergency Evacuation Procedure Policy which can then be discussed. You could follow this with a class discussion to evaluate the effectiveness of this policy in promoting quality care for the staff and students in the school. When students have a clear understanding of the importance of policies in promoting quality care within the school environment you could then consider policies in health, social care and early years settings. There are many policies within these settings, for example, infection control, confidentiality, health and safety, anti-bullying, complaints, moving and handling. Sample policies can be accessed from the website addresses of health, social care and early years settings and some settings may be willing to provide examples of their policies which you could use for class discussion – if this is the case then confidentiality should be maintained by removing names from the policy. To conclude, when delivering this section it is imperative that you encourage students to concentrate on the evaluation of the effectiveness of policies in promoting quality care in the setting. Whilst there can be some issues that diminish the effectiveness of policies, most are on the whole effective in promoting quality care and it is fine for the balance of the students' answers to reflect this.

The impact of poor practice

You need to make students aware that despite the values of care, legislation and policies promoting positive care, poor practice still occurs in health, social care and early years settings. You may introduce this section by showing footage of the Panorama programme highlighting the poor practice at Winterbourne View or other more recent documentaries focusing on poor practice in early years settings. You could encourage students to note the examples of poor practice. Other examples of poor practice are available in newspaper reports, disciplinary outcomes on the Northern Ireland Social Care Council or the Nursing and Midwifery Council websites or television programmes. Students also need to assess the impact or potential impact of poor practice on the well-being of service users. They should also consider the impact of poor practice on the following-the staff responsible, potential service users, families, care workers, or the organisation. You may find it useful to return to the Winterbourne View activity and the list of examples of poor practice that students compiled. You could divide the class into groups and ask each group to imagine they were either the service user, staff responsible for the poor practice, the families, other staff or the organisation and get them to consider the impact. This could then form the basis of a class discussion. Information on the effects of poor practice is available in a wide range of Health and Social Care textbooks.

Assessment Evidence

It is good practice to give the assessment evidence grid to students which clarifies the requirements for the four mark bands. The workload is more manageable for students and teachers if the assignment is completed assessment task by assessment task (A, B C etc.) and marked as such. A reasonable amount of time should be allocated for the completion of each assessment task. When marking the work the descriptions in the assessment evidence grid should be applied. For example is the work basic, adequate, competent or highly competent and has the student worked independently

or what level of guidance was given. The quality of written communication must also be considered.

Work which exceeds the word limit by more than 10% in an assessment task cannot achieve mark band 4 for that task.

Students are required to produce a written report, based on a health, social care or early years setting that they have experienced. Confidentiality must be maintained – the name of the setting or staff must not be given. Students may refer to Playgroup A or Care Home X .

Assessment Task A (1200 words)

The statement requires students to discuss how the three values of care may be applied by staff in their work and how this impacts positively on the service users. You should encourage students to complete a detailed discussion to enable access to the higher mark bands. They also need to include in detail the positive impact on service users, for example they will feel empowered, they will feel valued or respected. Students do not need to explain the values of care nor their background as the focus of the task is the application by staff and the impact on the service users.

Assessment Task B (800 words)

Students should focus on the command word when completing this statement – they are required to describe how two pieces of legislation impact on the chosen setting, for example, if a student has chosen a nursery they may consider The United Nations Convention on the Rights of the Child (UNCRC) Ratified 1990 and Safeguarding Vulnerable Groups (Northern Ireland) Order 2007. Students should focus on how the features of the legislation impact on the chosen setting. Students should not be awarded mark band four unless an in depth description, with relevant examples has been independently produced.

Assessment Task C (1200 words)

This task requires students to discuss how The Health and Safety at Work (NI) Order 1978, including COSHH and RIDDOR is applied in the chosen setting. The Health and Safety at Work Order could include examples of risk assessment and risk reduction being applied in the setting. An example of application that may be included under COSHH regulations is the manager of Care Home X carrying out assessments to identify products that may be hazardous to health. In the home these products may be drugs, soiled linen or cleaning substances.

RIDDOR requires the manager of the care home to keep records of reportable injuries, diseases and dangerous occurrences for three years from the date of the incident. The manager of Playgroup B has an accident report book where all such incidences are recorded. The accident reports are detailed including information such as the date, brief description of circumstances etc. Students should ensure that all aspects of RIDDOR are reviewed in detail including the reporting of injuries, dangerous occurrences and occupational diseases. Students awarded mark band four must independently produce a detailed discussion of the application of health and safety legislation in the chosen setting. Annotation can ensure accuracy of marking, for example, ‘app’ where legislation is clearly applied.

Assessment Task D (800 words)

The focus of this task is an evaluation of the effectiveness of two policies in promoting quality care in the chosen setting. Possible responses may read The Confidentiality Policy helps reduce confusion among staff about expected behaviours as it informs staff how to keep personal information about service users secure. This helps promote trust between the service user and staff and encourages the service user to be honest etc. Students also need to consider the possible drawbacks of the policies. Some points to consider may be – are the policies accessible to staff/are they user friendly/have staff been allocated time during induction to study the policies/are the policies updated/are service users or their families aware of the policies. Annotation of the work can help ensure accurate marking. Students should complete a detailed and critical evaluation of each policy to enable access to mark band four.

Assessment Task E (i) (300 words)

In this task students are required to summarise an example of poor practice in a health, social care or early years setting. Students are expected to succinctly summarise the example chosen highlighting the poor practice and commenting briefly on the validity of the evidence. The example should be UK based.

Assessment Task E (ii) (700 words)

For the chosen example students must assess the impact or potential impact of the poor practice on service user(s) and may include where applicable short and long term effects. Students must also assess the impact or potential impact of the poor practice on two of the following:

- the staff responsible for the poor practice;
- potential or other service users;
- families;
- other staff; or
- the organisation.

Unit AS 2: Communication in Health, Social Care and Early Years Settings

Assessment Guidance

This unit is internally assessed. Students will complete an assignment adhering to the specified word count. The assignment must have the word total for each assessment task recorded on the student record sheet. Teachers will mark the assignment and it must be internally standardised if there is more than one teaching group in the centre. A sample of assignments identified by CCEA will be submitted for moderation.

Introduction

This unit requires students to produce a report examining communication skills in a health, social care or early years setting. Students will need to access a suitable setting for this; it may be through a series of visits or perhaps a work placement or students may undertake voluntary work in a suitable setting. Examples of health care settings include hospitals, health centres, dental surgeries or nursing homes; examples of social care settings include day centres for older people or service users who have mental health problems or learning disabilities; and examples of early years settings include playgroups, crèches, nurseries or primary schools (primary one to three classes). Students must be well prepared when accessing the chosen setting in order to collate the information required. The entire content of the unit will have to be taught before students visit the setting and time will have to be allowed for students to prepare methods of collating the required information, for example, on the types of communication, barriers to communication or how a team in the setting communicates. Students will also have to be prepared to carry out the one-to-one or group interaction. It is important to stress the importance of appropriate behaviour and maintaining confidentiality whilst in the setting. Students should not use the name of the setting or persons involved, for example, they may refer to Nursing Home A or Nursery C. For the purpose of this unit children in an early years setting are the service users but it is acceptable to refer to them as children or pupils.

It may also be beneficial to remind students of the importance of referencing their work accurately and not cutting and pasting, which is plagiarism. Work should be referenced using the Harvard Referencing System. Students should also record all sources of information used as these will be included in a reference list submitted with the portfolio.

An extensive list of resources has been included with the Scheme of Work for this unit. Level 3 (AS, A2 and NVQ) Health and Social Care textbooks provide useful information.

This unit may be introduced by clarifying the term health, social care and early years settings and asking students to draw up a list of settings in their area.

Communication in health, social care and early years settings

This section may be introduced by a class discussion on the different methods of communication used within your own school or college and these could then be divided into the various types (verbal, non-verbal, written and electronic). Students may not have identified non-verbal as a type, so time may be

needed to discuss this type of communication. Students could view footage of television programmes such as Casualty, Holby City, 24 Hours in A&E or videos from the Social Care Institute of Excellence (www.scie.org.uk) or You Tube clips and note the types of communication used. Whilst viewing the footage students should also be aware of the wide range of people that staff in health, social care and early years settings communicate with.

The next part of the unit focuses on the purposes of communication in care settings. The purposes are clearly identified in the specification (to promote relationships and offer support, to get to know service users and their needs, to promote interaction between group members, to negotiate and liaise with service users, their family members, colleagues and a range of professionals, to explain procedures and to exchange information). A useful starting point may be to examine the purpose of the different types of communication used within the classroom or school/college, for example, the purpose of the written communication on the emergency evacuation procedure notice near the classroom door (to exchange information and explain procedures), a letter sent home giving details of school holidays, the written feedback given at the end of a homework or an e mail sent to year 13 by the Head Of Careers about work placement or the verbal and non-verbal communication used at parent teacher meetings. Students could then revisit the footage above and identify the purposes of the types of communication used. Students could role play scenarios from early years and social care settings and the class group could identify the types of communication used and their purpose. It may be beneficial at this stage for students to prepare a method of collating information on two types of communication used in the chosen setting and their purpose.

Factors that support effective communication

This section of the unit focuses on factors that positively affect communication with service users, you should find the Fact Files on this section useful. A wide range of factors are included in the specification and students should have an understanding of all the factors to enable them to identify those relevant to the setting on which they are basing their work. The section could be introduced by asking students to identify the factors that positively affect communication in the classroom. Students could also view footage of television programmes such as chat shows, current affairs programmes based on interviews, or dramas such as Casualty and discuss the factors contributing positively to communication. There are some suitable clips on You Tube focusing on effective communication in care settings. Students could also discuss their experiences of communication in health, social care or early years settings, for example they could recall the factors that had a positive effect on communication when they visited the dentist, a health centre, attended a hospital appointment or visited a relative in a hospital or care home. This could form the basis of a class discussion. Students could role play scenarios based on health, social care or early years settings focusing on factors positively affecting communication and these could be discussed in class. Students could make brief notes or a mind map on each factor and these would be useful when they are in the chosen setting. Students should also prepare a method of collating information on the factors that support effective communication they observe in the setting, which will form the basis of assessment task B.

Recognising and overcoming barriers to communication with service users

This section focuses on potential barriers that may make communication with service users more difficult and ways that these may be overcome. A wide range of examples has been included in the specification and these should all be addressed in class. A useful introduction may be clarification

of the term potential barrier and students could provide examples of when they faced a potential barrier or witnessed another person facing a potential barrier to communication. Students could also consider the potential barriers to communication that they may experience in school/college and how these may be overcome. The Special Educational Needs Co-ordinator in school will be able to provide information on a range of potential barriers and how they are overcome, so it may be beneficial to ask him/her to take part in a class discussion. A social worker, manager of a care home, manager of a nursery, family, friends or past pupils who work in health, social care or early years settings may be willing to visit the class and discuss the potential barriers to communication they have experienced in their day to day work with service users. Another useful class activity is watching YouTube clips of poor communication in health and care settings or programmes such as Casualty or Holby City and having a class discussion on the barriers and how they could be overcome. Websites such as the following provide detailed information-

www.mencap.org.uk/learning-disability-explained/resources-healthcare-professionals

or

www.sense.org.uk/content/methods-communicating-people-who-are-deafblind.

Students may also undertake group work by researching a potential barrier and how it could be overcome and share this with the larger class group or they could role play scenarios of health, social care or early years settings where service users face potential barriers. As with previous sections of this unit students should be well prepared to collate the information required for the assessment task when they access their chosen setting.

The importance of communication when working in teams

The focus of this section is on how teams communicate and how effective communication in teams contributes to quality care for service users. A useful introduction may be a class discussion on the various teams within their school or college and how they communicate. This could then lead to a discussion on the different teams in health, social care and early years settings and the way they may communicate. Television programmes such as Holby City and Casualty may also be viewed to enable students to identify how teams communicate. Teams communicate in a range of ways, for example staff briefings, staff meetings, rotas, hand-overs, e mails, service user plans, records and memos. When watching these clips students should also consider how the communication within the team contributes to quality care, for example effective communication within the Accident and Emergency team in Casualty leads to the effective diagnosis of patients and the necessary treatment being given. Past pupils, parents or siblings of class members who work in the health, social care or early years sectors or managers of local nursing homes or nurseries may also be willing to speak to the class about how the team of which they are a member communicates and how this contributes to quality care for service users. Examples of how effective team communication may contribute to quality care have been included in the specification, but it should be noted that these are only examples and a wide range of other relevant ways are acceptable.

Students will need advice on selecting the team on which they are going to focus when completing the assessment task and the importance of confidentiality needs to be reinforced.

Critical evaluation of an interaction in the chosen setting

This final section focuses on evaluating communication skills in group and one- to-one interactions. A useful introduction may be to show students You Tube clips of communication in hospitals and other care settings, news and current affairs programmes, Casualty or Holby City and ask them to discuss the communication skills shown. Students could then use a range of sources to research communication skills relevant to both one -to-one and group interactions which would form the basis of a class discussion. It may be beneficial for students to practise group and one-to-one interactions within the class and undertake evaluations to prepare them for the assessment task. Different methods of evaluating interactions should be discussed and students may choose to design some evaluation tools for self evaluation or evaluation of others. The one-to-one and group interactions should be well planned. It may also be useful for students to complete a critical evaluation (identifying the strengths and weaknesses) for one interaction undertaken in class. This critical evaluation should show evidence of research and extra reading on communication skills and not simply consist of “My eye contact was poor and this is one aspect I need to improve. I could do this by..... .” A more appropriate response may read: ‘I found it difficult to maintain eye contact in the group interaction. According to Steven Aitchison (2015), eye contact is important to effective communication but very difficult to master. If you have little eye contact with the person you are speaking to they may feel you are not interested in what they have to say. On the other hand if you have too much eye contact with the person they may think you are being aggressive. One way I could improve my eye contact in a group interaction is by focusing on a different member of the group with each new sentence.’

Students need to be well prepared for the group or one-to-one interaction, which they will conduct in the setting and should be well prepared to evaluate their skills before visiting the setting.

Assessment Evidence

It is good practice to give the assessment evidence grid, which clarifies the requirements for the four mark bands, to students. The workload is more manageable for students and teachers if the assignment is completed assessment task by assessment task (A, B C etc.) and marked as such. A reasonable amount of time should be allocated for the completion of each assessment task. When marking the work the descriptions in the assessment evidence grid should be applied. For example is the work basic, adequate, competent or highly competent and has the student worked independently or what level of guidance was given. The quality of written communication must also considered.

Work which exceeds the word limit by more than 10% in any assessment task cannot achieve mark band four for that task.

Students should complete a short introduction on the care setting on which they are basing the unit. For example ‘I am basing my work on a nursing home which I will refer to as Nursing Home X where I spent a week’s work placement. Nursing Home X is located in a small town and has forty residents who are elderly and infirm’. Students may include more detail and this brief introduction does not require a word count.

Assessment Task A (800 words)

To complete this task students need to describe two different types of communication used in the setting on which they are basing their work. They also have to explain the purpose of each type of communication. Four types of communication are listed in the specification (verbal, non-verbal, written and electronic) and students choose two of these. In order to complete the assessment task students will have to spend some time observing and collating information on the two types of communication they have selected. The purposes of communication are laid out clearly in the specification and these should be referred to in the work. When completing the work it is good practice for students to identify the two types of communication they are basing this task on and describe examples and their purpose. One way they could do this has been included below.

Written Communication

One example of written communication in Primary School X was a letter sent home to the parents regarding a trip to a local farm. The letter was short, clearly laid out stating the location, date and time and the list of instructions, for example wear warm clothes, bring a coat, hat and packed lunch were bullet pointed. A return slip was included with the letter for parents to sign giving permission for their child to go on the trip and to include any additional information they felt was important. The cost of the trip was included and the return date for the money and permission slip was highlighted. The purpose of this communication was to exchange information between the school and parents. Parents were provided with all the necessary information about the trip to the farm. The letter also gave parents an opportunity to exchange information with the teacher, for example one parent stated that their child was very frightened of hens so the teacher was made aware of this before the trip. This enabled the teacher to get to know the pupil better and encouraged liaison with the parent

Students would continue to describe other examples of written communication explaining their purpose and then take a new heading and do likewise for the second type of communication they have chosen.

To access the higher mark bands students need to complete a competent/comprehensive description of two different types of communication used in the chosen setting and a sound/ detailed explanation of the purpose of each.

Assessment Task B (1200 words)

In this task students have to describe four factors that support effective communication in the setting on which they are basing their work. These factors are confidentiality, physical factors, emotional factors and practitioners' communication skills. Within the specification examples have been included of all four factors. In their work students should include examples which they observed as having a positive effect on communication with service users when in the chosen setting.

Preparation for the time they spend in the setting is critical for success in this task. Students must familiarise themselves with the range of factors that support effective communication so that they are aware of what to look for in the setting and have a way of noting what they observed. Students may wish to present their work using the four factors as headings- confidentiality, physical factors

(including the environment), emotional factors and practitioners' communication skills. A brief example that may be relevant to practitioners' communication skills has been included below.

'Questioning had a positive effective on communication with the residents in the Nursing Home A. I noticed when staff were speaking to the residents they used questioning effectively. One day the care assistant I was shadowing noticed that an elderly resident seemed to be very quiet and withdrawn. The care assistant used prompts and probes very effectively to promote communication with her. One way she did this was by asking open-ended questions for example, How are you feeling today? And when the resident said 'sad' the care assistant replied by saying: 'Why are you feeling sad?' The conversation continued and throughout the care assistant encouraged the resident to talk by nodding and maintaining eye contact. The care assistant did not dominate the conversation but waited until the resident replied and at times used gestures such as holding the resident's hand when she became upset. The resident explained that her grandson was going to Australia for a year and she thought she may never see him again.

Students achieving in the higher mark bands will include an accurate and detailed/competent description of how the four factors support effective communication in the chosen setting. Students who complete a generic response with little reference to what they observed in the setting should be awarded the lower mark bands.

Assessment Task C (1200 words)

This task focuses on potential barriers to communication with service users in the student's chosen setting and how these can be overcome. Again preparation for the task is important and students need to be familiar with barriers to communication that may exist. A range of barriers has been included in the specification and students should select those relevant to the setting. They may have observed these barriers or they may be potential barriers. Students are required to discuss a range of barriers but the emphasis is not on the actual number of barriers discussed, rather the quality of the discussion completed. The word count of 1200 words will enable students to complete a comprehensive discussion of a number of potential barriers and how they may be overcome. Work may read as follows:

'One example of a barrier to communication in Day Centre A which is for service users with learning disabilities was speech difficulties. Due to their learning disability three of the service users were unable to speak clearly, which could have been a potential problem to communication with staff. This barrier was overcome in several ways. Staff gave the service users time to take in what they were saying and spoke more slowly than normal. This gave the service users time to process what was being said. Staff also used gestures and facial expressions to aid communication, for example if they were asking the service user if they were unhappy then they made an unhappy facial expression. One of the main ways the barrier was overcome was through the use of Makaton which is a language programme using signs (gestures) and symbols (pictures) and all staff were able to use this programme to communicate effectively with the service users. One of the staff members also told me that another way this communication barrier can be overcome is by liaising with the service user's key worker. The key worker knows the service user very well and has a good understanding

of his /her needs as they may have been caring for them for a period of time. The key worker would often advocate on the service user's behalf.'

Students achieving the top mark band will complete a comprehensive description of a range of potential barriers and an in-depth assessment of how they can be overcome. The work will focus clearly on the chosen setting.

Assessment Task D (800 words)

This task focuses on how members of one team in the chosen setting communicate and how this contributes to quality care for service users. Students need to select a team in the setting on which they are basing this unit and analyse how its members communicate with one another and how this contributes to quality care for service users. If there are several teams in the setting students should choose the team carefully to help ensure they are able to complete a detailed analysis. Students who are basing this task on a setting with perhaps only one team with few members, for example, a small playgroup should be encouraged to include as much detail as possible. Students need to analyse how the team they have selected communicates. Analyse means to break into component parts and identify their characteristics so students need to identify the different ways in which the team communicates and then include some detail, for example:

'One way the teaching staff in Primary School A communicate is through the weekly briefing. This takes place every Monday morning at 8.45 in the staffroom and is conducted by the vice-principal. The events for the week are discussed, for example, any trips that have been organised, visitors to the school, parent consultation meetings, department meetings for that week or bereavements or illnesses affecting members of the school community. The staff are given a written summary of the points and a copy is pinned to the noticeboard in the staffroom. At the end of the briefing staff are given an opportunity to ask questions and provide feedback.'

Students would then continue to analyse the other ways in which the teaching team communicates. The task also requires students to analyse how communication within the team contributes to quality care for the service users. Some suggestions are included in the specification but these are only examples and other ways are acceptable, but the work produced must reflect the setting. The communication in the above example enabled essential information to be shared, for example if a fire drill had been planned then all staff would have been made aware of this. This avoided conflict as teachers knew not to organise activities such as a visit to the library or any other activities which would be difficult to postpone. If the fire drill was unannounced then teachers who had planned specific activities may have become annoyed and perhaps ill-feeling could result due to lack of effective communication. If the mother of a child was ill staff would be more sensitive to the needs of the child and have a better understanding of why the child seemed distracted or why homework was not completed. As a result the staff could offer the child extra support as required.

Students who complete a detailed/competent analysis of how the team they have selected communicates and how this contributes to quality care for service users may achieve in the higher mark bands.

Assessment Task E (1000 words)

This task requires students to undertake either a group or one-to-one interaction in the setting on which they have based this unit. The interaction must be well planned in advance and it may be with service users or staff members in the setting, for example it may be discussing a group activity with children in a playgroup or the job role with a care assistant in a nursing home or memories of early childhood with an older person in a day centre. Students should include a short introduction to the interaction including whom it took place with, where, when and the topic/s discussed. In addition to planning the interaction, for example questions they have planned to ask the older person about their childhood, students also need to prepare some evaluation tools. These may include self-evaluation sheets and witness evaluations, for example an evaluation completed by a classroom assistant of a group interaction the student carried out.

The plan of the interaction and evaluation tools are not included in the word count and should not be included as an appendix at the end of the completed work. Transcripts of the interaction are not required. Students need to include suggestions on how to improve their communication skills in future interactions and this must be based on best practice. There should be evidence of research and reading. For example if a student carried out a one-to-one interaction with a patient in a hospital and felt their body posture was not good this may be a suggestion for improvement as the Royal College of Nursing claims communication is more effective if the health care professional brings their face to the same level as the other person and does not tower above them. For example if a student felt that their group interaction which took place on the second day of their placement did not go well, that they contributed very little, found it difficult to include others they can show evidence of extra reading by stating that according to Tuckman (1965) this may have been because the group was in the forming stage and had not really worked as a group before. This was because the student selected five pupils at random from the primary two class who did not know each other well. The student may continue to conclude that he/she should have carried out the group interaction with an established group in the class. The teacher had the pupils in groups named after animals so they should have planned and carried out the interaction with the squirrels, rabbits, hedgehogs or foxes as these children knew each other well and were used working together.

In order to achieve in the top mark bands students need to complete an in-depth/competent evaluation of either a one-to-one or group interaction they engaged in in their chosen setting including the communication skills they used in the interaction and suggestions for improvements in their own communication skills based on best practice. Whilst they may include a paragraph that evaluates factors other than their own communication skills, for example environmental factors, their suggestions for improvements must focus solely on their own communication skills.

Unit AS 3: Health and Well-being

Concepts of health and well-being

Students should start this unit by exploring the meanings of the concepts listed. They will be familiar with most of the concepts from general knowledge but should be encouraged to use health and social care texts to gain precise and accurate definitions. Pair and share or group work may be useful here followed by class discussion. Examples can be useful in helping students to understand some of the concepts, for example, depression or schizophrenia as examples of mental illness or coronary heart disease as an example of a disease. Students should be encouraged to learn clear, concise definitions in preparation for the examination.

Many students will be familiar with 'PIES' (physical, intellectual, emotional and social) from GCSE or their work in other AS units, but may well have studied PIES in the context of describing different aspects of human development. In this unit, they will learn about PIES needs or basic human requirements, for example, physical needs include shelter, warmth and nutrition whilst intellectual needs include knowledge and stimulation. Students should be able to list examples of the four types of needs and also analyse how workers in health and social care and early years settings can meet these needs for service users. It may be useful to work through a number of examples in a table, showing what staff in different settings (for example in a nursery school, a mental hospital, a day centre for people with learning disabilities or a residential care home) can do to meet service users' physical, intellectual, emotional and social needs.

Students are required to consider the impact of both good physical health and ill-health on an individual's psychological well-being, for example, on an individual's self esteem. This may be addressed through class discussion where students might refer to real life examples of ill-health having an impact on the psychological well being of someone they know. They should also consider the positive impact of good health on psychological well-being, for example, the potential to contribute to a sense of autonomy. Students should be encouraged to be evaluative in their approach, recognizing that ill-health does not always have a negative impact, for example, they may know people who have demonstrated determination to make the best of their situation or who have felt emotionally supported by friends and family when suffering ill-health. Similarly people who are in good physical health may have emotional problems because physical health is only one factor out of many that influences psychological well-being, for example, physically healthy individuals may experience unhappiness and emotional upset due to family breakdown or stress at work. Case studies may be used to illustrate the complex relationship between physical health and ill-health and psychological well-being.

In exploring the potential effects of ill-health on individuals and their families, group work may be useful, with each group considering the impact on one aspect of life- education, employment, income, leisure activities and relationships. Again case studies may be useful in encouraging students to think about the potential impact of ill-health on individuals at different life stages and on their families, for example, if a child is ill, this may mean adults in the family may have to give up some of their leisure activities to spend time looking after the child; if a parent is very ill, a teenager may get behind in his studies because he finds it difficult to concentrate on school work.

Factors affecting health and well-being

Students should be encouraged to learn the factors in each category as they may be asked to list particular types of factors in the examination, for example, if asked to list three socio-economic factors that can impact on health and well-being, they are expected to list three of the socio-economic factors identified in the unit specification.

Students need to be able to discuss how each factor in turn can affect all three aspects of health and well-being-physical, social and psychological. As there is a range of factors to consider, students may benefit from researching in pairs or small groups and sharing the notes they produce. There are many information sources, including health and social care texts and internet resources that can provide evidence of the influence of a range of factors. Good examples include reports by the World Health Organisation, the DoH and the Public Health Agency. Students may also enjoy watching television documentaries like 'Poor Kids' or 'Love on the Transplant List', both BBC documentaries available on YouTube. Students should be encouraged to use a range of resources to explore the evidence for links between the factors listed and the three aspects of health- physical, social and psychological. They may also come up with points from their own knowledge and experience, but they do not need to learn details of research or statistical evidence.

Health Promotion

Students will be familiar with a range of health promotion campaigns from the media. When introducing the five health promotion approaches it may be useful to provide students with a hand-out explaining what is meant by each approach and ask them to match these to examples of campaigns they are aware of or that they research on the Public Health Agency's website. Students need to be able to demonstrate their understanding of the approaches by describing how an approach can be applied to any health topic, for example, how a fear arousal approach could be used to stop people smoking or binge drinking. They can work in groups to apply the approaches and feed back their ideas to the class. Students are also expected to be able to evaluate the different approaches by discussing at least three advantages and three limitations of each approach. It is important to note that the evaluative points must be specific to each particular approach, rather than more generally applicable to any health promotion approach, for example, a weakness of any health promotion approach is that people may ignore it, whilst a weakness specific to the educational approach is that people may ignore it because they 'switch off' from the detailed explanation and statistical research evidence that the educational approach is likely to include. Ewles and Simnett's text is a useful teacher resource for the different approaches to health promotion.

The last part of this section of the unit requires students to focus on the ways that individuals can take responsibility for their own health and well-being through their own actions and behaviours. Firstly, they should explore appropriate and positive lifestyle choices such as healthy diet and exercise. When asked to analyse or discuss lifestyle choices in an examination question, students should go into some detail on how individuals can engage in these behaviours rather than the effects of their actions. For example, when analysing the lifestyle choice of having a healthy diet, students should discuss how healthy diets can be achieved through behaviours like adhering to the Eatwell Guide plate or making healthy choices.

Students should go on to consider ways that individuals can access health and social care services, for example, taking advantage of services such as smoking cessation clinics. Finally they should

become familiar with the concept of self-advocacy where individuals are proactive in speaking up for themselves with regard to their own health and well-being, for example, by requesting a referral to a specialist or by asking for a second opinion.

The role of organisations responsible for health and well-being

Students should explore the work of the organisations listed to develop an understanding of how each contributes to the health and well-being of the population or of individuals. Students should understand how the different organisations fit into the different sectors- statutory, voluntary and private or commercial - and that the World Health Organisation (WHO) does not fit into any of these categories. The websites of the organisations are a good starting point as they have a section on 'role' or 'function' or 'about us', which highlights what the organisation does. Students will need to spend time reading the information and putting it into points which they can learn for examination purposes. They also need to be careful to pick out points which highlight the specific role of the organisation they are examining rather than more general phrases which might apply to a number of organisations, for example, 'works to improve the health of the population' could describe the work of any of these organisations, whilst 'records the spread of disease on a global basis, for example, the SARS virus' makes it clear that this is the work of WHO. Students should explore the work of at least four voluntary organisations that contribute to health and well-being to give them a feel for the range of ways voluntary organisations contribute to the health and well-being of the people of Northern Ireland. Students are not required to answer questions on what any specific voluntary organisation actually does, but may be asked to use examples or to consider how a voluntary organisation might contribute to the well-being of a service user in a scenario. With regard to commercial and private organisations, candidates should explore ways the different types of organisations listed can contribute to health and well-being. In groups, students can research ways one organisation (a pharmacy, a drug company, an alternative/private practitioner, a private nursing home and a company providing home care) contributes to health and well-being. They can share their findings with the class.

Discrimination and anti-discriminatory practice in health, social care and early years settings

The Fact Files on this section provides useful information. Students need to understand what is meant by the terms prejudice and discrimination. They need to be able to describe examples of both discriminatory practice and anti-discriminatory practice in health, social care and early years settings and explore the potential impact on the health and well-being of service users. Examples should relate to race, beliefs, gender, disability, cognitive ability, mental health and sexuality and may be found in health and social care texts. Students also need to understand what managers can do to promote anti-discriminatory practice in health, social care and early years settings and may benefit from class discussions about what they have observed during their work placements. Examples might include staff training in anti-discriminatory practice and having policies such as a complaints policy and a whistle blowing policy to help prevent and root out discrimination, supervising inexperienced staff to help them apply anti-discriminatory practice in their day to day interactions with service users, dealing robustly with complaints, using disciplinary procedures to deal with staff who engage in discriminatory practice where necessary, directly challenging staff and patients when incidents occurs and making sure resources reflect a range of cultures , for example, reading materials in a hospital setting.

Assessment Guidance

The external examination will require candidates to demonstrate a range of knowledge and skills related to the health and well-being of individuals and service users. Students will have to recall concepts and apply their knowledge to examples and case studies. In some sections of the examination candidates will be expected to demonstrate the ability to analyse and assess concepts and issues in order to justify awarding of higher grades, for example they may be required to assess the effects of an individual's ill-health on his family.

Questions which challenge students to demonstrate the skill of evaluation will also be included, for example, candidates may be asked to evaluate one of the approaches to health promotion.

Resources

Texts

Richards, J. and Ford, S., 2010, A-Z Health and Social Care Handbook + Online 3rd Edition (Complete A-Z), Philip Allan. ISBN-10: 0340991089

Scrivens, A., 2010, Health Promotion, A Practical Guide, Bailliere Tindall ISBN-10: 0702044563 (this is an update with on-line version of the Ewles and Simnett text, so no need to replace)

Websites

Action Cancer www.actioncancer.org

Age NI www.ageuk.org.uk/northern-ireland/

Alzheimer's Society www.alzheimers.org.uk

Boots www.boots.com

Care Home UK search www.carehome.co.uk

Childline www.childline.org.uk/

Cystic Fibrosis www.cysticfibrosis.org.uk

Department of Health www.health-ni.gov.uk

Framar Health www.framarhealth.com

GSK www.gsk.com

Health and Social Care Trusts www.nidirect.gov.uk/health-and-social-care-trusts

Home Care Independent Living www.hcil.com

Marie Curie www.mariecurie.org.uk

Mencap www.mencap.org.uk

NHS Choices Genetics www.nhs.uk/conditions/genetics/Pages/Introduction.aspx

Northern Ireland Chest Heart and Stroke <http://nichs.org.uk>

Northern Ireland Statistics and Research Agency www.nisra.gov.uk

Public Health Agency www.publichealth.hscni.net

Praxis www.praxis.org.uk

Royal College of Nursing www.rcn.org.uk

Simon Community <http://simoncommunity.org>

World Health Organisation www.who.int

Broadsheet and online newspapers articles can be used to highlight factors affecting health and well-being and examples of discriminatory practice and its impact

Unit AS 4: Safeguarding Children

Assessment Guidance

This unit is internally assessed. Students will complete an assignment adhering to the specified word count. The assignment must have the word total for each assessment task recorded on the candidate record sheet. Teachers will mark the assignment and it must be internally standardised if there is more than one teaching group in the centre. A sample of assignments identified by CCEA will be submitted for moderation.

Introduction

This unit requires students to produce a report on a child aged between 1 and 8 years who attends an early years setting. Students may base their report on a child they know, for example a younger sibling, relative or a child they baby sit but they do not have to, an imaginary child is acceptable. An important aspect is that the child attends an early years setting and examples include a childminders, crèche, playgroup, nursery or primary school. Students will outline the physical, intellectual, social and emotional developmental norms for a child of the age they have chosen. In the report they also have to analyse the strategies that staff in the setting that the child attends can use to promote the development of the child and discuss how two theories could influence practice in the setting. In order to do this they may find it beneficial to spend some time in the setting, perhaps through voluntary work, work placement or visits. Another option may be for students to obtain information by speaking to staff who work in the setting. Students need to be reminded to maintain confidentiality when completing this unit.

Students also need to produce an information resource on child abuse for staff who work in the setting. The information resource can be in a format of the student's choice but it must meet the assessment evidence requirements (these are clearly laid out in the assessment evidence grid accompanying this unit in the specification). The information resource must outline the different types of abuse and potential indicators of abuse in children. Students also need to include the safeguarding responsibilities of staff in the setting.

In this unit students have valuable opportunities to work independently to access the higher mark bands and they will require advice throughout.

It may also be beneficial to remind students of the importance of referencing their work accurately and not cutting and pasting which is plagiarism. Work should be referenced using the Harvard Referencing System. Students should also record all sources of information used as these will be included in a reference list submitted with the portfolio.

An extensive list of resources has been included with the scheme of work for this unit.

Promoting positive development in early years settings

This section may be introduced by discussing what is meant by early years settings. These are settings that provide care for children up to and including eight years of age. Students could consider the range of settings in their area, for example playgroups, crèches, nurseries and primary schools

(primary one to primary three).

The next part of the section focuses on physical, intellectual, emotional and social developmental norms of children. It may be useful to explain the terms. Developmental norms are the typical patterns or characteristics of development at any given age. These are also sometimes referred to as milestones. Physical norms may include weight, height, and the development of gross motor skills (for example crawling, standing and walking) and fine motor skills (eating using a fork or drawing with a crayon). Intellectual norms include learning, the skills of understanding, the development of language and memory (for example a two year old pointing at a dog in a book and giving the correct name). Emotional norms include a child's ability to express his or her own emotions, for example a two year old throwing a temper tantrum and social norms include social interaction with other people, for example a child moving from playing alone to playing with other children. Visiting speakers such as a health visitor or the manager of a local nursery may provide useful information but this depends on availability in the local area. A useful strategy may be to divide the class into groups giving each group a specific age, for example two years and asking them to produce a short PowerPoint presentation summarising the physical, intellectual, emotional and social developmental norms for that age. Information is available in a wide range of childcare textbooks and on various websites.

The final part of this section focuses on the different types of strategies that staff in early years settings can use to promote positive physical, intellectual, emotional and social development. The Fact File: Promoting Positive Development in Early Years Settings provides information on a range of strategies. Visits to early years settings such as nurseries, crèches or primary 1-3 classes may provide valuable opportunities to obtain first-hand information on the range of strategies used by staff. An alternative may be to invite staff from early years settings in to discuss the strategies used in the setting where they work. Many early years settings have websites, especially private nurseries and primary schools providing detailed information on the range of activities they provide. If students have a younger sibling who attends an early years setting this may also be a good source of information. The important aspect is how the strategies used promote the development of a child. When the class has collated information on the range of strategies, it may be beneficial to divide the class into groups. Each group could be given two to three strategies (for example, painting, playing outdoors or circle time) to discuss and then explain to the larger class group how each may promote the development of children including physical, intellectual, emotional and social aspects where relevant.

The influence of theories in early years settings

This section of the specification focuses on how theories may influence practice in early years settings. Only the theories listed in the specification should be considered. The focus is not on the background of the theorist, or the experiments undertaken in developing the theory but on how it may influence practice in early years settings. An interesting introduction to the influence on practice could be a discussion of the discipline/promoting positive behaviour policy of the school or a session when pupils recall how unacceptable behaviour was dealt with when they were in primary school. Students will probably not be aware that these policies/practices were influenced by the theories. One approach that may be used is to discuss the key points of each theory and then divide the class into groups, giving each group one theory and asking them to discuss how it may influence practice in early years settings. The groups would then take part in a class discussion. An alternative approach may be to initially ask each group to research how one theory may influence practice in early years settings, discuss the findings in class and then produce a summary. Information is available in child

development and psychology for early years books, on a range of websites and You Tube footage. The website www.simplypsychology.org provides a sound introduction to the theories.

Understanding abuse

The main focus of this part of the unit is on abuse and it should be approached with sensitivity. The topic may be introduced by accessing the NSPCC website and discussing the stories about child abuse using the following link www.nspcc.org.uk

Students could thought shower the different types of abuse (the specification only lists examples). In groups, they could be given one type of abuse to investigate and produce a presentation or fact sheet to be given to the larger class group describing the type of abuse and the potential indicators of that type of abuse. Students should research potential indicators specific to the type of abuse, for example, indicators of physical abuse include unexplained bruising or other injuries, indicators of neglect include poor appearance and hygiene (such as inadequate clothing, unwashed clothes, a child being dirty or smelly), health and development problems (such as recurring illnesses or infections, tiredness, missed medical appointments, poor language skills) or housing and family issues (such as being left alone for a long time or living in a home with a lack of heating). Information is available from a wide range of sources including a number of websites- the NSPCC website is very detailed. Visiting speakers such as a representative from the NSPCC, a family and childcare social worker or the designated teacher for child protection in the school may provide valuable information. Some You Tube clips provide examples of child abuse but it is important to check the content before showing them to students. Media reports on child abuse cases may also be useful when delivering this topic.

Implementing safeguarding policies in early years settings

Students are required to show an understanding of the responsibilities of staff in early years settings as described in the child protection and whistle blowing policies. The focus is on staff responsibilities and it is not necessary to focus on other aspects of the policies such as purposes or aims and objectives. Clarification of the term responsibilities should help ensure students focus on the relevant aspects. A discussion on the responsibilities of a prefect, mentor or member of the student council may be a useful introduction. Copies of the school or college's child protection policy could be distributed to the class and the students asked to highlight the staff's safeguarding responsibilities. Students may also highlight the different responsibilities of different staff members, for example those of the designated teacher. This could be followed up by a class discussion on the responsibilities highlighted. Further class activities may include group work where students obtain copies of child protection and whistle blowing policies from early years settings (copies are available on the internet) and discuss the responsibilities of staff. Each group could present their findings to the larger class group.

Factors that could put children at risk of abuse

The final section of this unit focuses on factors that could increase the risk of child abuse. This section should be approached with sensitivity and a wide range of factors have been included in the specification. This section could be introduced by revisiting the real life stories of abuse on the NSPCC website. Students could consider the factors that contributed to the child being abused in each story. As there are a number of real life stories the class could be divided into groups, given two to three stories each and asked to identify the contributing factors. This could then form the basis of a

class discussion. Media articles on child abuse could also be considered and the contributing factors discussed. This initial introduction could then be followed up by dividing students into groups and giving each a factor from the specification to research. Each group would give a short presentation followed by a class discussion.

Assessment Evidence

It is good practice to give the assessment evidence grid to students as this clarifies the requirements for the four mark bands. The workload is more manageable for students and teachers if the assignment is completed assessment task by assessment task (A, B C etc.) and marked as such. A reasonable amount of time should be allocated for the completion of each assessment task. When marking the work the descriptions in the assessment evidence grid should be applied. For example is the work basic, adequate, competent or highly competent and has the student worked independently or what level of guidance was given. The quality of written communication must also be considered.

Work which exceeds the word limit by more than 10% in an assessment task cannot achieve mark band four for that task.

Assessment Task A (800 words)

This task is based on a child aged between one and eight years. Students have to describe the physical, intellectual, emotional and social developmental norms for a child of the chosen age. The child may be a younger sibling, a relative, neighbour or a child the student babysits. It is advisable at this stage to check with the student the suitability of the child and the early years setting which they attend. It is not necessary to base the work on a real child.

Describe means to set out the main characteristics. This means if they are basing their work on a four year old, students will set out the physical, intellectual, emotional and social developmental norms for a four year old. Information is available from a wide range of child development books and websites. The format in which they present their work is their choice but it must meet the assessment evidence requirements. Students who achieve in the top mark bands will complete a comprehensive description of physical, intellectual, emotional and social developmental norms for a child of the chosen age. Care should be taken when marking the work to ensure the validity of the information presented i.e. that the developmental norms are accurate.

Assessment Task B (800 words)

This task focuses on the early years setting that the child attends, for example a crèche, playgroup, nursery or primary school. Students have to analyse different types of strategies staff in that particular setting use to promote the physical, intellectual, emotional and social development of the child. Analyse means to break into component parts and identify their characteristics so students need to consider how the strategies used by the staff may promote the physical, intellectual, emotional and social development of the child (if all four aspects are relevant). There are examples of some strategies in the *Fact File: Promoting Positive Development in Early Years Settings* which may be a useful starting point. It may be beneficial for students to visit an early years setting to collate information on strategies used by the staff to promote the development of the child, but this

must be well organised and procedures followed. Students accessing the higher mark bands will have undertaken research in order to complete a competent or comprehensive analysis of how the strategies used promote the development of the child. When marking the work it may be useful to consider if students have analysed how each strategy used may promote the physical, intellectual, emotional and social development of the child (all aspects of development may not be promoted by every strategy). An example has been included in the student guide to portfolio building for this unit.

Assessment Task C (1000 words)

In this task students are required to discuss how two theories could influence practice in the setting which the child attends. It is important that they focus on how the theories could influence practice. Students who describe the theories with little reference to how they may influence practice should not be awarded the higher mark bands. The theories chosen should be relevant to the early years setting and it may be useful to discuss the suitability with the student before they begin the task. An example of how Skinner's theory of operant conditioning may influence practice in a nursery has been included in the student guidance on portfolio building for this unit. Students achieving in the higher mark bands will complete a competent/comprehensive discussion of how two theories could influence practice in the chosen setting.

The next two assessments tasks require students to produce an information resource for staff working in an early years setting. The format of the information resource is the students' choice. They may decide to produce, for example, a poster, leaflets, booklets or PowerPoint presentations but do remember the marks awarded are for content and not IT skills. Students may use different formats for each assessment task.

Assessment Task D (i) (600 words)

In this task students need to outline the types of abuse children may experience, for example physical, sexual, emotional or neglect and include the potential indicators of abuse. They may include other types of abuse which are not included in the specification. Information is available from a wide range of books and websites and the potential indicators are often found under the heading signs and symptoms. Students should use a wide range of sources to enable them to complete a competent or comprehensive outline and access the higher mark bands. The NSPCC website is a useful starting point for their research. Outline means to give a short general explanation so they need to give a short explanation of each type of abuse and the potential indicators. For example if they are describing emotional abuse they may include characteristics such as persistently humiliating, criticising, ignoring, blaming or never saying anything kind to a child. Students should be specific where possible when outlining the potential indicators of abuse. For example some of the potential indicators of emotional abuse in a pre-school child may include the child being nasty or aggressive to other children, being very wary and anxious, lacking confidence or being overly affectionate with people they do not know very well.

Assessment Task D (ii) (600 words)

In this task students have to discuss the safeguarding responsibilities of the staff in the chosen setting as described in the child protection policy and the whistle-blowing policy. In order to complete this

assessment task students will need to obtain a copy of each policy. They may have access to the setting either through work placement or visits and may be able to get a copy of each policy or copies are available on the internet. A search requesting a copy of a child protection or whistle-blowing in a nursery, crèche or primary school will provide several results. Students need to discuss staff responsibilities i.e. what the policy requires the staff to do to safeguard children in the chosen setting. They should not discuss other content of the policy, for example, the purpose or aims and objectives. The focus must be on staff responsibilities. Students may include the responsibilities of different staff members, for example the manager of a crèche or the principal of a primary school have additional responsibilities.

Students achieving the higher mark bands will complete a competent or comprehensive discussion of the safeguarding responsibilities of staff as described in both policies.

Assessment Task E (1200 words)

In this final assessment task students have to analyse three factors that could increase the risk of child abuse. Examples of these are listed in the specification. Students need to choose the factors they are going to analyse carefully as they have to obtain the information from at least two secondary sources for each factor. It may be beneficial to check sources with students before they begin writing up the task. The focus of this task is to analyse three factors. Analyse means to break into component parts and identify their characteristics and when marking the students' work it is important to check that students have analysed the factors. An example of how disability may increase a child's risk of being abused has been included in the portfolio building guidance for this unit. Students who complete a competent or comprehensive analysis of all three factors may achieve in the top mark bands.

Unit AS 5: Adult Service Users

Concepts relevant to adult service users

This unit begins with five key concepts that apply to health and social care which students need to develop an understanding of. This is a good starting point for both teachers and students. Students should be encouraged to learn clear, succinct definitions with examples in preparation for the examination.

Identifying and meeting the needs of service users

A useful introductory exercise to help students develop their understanding of needs and how they can be met is to encourage students to work in small groups and to ask them to examine their own physical, intellectual, emotional and social needs (PIES). They can examine the different ways their needs are met and why it is important for them to have their needs met. Following on the teacher could show the students short clips from internet sites such as www.scie.org.uk/socialcaretv which may help students to think about the needs of service users with physical disabilities, learning disabilities, mental illness and older people (who require health and social care support). Using these clips, students can work in groups to examine the needs of the various service user groups, how they may be met and the importance for the service users that their needs are met. It may also be useful for teachers to encourage students to share their placement experiences in terms of how the service users' needs were met within the various care settings. Teachers may also wish to bring in visiting speakers, service users or carers to talk about their work or experiences which can provide useful insight for students; of course, confidentiality must always be maintained.

Students should develop an understanding of the roles of the eleven practitioners identified in the specification; it should be noted that within nursing they need to examine a range of different specialisms, i.e. adult, mental health and learning disability. The focus should be on what these practitioners do in their day to day working lives to support service users/patients. Generalised statements such as 'assess' are too broad as all practitioners assess; students need to clearly understand what each practitioner assesses, e.g. an occupational therapist assesses a service users' home and recommends the installation of ramps to aid easy access to the home. Students could be encouraged to take responsibility for their own learning by being allocated a practitioner to research in depth and by presenting their research findings via PowerPoint or other medium to others in their class. You could collate all the PowerPoints and compile into a booklet for all students. The role of practitioners is key to supporting service users and patients, therefore it is important that students develop a detailed and in depth knowledge of a range of ways that they support service users/patients. Internet sites such as www.nhscareers.nhs.uk/ or You Tube can be a useful aid for students and they can use video clips within their PowerPoints. Students could also be encouraged to role play scenarios which can encourage interactive learning. Visiting speakers often help to bring to life the role of practitioners and can be a useful aid in the learning process for students.

Planning and providing for adult service users

Students should develop an understanding of the concept of reablement, which has become key to empowering and encouraging service users to be as independent as possible. In the dedicated

Transforming Your Care website www.dhsspsni.gov.uk/index/tyc/tyc-guide.htm there are real life stories of how reablement is practised. Teachers could show these to the students to examine the meaning of the concept, and to create class discussion on how it differs from traditional home care. Teachers should also encourage students to examine the benefits; again the clips can be useful, as well as a range of online material now available in this area.

Students need to be able to state the six stages of the care planning cycle in sequential order - assessment, planning, implementation, monitoring, evaluating and modifying. Teachers can help the students to understand each stage in detail by examining care plans which are available in a range of level 3 text books. It may also be helpful for students, once they have examined care plans, to be given scenarios and asked to complete a care plan using a simple layout from text books or web sites. Students could also be encouraged to explain to others in their class the types of care plans used in their placement settings, again helping students to understand the process of care planning and how care plans are actively used in health and social care settings. In working through care plans it is important that students understand what happens at each stage and the cyclical nature of the care planning process. Each stage should be given equal weight. In *Social Care Practice* by Janet Miller there is a good chapter and exercises which students may find useful to help them understand the care planning cycle.

As the Bengoa Report is the key review of health and social care in Northern Ireland, students should learn about the report and understand the need for change as outlined Section 2 The Burning Platform - An Unassailable Case for Change. They also need to develop an understanding of how the Bengoa Report will potentially impact on service provision, based on Section 3 The Panel's Vision - A New Model for Health and Social Care. Small group exercises could be used to encourage students to review the need for change and how the new model proposes to make changes. The Bengoa Report can be accessed at www.health-ni.gov.uk/publications/systems-not-structures-changing-health-and-social-care-full-report. The CCEA Fact File provides a useful summary.

Policies are very important in the running of all organisations and students can be encouraged to review the purpose of policies within their placement settings as they focused on this in Unit AS1. Policies must be followed by all staff, no matter which organisation they work in. Students may examine policies within their school to help remind them of the content of a policy and how it may help to maintain high standards in the school. This learning process can then be transferred to the three policies; confidentiality policy, safeguarding adults policy and whistle-blowing policy. Students could bring copies of the relevant policies to class so they could be shared in small group exercises, enabling them to examine the content of each policy. Students could then be encouraged to review how the policy enables service users to receive high standards of care. There are also a number of clips on YouTube that explain these policies within care settings and students may find it useful to see in practice how the policies are applied. Alternatively students can form small working groups to research and present a given policy, with handouts for the class.

Teachers can help students to learn about and develop an understanding of the range of services for adult service users provided by the statutory, independent (both private and voluntary) providers, and informal carers. The range of services provided is readily accessible in health and social care text books and on websites, many of which are noted on the CCEA scheme of work for this unit. Teachers could allocate small groups an area each and the students could research the services available, for example the services provided by a range of voluntary providers for service users who have physical disabilities, learning disabilities, mental health needs and older people. With application and use of the internet research the small groups can provide informative presentations with handouts for the class, encouraging independent learning.

Information on the funding of statutory, private and voluntary providers is readily available in text books and on the internet. Students should be able to understanding the different methods of funding and provide relevant examples.

Teachers can help students to examine the strengths and weaknesses of services being provided by private, statutory and voluntary providers. The use of news and current affairs programmes can aid students understanding of the range of providers and encourage them to evaluate using real life case studies.

Informal carers are central to supporting services users. Students can be encouraged to think about informal carers in their own families who take care of parents, grandparents, relatives or neighbours. There are also a range of television programmes, internet sites such as YouTube and Social Care TV that can be used to help students to understand and evaluate informal carers for adult recipients. Using scenarios from the internet, television or from real life, students can be encouraged to examine the difficulties that informal carers often experience.

Teachers can help students to understand the core aspects of The Carers and Direct Payments Act (Northern Ireland) 2002 both for carers and for service users with the help of the CCEA Fact File on this piece of legislation. Students need to understand the core content and critically examine its impact for both these groups. Both Social Care TV provided through scie and the TYC website have a number of clips on how service users use direct payments/self directed payments, which students may find very interesting. Teachers also need to help students to think critically, not only about the positives but also about the weaknesses of the application of the legislation both for service users and carers.

Assessment Guidance

The external examination will require candidates to demonstrate a range of knowledge and skills related to specific adult service users. The examination will require candidates, to explain a range of concepts related to adult service users. Candidates will be expected to apply the knowledge which they have learned to brief case studies which will allow them to demonstrate their understanding of key issues. In some sections of the examination candidates will be expected to demonstrate the ability to analyse concepts and issues in order to justify awarding of higher grades, for example candidates may be required to analyse the role of informal carers or to evaluate the contribution of the private sector in providing services for adult service users.

Resources

Students should have access to a range of sources pitched at AS/A2 level. Both broad sheet and online newspapers provide valuable information and can be used with students to highlight relevant health and social care issues; these can be both local and national newspapers. There is a range of relevant health and social care text books available both on line and in hardback that have relevant chapters that may provide a useful guide to teachers and candidates.

Useful Websites

www.dhsspsni.gov.uk/index/tyc.htm

www.scie.org.uk

www.doh.gov.uk

www.northernireland.gov.uk

www.niscc.info/

www.nmc.org.uk/

www.health-ni.gov.uk

www.legislation.gov.uk/nia/2002/6/contents

www.publichealth.hscni.net/

Unit AS 6: Holistic Therapies

Assessment Guidance

This unit is internally assessed. Students will complete an assignment adhering to the specified word count. The assignment must show the word total for each assessment task. Teachers will mark the assignment and it must be internally standardised if there is more than one teaching group in the centre. A sample of assignments identified by CCEA will be submitted for moderation.

Students are required to produce an information resource as the assessment evidence for this unit. They should choose the format themselves as this encourages independence. The key aspect is that the work produced meets the assessment evidence requirements regardless of the presentation format.

In this unit students have valuable opportunities to work independently to access the higher mark bands but they will require advice throughout.

It may also be beneficial to remind students of the importance of referencing their work accurately and not cutting and pasting, which is plagiarism. Work should be referenced using the Harvard Referencing System. Students should also record all sources of information used as these will be included in a reference list submitted with the portfolio.

An extensive list of resources has been included with the scheme of work for this unit.

This unit does not require a work placement but a visit to a care setting which offers holistic therapies or visiting speakers who work in the field may be beneficial.

Holistic Therapies

This section can be introduced through a class discussion by giving students the opportunity to talk about what they think holistic therapies are and their experiences of them. A useful strategy is to give students one therapy to research. They then prepare a short presentation for the class (PowerPoint, oral or fact sheet) on that therapy focusing on a brief history, uses, a description of the treatment and safety aspects. Students will need to be guided to research their work thoroughly and focus on required aspects only. Possible sources of information are library books on holistic/complementary therapies (e.g. *The Nurse's Handbook of Complementary Therapies*) but the most up to date information can be obtained on websites. Students can use a search engine, for example Google to access information on the four required aspects (history, uses, description and safety aspects). Students should be encouraged to search a number of websites and not obtain all their information from the first one accessed. Visiting speakers such as practitioners who offer holistic therapies or visits to practices may also provide valuable information.

Management and treatment of medical conditions

When delivering this aspect of the specification it is important not just to focus on the various treatments but also to consider the comparison of the range of treatments in terms of cost, availability, duration and side effects in preparation for the following task.

Examples of medical conditions are listed in the specification but students may choose an alternative. Some students may have prior knowledge of some of these conditions either through personal experience or that of family members. It should be recognised that holistic therapies are not particularly suitable for use in the management of some conditions, for example diabetes, so students may need to be guided in their choice. Students do not need to know the causes of, symptoms, diagnostic tests or effects of the medical conditions. It is important that students understand the difference between medical approaches such as medication, surgery or physiotherapy and holistic therapies which tend to focus on the individual restoring the body's balance. Information is available from a wide range of sources and students should be encouraged to investigate thoroughly, for example local pharmacies can provide up to date and accurate information. Family medical books may provide relevant information. The most up to date information can be accessed through websites such as www.nice.org.uk, www.bupa.co.uk or www.nhs.uk. Many voluntary organisations have informative websites giving detailed information on particular conditions, for example www.asthma.org.uk. Students may have a family member with the chosen condition, which may also be a useful primary source.

Students should research as many medical approaches as possible and no more than three holistic therapies that may be used to manage the condition. When researching the medical condition, students may find it of benefit to summarise their findings in a table. This table will not be submitted with the work but provide the basis for assessment task C. A student researching the treatments for arthritis may discover that steroid injections may be used to manage the condition and if a table was drawn up with the headings cost, availability, duration and side effects some information on these aspects may be noted. A simple class/group activity could be undertaken to ensure clarification of the unit requirements. For example, students could consider the treatments available for a headache and then complete a table recording the cost, availability, duration and side effects. Students are required to complete a comparative analysis of the treatments and they may find this challenging. A class discussion on the terms that may be used to help ensure students are comparing and not describing may be beneficial. The use of terms such as 'on the other hand', 'similar', 'whereas', 'compared with', 'unlike', 'but' and 'while' may be useful.

If students completed the above activity on treatments for a headache they could now prepare a brief comparative analysis of the treatments.

Evidence on using holistic therapies

Students are also required to investigate current trends in using holistic therapies.

They may undertake both primary and secondary research when researching trends. Aspects which may be considered is the increase numbers of private practices or hotels offering holistic therapies (students could consider or research these aspects in their local area).

Students may undertake research to obtain data on the number of people using holistic therapies. Holistic therapies are now used in the management of some medical conditions. This is an upward trend, as previously many health care professionals considered medical approaches such as drugs to be the only suitable treatment (students could revisit assessment task B where they discussed the management of a medical condition with holistic therapies). Holistic therapies may be used in the management of a range of conditions including asthma, arthritis, cancer, back pain, stress and multiple sclerosis. The sources used for assessment task B will provide valuable information.

Some health and social care settings are now offering holistic therapies and examples include hospices, care homes and a small number of hospitals. Health care professionals, in particular GPs, may suggest holistic therapies to a patient when medical interventions have not been successful. This may be an interesting trend for students to investigate. Students should focus on UK trends.

Students are also required to evaluate the effectiveness of holistic therapies. This should be in relation to the treatment of medical conditions and not just a general evaluation. Evaluate means to make a reasoned judgement or to judge from available evidence, so students need to make a reasoned judgement on the effectiveness of using holistic therapies. To make a reasoned judgement they need to carry out research to find the evidence to enable them to evaluate the effectiveness of holistic therapies (in other words are they effective when used to manage medical conditions). They must access three sources of information and at least one of these must be a secondary source to complete the evaluation.

Primary sources may include service users who have used holistic therapies to treat a medical condition or health care professionals or holistic therapists. Students may obtain their opinions by carrying out interviews or by the completion of questionnaires. They may require guidance when doing so to help ensure they gather the required information.

Useful secondary sources of information may include media articles, research reports or journals. An example of a secondary source includes research carried out by Arthritis Research UK which concludes that there is clear scientific evidence that acupuncture can help relieve low back pain and that some herbs such as rosehip, Boswellia and devil's claw may be effective in managing arthritis. The National Institute for Health and Care Excellence (NICE), which provides guidance to the NHS, recommends the use of holistic therapies in a limited number of circumstances. Evidence suggests that morning sickness may be reduced by ginger and acupressure and the Alexander technique may be beneficial in the management Parkinson's disease. www.safealternativemedicine.co.uk/ concludes that there is no hard evidence to conclude that holistic therapies actually work as many have not been scientifically proven as the tests are very expensive. Research suggests that aromatherapy can improve the life of people living with cancer and relieve anxiety and back pain but there is no scientific evidence to prove this, according to BUPA (www.bupa.co.uk). A range of websites can provide valuable information.

Use of holistic therapies in health and social care settings

Students need to investigate the use of holistic therapies in a health or care setting. The Fact File produced on the use of holistic therapies in health and social care settings will provide detail on a range of settings and some of the holistic therapies that may be offered. Examples include residential and nursing homes, hospitals, hospices, day centres and GP surgeries/practices. Other health and care settings are also acceptable. The investigation can be carried out individually or information may be obtained by a class visit to a care setting, or a speaker may be invited in. Visits need to be planned for in advance and it is good practice to explain exactly what information is required by the students prior to the visit. Students can prepare by perhaps drawing up a questionnaire to obtain detailed and relevant information (including not only information on the holistic therapies but the benefits to service users in that particular setting). Prior to the visit, it may be beneficial to discuss the subject of benefits to service users to enable students to gather information. The information on the therapies and benefits should be applied to the service users in the chosen setting. For example, if the use of holistic therapies was been considered in a hospice, students may learn that as the patients may be

very ill the treatment may just involve very gentle stroking of the hands and feet and not a vigorous massage. Students may also investigate the use of holistic therapies in a care setting by accessing the website of an organisation (for example there are some homeopathic hospitals in the UK).

Assessment Evidence

It is good practice to introduce the assessment evidence grid to students as this clarifies the requirements for the four mark bands. The workload is more manageable for students and teachers if the assignment is completed assessment task by assessment task and marked as such. A reasonable amount of time should be allocated for the completion of each assessment task. When marking the work the descriptions in the assessment evidence grid should be applied. For example is the work basic, adequate, competent or excellent and has the student worked independently or what level of guidance was given. The quality of written communication must also be considered.

Work which exceeds the word limit by more than 10% in any assessment task cannot achieve mark band four for that task.

Assessment Task A (1200 words)

In this assessment task students need to describe three holistic therapies. They should focus only on providing a brief history, uses, and a description of treatment and safety aspects of the therapy. Any other information provided on the therapies is irrelevant and should not be allocated marks. The history should be concise, in chronological order including key dates and personnel involved in developing the therapy. The uses can be listed. The description of the treatment should be concise but detailed, for example if considering aromatherapy the various methods of administering the therapy should be included, such as massage, compresses, baths etc. and some of the common oils and their uses should be included. A foot map should be included in a description of reflexology. The safety aspects of the therapy should be well researched and described.

Students can use a variety of presentation methods to produce their work-leaflets, PowerPoints, booklets etc. but it is important that the content of the work and not the ICT skills are marked.

Work should be annotated and mark band four should not be awarded unless the student has worked independently. Students achieving in the top mark bands complete a competent/ comprehensive description of three holistic therapies including a brief history, uses, description of the treatment and safety aspects.

Assessment Task B (800 words)

The successful completion of this assessment task requires students to choose an appropriate medical condition and describe the management using both medical approaches and a maximum of three holistic therapies. For medical approaches students should research the most appropriate medical treatments which may include over the counter and prescription drugs, surgery, physiotherapy, occupational therapy or hydrotherapy. The names or types of drugs should be included. The holistic therapies described should be applied to the specific condition. Students do not need to include a lengthy introduction to the condition as details of diagnostic tests or symptoms are not required

and cannot be awarded marks. 'In this assessment task I will describe the treatments used for managing.....' is sufficient. Students who complete a competent/comprehensive description of the management of a medical condition using medical treatments and a maximum of three holistic therapies may achieve the top mark bands.

Assessment Task C (800 words)

Students need to complete a comparative analysis of the use of medical treatments and holistic therapies in managing the chosen medical condition considering cost, availability, duration and side effects. The table that students may have completed when researching assessment task B may form the basis for this piece of work but it is not acceptable as a comparative analysis. For cost students should consider the cost to the service user, for example of over the counter drugs or private prescriptions. In terms of availability they should consider local services and rationing. With regards to duration, students should consider that treatments can be one off, short-term, long-term or lifelong. Students also need to consider the potential side effects of the therapies and treatments described. It may help students to remain focused and produce succinct work if they complete the comparative analysis using the headings of cost, side effects, availability and duration. All treatments should be compared and an overall conclusion made. When assessing this piece of work marks should be awarded for the comparison and not a description of the treatments (the description was completed in Assessment Task B). Students achieving the top mark bands complete a competent/detailed critical comparative analysis.

Assessment Task D (i) (400 words)

This assessment task requires students to discuss the current trends (in the UK) in the use of holistic therapies. The definition of a trend is a general direction in which something is developing or changing. Students need to research how the use of holistic therapies is developing or changing. The research they undertake may be primary and secondary.

When writing up this task students should be focused and succinct discussing only trends in using holistic therapies. They do not need to write an introduction or lengthy conclusion. Students who produce a comprehensive discussion of trends in the use of holistic therapies may achieve the top mark bands.

Assessment Task D (ii) (900 words)

Students need to evaluate the effectiveness of holistic therapies drawing information from a minimum of three sources, including at least one secondary source. The evaluation should not be generic but focus on the effectiveness of holistic therapies in the management of medical conditions. When assessing the work it may be beneficial to annotate the sources used, for example S1 (source 1) etc. The work needs to be succinct and focused. This is an example of how the work may read: 'Research suggests that holistic therapies may be effective in the management of some medical conditions. The National Institute for Health and Social Care Excellence (NICE) has recommended the use of holistic therapies for the management of a limited number of conditions. The recommendation is based on available scientific evidence. They have recommended ginger and acupuncture for morning sickness, the Alexander Technique for Parkinson's disease and the use of acupuncture for low

back pain'. Students should include on overall conclusion and those achieving the top mark bands will complete a comprehensive evaluation of the effectiveness of holistic therapies using information from at least three sources including at least one secondary source.

Assessment Task E (900 words)

This assessment task requires students to describe the use of holistic therapies in a health or care setting. When completing the description students should not include irrelevant information such as the number of staff who work in the setting, how the organisation is funded or the medical treatments available. A brief introduction is sufficient, for example

'I am basing this task on the use of holistic therapies in a day centre for service users with mental health problems. Twenty service users attend the centre and the holistic therapies are available free of charge to all attendees. The therapies are carried out in a warm comfortable room, which is painted yellow and relaxing music is played.'

Students should describe which holistic therapies are offered in the setting and analyse the benefits to the service users. Analyse means to break into component parts and identify their characteristics. When analysing the benefits students may find carrying out additional research may enable them to access the higher mark bands. Remember the description of the holistic therapies used and the benefits must applied to the setting chosen. The benefits must not be generic. Consider the benefits of meditation for service users in a hospice; it can reduce feelings of anxiety, depression, pain or fear and help people feel in more control of lives. These benefits should then be developed in more detail for example a reduction in pain may enable a service user to feel more comfortable, perhaps eat a meal, spend more quality time with family, sleep better, feel less fatigue or take part in activities. Students achieving the top mark band will complete a comprehensive description of the use of holistic therapies in a care setting and an in-depth analysis of the benefits.

Unit AS 7: Understanding the Physiology of Health and Illness

Introduction

This unit aims to develop basic knowledge and understanding of the physiology of some of the main systems of the body. Students need to understand what happens when normal function is disrupted, and the impact this can have on individuals.

Students learn about several disorders of the main systems and the impact that living with each disorder can have on an individual for example, their work, income, leisure, diet, education and relationships.

Cells and Tissues

Students need to be able to describe the structure and function of an animal cell to include the following:

- cell membrane;
- nucleus and nucleolus;
- mitochondria;
- ribosomes ;
- rough and smooth endoplasmic reticulum;
- Golgi apparatus (Golgi body);
- vesicles; and
- lysosomes.

You may find past paper questions (legacy specification AS Unit 14) useful for images of animal cells and the named organelles. Alternatively images are available from any AS level biology text book and from websites such as:

www.sheppardsoftware.com/health/anatomy/cell/cell_game.htm which provides an interactive labelling activity.

Other drag and drop activities can be found on the following website:

www.zerobio.com/drag_gr11/organell.htm

The icell app mentioned in the Scheme of Work is a tool that can be used by students at home or in the classroom. This app allows students to understand the three dimensional structure of the cell and gives three levels of information which is good for differentiation.

A printable worksheet www.exploringnature.org/graphics/biology/organelles_info_quiz.pdf gives the functions of most of the organelles outlined and has a cloze procedure worksheet to test knowledge.

It is important to emphasise to students that when using these sources for independent study they only revise the organelles detailed on the specification (and do not include plants, prokaryotes or fungi).

Students may find the song on the following website useful to reinforce learning; www.youtube.com/watch?v=rABKB5aS2Zg and they could produce their own song to further enhance learning.

You may ask students to summarise their information in a simple organelle name and /function table. Sites such as www.s-cool.co.uk/alevel/biology.html may also provide additional revision notes. You may adapt the pdf. file on www.bio12.com/ch3/Raycroftorganellesnotes.pdf to give summary notes for the organelles to be studied.

Cell specialisation into tissues

Students should appreciate that the structure of the cell they have studied previously is the blue print for cells, and that cells will in fact look very different as they specialise to perform a function. Students should be able to recall that a group of specialised cells working together is called a tissue and that when a number of tissues work together to perform a common function they make up an organ. When a number of organs are grouped together they make up a system and there are several systems in the organism.

Cells → Tissues → Organs → Systems → Organisms

Students should be able to identify the following specialised cells/tissues:

- epithelial(columnar, squamous, ciliated and cuboidal)
- connective(blood, bone, cartilage and adipose)
- muscle (striated/skeletal, smooth and cardiac)
- nervous (sensory, motor and association neurones).

Epithelial tissue

The website www.botany.uwc.ac.za/sci_ed/grade10/mammal/epithelial.htm gives simple diagrams of all named types of epithelial cells. Students could use the website to make simple drawings of each tissue and summarise where they are found and what their function is in a table. Students should know that in general epithelial cells form the lining of structures, for example, they should know that columnar epithelial cells are found lining the stomach and intestines; that squamous epithelial cells are found in cavities like the mouth, blood vessels, lungs, heart and skin; that ciliated epithelial cells can move the cilia and are found in air passages like the nose; and that cuboidal epithelial cells are found in glands and in the kidney tubules.

A good starting point would be to allow students to look at prepared slides or photographs of each of the types of epithelial tissues as seen under a microscope. Students may be asked to identify diagrams, drawings and photographs of these tissues. Google images, provides many microscopic images of each of the named epithelial tissues.

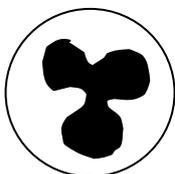
Connective tissue

Students should be aware that connective tissue is essential for our bodies to function properly. Students need to know the parts of the blood to include,

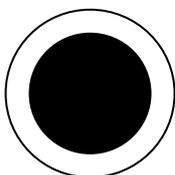
- **red blood cells** - (biconcave shape and lacking a nucleus) used to transport oxygen around the body.



- **white blood cells** including:
Neutrophils, (lobed nucleus), help protect the body against infections by killing and ingesting bacteria and fungi and by ingesting foreign debris.



Lymphocytes (large round nucleus) consist of three main types: T cells (T lymphocytes) and natural killer cells (NK), which both help protect against viral infections and can detect and destroy some cancer cells, and B cells (B lymphocytes), which develop into cells that produce antibodies.



Monocytes ingest dead or damaged cells and help defend against many infectious organisms.



- **Plasma** - straw coloured fluid that transports blood cells, digested food, CO₂, hormones, heat etc.
- **Platelets** – cell like particles involved in blood clotting.

The website <http://school.discoveryeducation.com/lessonplans/interact/vemwindow.html> gives a virtual electron microscope which your students can use to look at blood.

Students should know that **bone** consists mainly of collagen and minerals which give it great strength. The skeleton has three main roles, support, protection and movement (at joints).

Students should also be aware that **cartilage** is found in areas where we need strength and flexibility. It is not as rigid as bone but not as flexible as muscle and so makes the perfect 'in between' tissue.

Students need to know that **adipose** (or fat) connective tissue insulates and provides an energy store for the body.

Muscle tissue

Students should be able to recognise the structure and function of the three types of muscle cell:

Cardiac – is only found in the wall of the heart. It is distinguishable by its cross striations and nucleus at the centre of its cells. It requires no nervous input to contract and so is referred to as myogenic.

Striated (Skeletal) – is found attached to bone. It is distinguishable by its regular cross striations and is membrane bound by the sarcoplasmic reticulum. It will have many associated mitochondria to provide energy for contraction.

Smooth – smooth muscle is found in the lining of blood vessels, stomach and intestines. It controls slow involuntary movements like peristalsis in the gut. It is distinguishable by its pointed cells with large oval nucleus.

The website www.education.com/worksheet/article/inside-out-anatomy-muscles/ gives a free downloadable worksheet on the three muscle types

Nervous tissue

Nervous tissue is specialised to react to stimuli and to conduct impulses to various organs in the body which bring about a response to the stimulus. Nerve tissue (as in the brain, spinal cord and peripheral nerves that branch throughout the body) is made up of specialised nerve cells called neurones. Students should be able to identify the structure and function of sensory, motor and association neurones. The Fact File produced for this unit provides diagrams of the nerves to be studied and detail on their function.

Body systems

Students should be aware that when a number of organs group together to perform a common function they are described as being part of a system. Students will study the following systems:

- nervous system;
- endocrine system;
- digestive system; and
- urinary system.

Students must be able to recognise each of the body systems on the specification from a simple diagram of the structure. They should also be able to explain the function of each of the parts on these diagrams and be able to explain the functioning of the system as a whole. DVDs/videos such as "The Virtual Body" and "The Human Body in Action" series provide a starting point for each of the systems. It may also be worthwhile having wall charts of each system on display and using models to emphasise structure. Websites such as www.biologymad.com can provide useful diagrams. It is

worth emphasising to students that they must know these diagrams as a significant proportion of each paper assesses this knowledge.

In addition for each of the systems to be studied students need to understand how named medical conditions affect individuals. The effects should be looked at under the headings; work, income, leisure, diet, education and relationships (WILDER). Students need to ensure that they understand how each specific condition will impact upon individuals. They need to take care not to learn a series of general points that could be true of any disease at any time.

The nervous system

CCEA have produced a Fact File covering the nervous and endocrine systems.

The structure and functioning of this system is also comprehensively covered in A level Biology textbooks.

It should be noted that this tends to be an A2 Biology topic so that whilst preparing students for this exam you should be careful to maintain AS depth and give an overview of function rather than the in-depth knowledge required for A2.

Students need to understand how the nervous system is organised “Biological Science 1&2”, Taylor, Green and Stout; Cambridge 2006 gives a good diagram of the organisation of both the central and peripheral nervous systems. A similar diagram is shown in the Fact File. Students should understand that the central nervous system coordinates reactions and that the impulses required are carried to and from the CNS by peripheral nerves. They should be aware that the somatic nervous system outputs to skeletal muscle and the autonomic nervous system outputs to glands and smooth muscle. They should also be aware that the autonomic system consists of parasympathetic pathways that allow us to rest and digest and sympathetic pathways that prepare us for fight of flight. Students need to show understanding of the effects the stimulation of these pathways have on organs such as the lungs, heart, liver, stomach, kidney and intestines. Students should be able to make links between the release of hormones from the endocrine system and the autonomic nervous system.

Students should be able to identify the major areas of the brain and explain their functions:

- cerebellum
- cerebrum
- thalamus
- hypothalamus
- pituitary gland
- medulla oblongata (brain stem)

The website www.wwnorton.com/college/psych/psychology8/ch/03/labeling.aspx gives a drag and drop activity of some of the structures to be identified.

Students should be given as many diagrams as possible to familiarise themselves with the position of these structures. Students could produce a table of structure and function to reinforce their learning.

Students should be able to recognise the structure of the three neurones previously described in the section on nervous tissue. Students should be able to recognise these cells from photographs and

drawings and should be aware of the position of their cell body in relation to the nervous system, i.e. the sensory neurone cell body, is found in the dorsal root ganglion, outside of the CNS, whereas the cell bodies of motor and association neurones are found in the grey matter of the spinal cord.

Students should be able to label the parts of the spinal cord to include:

- vertebral canal
- white matter
- grey matter
- dorsal root
- ventral root

Students must be able to describe the nervous pathway involved in both a voluntary and a reflex action. The following website shows an animation of both a voluntary and involuntary (reflex) action. Students should be aware that reflex reactions are faster and do not require conscious thought.

www.sumanasinc.com/webcontent/animations/content/reflexarcs2.html

The website www.wwnorton.com/college/psych/psychology8/dragdrop/03_06.html gives a drag and drop activity which may be useful for your students to label the reflex arc.

The practical work your students undertake could consist of demonstrations of knee/elbow reflex and of response rate by dropping a ruler. The latter activity would allow comparison of class results via graph work. You may find the websites below useful for collecting numerical information on reflex reactions that could be used to reinforce graphical skills:

www.humanbenchmark.com/tests/reactiontime

<http://reflextest.net/reaction/image.htm>

<https://faculty.washington.edu/chudler/java/redgreen.html>

www.bbc.co.uk/science/humanbody/sleep/sheep/reaction_version5.swf

Students should recognise that transmission along a nerve axon is electrical, and unidirectional, however, they must be able to explain in simple terms how messages are transmitted from one neurone to the next via the synapse. They should know that when the electrical impulse reaches the presynaptic knob calcium will move in through the membrane. This will cause chemicals/ neurotransmitters stored in vesicles in the terminal knob of the neurone to diffuse across the synapse and attach to receptors on the other side, allowing an electrical response to be generated in the post synaptic neurone. They do not need to be able to explain the complex biochemistry involved in the resynthesis of the neurotransmitter.

The following links show animations which will allow pupils to visualise synaptic transmission, however it must be noted that the detail is above the level required for this specification

www.zerobio.com/flashmx/synaptic.htm.

Students should be able to describe the physiological cause of the following disorders:

- multiple sclerosis (MS)
- paraplegia and quadriplegia
- stroke

Multiple sclerosis

The physiological cause of multiple sclerosis could be investigated by using websites. It may also be possible to have a speaker come into class from the local branch of the MS Society/Action MS (or it may be the case that someone in the class has primary knowledge of this condition).

Students need to understand the cause of the medical condition, symptoms and effects on an individual. The website www.livingpixels.net/ms.html gives an animation of the damage caused by MS but please note the detail of the narration is above that required for this level.

The patient.co.uk app or NHS choices website could be used to allow students to investigate the cause and effect of MS.

Past paper questions on the effects of MS on individuals are available and it may be useful for your students to complete these. The past papers (legacy specification AS Unit 14) are available on the CCEA Health and Social Care microsite www.ccea.org.uk/hsc/

Paraplegia and quadriplegia

Students should understand that paralysis is caused by damage to the spinal cord usually from an accident but also from rare spinal tumours or autoimmune diseases. They should know that paraplegia affects only the lower limbs where quadriplegia involves paralysis from the neck downwards and affects all four limbs. The position of the spinal cord damage will determine what body parts are paralysed.

There are many online videos from people whose lives have been changed by accidents causing paralysis. The story of Claire Lomas, on the website below could serve to introduce the topic of spinal injury and nerve damage www.mirror.co.uk/news/real-life-stories/

The inspirational story of Claire Lomas who completes the London Marathon on www.bbc.co.uk/news/uk-17993485 could be used to look at the effects on individuals following paralysis.

Students should be aware that spinal nerves do not regenerate so after damage paralysis is permanent. However it may be worth watching the news article on Darek Fidyka, who was paralysed from the chest down in a knife attack in 2010, but can now walk using a frame following ground breaking stem cell implants. www.bbc.co.uk/news/health-29700007

Students should be aware that recent research has shown that nerves of the peripheral nervous system can regenerate after injury to give some future use of limbs after injury. Several journals give information on the most up to date research in this area however you would need to simplify the terminology used to allow students access to the sources. www.jci.org/articles/view/59320

Stroke

Similarly the causes of a stroke could be investigated using information from www.patient.co.uk or from a primary source. Use of a medical dictionary/encyclopaedia may also aid research. The NHS choices video site provides several videos/animations on the cause and effects of stroke www.nhs.uk

Students should be aware there are two types of stroke. Haemorrhagic strokes are the result of a bleed in the brain, when a blood vessel ruptures. This reduces blood flow to certain areas of the brain, starving them of oxygen and causing a range of physiological effects. Ischemic strokes are the result of a blood clot, in a blood vessel of the brain. This too starves part of the brain of oxygen and causes a range of physiological effects. The effect of a stroke is dependant of the area of the brain that is not receiving oxygen and how long the person is without treatment. Students should be aware of the signs of stroke as seen on television adverts. FAST (Face, Arms, Speech and Time to call 999). Students could use Jim or Patrick from Eastenders the television series as a case study on how stroke affects individuals. www.youtube.com/. It may be possible to invite a stroke patient or a professional who works with people who are recovering from a stroke into the class to discuss the effects of the disorder. Students should be aware of the lifestyle choices that can increase the risk of stroke and that stroke can affect people of all ages.

The endocrine system

The Fact File on 'The Nervous and Endocrine Systems provides the detail required for this area of the specification.

Students should be aware of the position of the following endocrine glands in the body, the hormones they secrete and the effect on the target organ of those hormones:

- pituitary;
- thyroid;
- adrenal;
- pancreas;
- gonads (ovaries and testes).

It is sufficient for students to know one hormone released by each gland, and the effect on the target organ. This information is available in the Fact File.

The pdf available from <http://resources.schoolscience.co.uk/SEP/notes/abpi/14-16/hormones.pdf> provides activities on the endocrine system that can be used to reinforce learning. Students could produce a table with the headings gland, hormone released, target organ and effect of hormone to summarise their knowledge.

Text books will provide diagrams of the position of the organs in the body.

The website <http://users.stlcc.edu/dwallner/AdultChildII/Endocrine/> provides a drag and drop activity students could use to label the glands and the website www.execulink.com/~ekimmel/drag_oa/endo.htm provides a drag and drop activity to match glands with their hormones.

Students must also show understanding of how the endocrine system and nervous systems work in different ways. They should be aware that the nervous system uses electrical messages carried along nerves, which are quick acting but short lived, and the endocrine system uses chemical messengers, which travel in the blood, and are slower to act but last longer.

Students should be able to describe the physiological cause of the following conditions that can affect the endocrine system.

Type I diabetes

Students should be aware that in type I diabetics the pancreas does not produce insulin. They should understand that type I diabetes is as a result of an autoimmune condition where the body recognises the cells of the pancreas as ‘non-self’ and destroys them. The reason this occurs is not fully understood but some evidence suggests this can occur after a viral infection. They should be aware that type I diabetes usually occurs in childhood but can occur up to the age of 40. Students should be able to explain the normal mechanism for blood glucose control by the hormones, insulin and glucagon. They should recognise that a type I diabetic does not produce insulin and this can lead to symptoms like extreme thirst, passing urine more often than usual, extreme tiredness, weight loss and loss of muscle bulk as the body begins to use fat and muscle as its energy source.

This video www.youtube.com/ will help to explain to your students the normal mechanism and what happens when someone develops diabetes. They should recognise that uncontrolled diabetes can lead to long term health complications such as nerve damage, stroke, heart disease, retinopathy, kidney disease and poor circulation which can result in amputation. However students should be aware that type I diabetes is treatable with insulin, by injection/pump, and adjustments to lifestyle such as eating a healthy diet, taking regular exercise and avoiding anything that could damage the cardiovascular system, for example, smoking. It would be useful for your students to study the normal blood glucose levels for a non-diabetic and a type 1 and type 11 diabetic at different times of the day.

This table taken from www.diabetes.co.uk/diabetes_care/blood-sugar-level-ranges.html outline the values that should be seen in individuals who are managing their blood sugar levels.

Target Levels by Type	Upon waking	Before meals	At least 90 minutes after meal
Non-diabetic*		4.0 to 5.9 mmol/L	under 7.8 mmol/L
Type 2 diabetes		4 to 7 mmol/L	under 8.5 mmol/L
Type 1 diabetes	5 to 7 mmol/L	4 to 7 mmol/L	5 to 9 mmol/L
Children w/ type 1 diabetes	4 to 7 mmol/L	4 to 7 mmol/L	5 to 9 mmol/L

This table shows the values used to diagnose diabetes.

Plasma glucose test	Normal	Prediabetes	Diabetes
Random	Below 11.1 mmol/l Below 200 mg/dl	N/A	11.1 mmol/l or more 200 mg/dl or more
Fasting	Below 6.1 mmol/l Below 108 mg/dl	6.1 to 6.9 mmol/l 108 to 125 mg/dl	7.0 mmol/l or more 126 mg/dl or more
2 hour after meal	Below 7.8 mmol/l Below 140 mg/dl	7.8 to 11.0 mmol/l 140 to 199 mg/dl	11.1 mmol/l or more 200 mg/dl or more

Your students could analyse the information on blood glucose levels and use it to make judgements about whether or not someone is suffering from diabetes.

Students can use the NHS choices website and past paper questions to find case studies on individuals with type I diabetes. They should be able to analyse the effect this will have on individuals and completing questions from previous AS 14 papers will be useful (Note: there may be some differences

between the revised and legacy specification but some past paper questions will be useful).

Type II diabetes

Students should be aware that type II diabetes is caused by insufficient production of insulin in the pancreas and/or a resistance to the action of insulin in the body's cells. They should recognise that a type II diabetic may still be producing insulin when diagnosed but that production is likely to reduce over time. Type II diabetes is strongly linked to obesity and may be avoided with a healthy lifestyle. The short animation on www.youtube.com/ explains how fat can cause type II diabetes. Students should recognise that the complications associated with type I diabetes are also seen in uncontrolled type II diabetics. Case studies for type II diabetes are available on the NHS choices website.

You may find it useful to produce a summary emphasising the differences between these two conditions and your students should learn the notes. The differences are also clearly discussed on www.diabetes.org.uk. This website contains a volume of information and case studies which you may find useful when your students are considering the effects of each condition on individuals.

The digestive system

You could introduce this topic using a body model. Encourage your students to use appropriate language at this stage, for example, ileum not small intestine and oesophagus rather than gullet.

The website www.yakult.com.au/resources provides a drag and drop activity which students can complete to identify the positions of the organs in this system. You may want to turn off the sound.

Students could create an overview table of structure/function using the animation <http://highered.mcgraw-hill.com/sites> to get information.

Enzyme function could be introduced by carrying out a simple starch/amylase experiment or an experiment to show the action of the catalase enzyme found in liver on hydrogen peroxide.

The website <http://highered.mcgraw-hill.com/sites> could be used to show how enzymes work. This would illustrate the specificity of enzymes. You need to extend this point to explain which enzymes are present in the digestive tract and their function. It is important to use texts appropriate to AS level when looking at enzymes. A table of the site of production, substrate and products could serve as a revision aid.

Students need to understand that the stomach (as an organ) is made up of many types of tissue. Students could label a diagram of the tissues which make up the stomach.

Students should then be asked to recall their knowledge of epithelium and to identify the goblet cells (releasing mucus), chief cells (releasing digestive enzymes of protease) and oxyntic cells (releasing hydrochloric acid) within the stomach epithelial lining. A printable diagram is available through the Scheme Of Work for this unit.

Students need to have a clear understanding of the structure of the intestine walls. The structure is illustrated in most of the textbooks mentioned in this section. It is clearly summarised in Physiology

and Anatomy Clancy/McVicar Arnold where the specialism of the intestinal walls is also clearly discussed.

Pupils could look at prepared slides and make drawings of the structures seen in the ileum. Again diagrams are available through the Scheme Of Work. Students need to be aware of how the ileum is adapted to maximise absorption into the blood, for example, large surface area due to villi and microvilli, long length to give time for absorption, good blood supply to maintain a diffusion gradient and short diffusion pathway from ileum to blood.

The role of the liver in digestion is clearly explained in “Introduction to Advanced Biology” C.J. Clegg Hodder Murray. This uses language possibly more suited to A2 studies so it may be best if you use it as a teacher resource for the main points. Students do need an understanding of the stages in the process of deamination. It is sufficient for students to know that amino acid build up is dangerous and therefore they must be broken down in the liver into carbohydrates (that can be used for energy) and ammonia which is converted to urea and excreted via the kidneys. The impact on diet in relation to liver failure is important to note when discussing deamination.

Students should show understanding of the physiological causes of the following conditions:

- chronic and acute pancreatitis;
- cirrhosis of the liver; and
- stomach ulcers.

Pancreatitis

Students should be aware that pancreatitis is caused by inflammation of the pancreas.

Both acute and chronic pancreatitis should be studied and students should know that there is a difference between their causes and the effects they will have on an individuals.

www.nhs.uk/conditions/Pancreatitis-chronic gives the story of David who is suffering from chronic pancreatitis following alcohol abuse. <http://www.nhs.uk/Conditions/Pancreatitis> gives information on acute pancreatitis. Further resources on the development of pancreatitis and the effects on individuals are available through the Scheme Of Work for this unit.

Cirrhosis

When discussing the development of cirrhosis, students need to be aware that it is the misuse of alcohol that leads to cirrhosis and not just alcohol itself. Resources for the cause and the effects on individuals are also available on the Scheme Of Work. It is important when looking at this condition that students are aware that this is an end stage of the disease and whilst manageable it is not curable. Students should have a good knowledge of the impact of this condition on diet and the controls that need to be in place.

Stomach ulcers

Research suggests that ulcers are largely caused by bacteria and thus largely treatable. www.methodisthealthsystem.org shows how an ulcer is formed and the symptoms of an ulcer. The NHS choices website provides stories of the impact of stomach ulcers on individuals.

The urinary system

The terms “urinary system” and “renal system” are interchangeable in this context. Students need to show understanding that the kidney has two main roles, excretion (the removal of urea) and osmoregulation (the homeostatic control of blood water content).

Models of the kidney and a nephron may be used to illustrate this system. There are also wall charts which illustrate the fine structure of the nephron. Worksheets on structure are available through the Scheme Of Work. Students could use the diagram of the urinary system to make a simple structure/function table to aid learning. Students should also be aware of the main parts of the nephron including the glomerulus, Bowman’s capsule, proximal convoluted tubule, loop of Henlé, distal convoluted tubule and collecting duct filtering into the ureters. Students could use the diagram of the nephron to construct a flowchart of the process of filtration. Detail of the structure of the parts is not necessary but students should be aware that filtration is under pressure (ultrafiltration) and that small molecules like sugar/glucose, salts (ions) urea and water are filtered out into the Bowman’s capsule due to the pressure. They should also be aware that large molecules like protein are too big to be filtered and that the presence of these in the urine indicates a problem with the kidney. It may also be useful to mention that sugar/glucose in the urine can be an indicator of diabetes. Students should be aware that by the end of the proximal convoluted tubule $\frac{3}{4}$ of the water, all of the sugar/glucose and most of the salts have been reabsorbed. They should recognise that the water is required to maintain blood pressure and normal osmotic balance. They should know that sugar/glucose is required for respiration/energy production and so whilst some will be reabsorbed by facilitated diffusion, active transport will also be used to ensure it is all reabsorbed. It is sufficient for students to understand that the loop of Henlé and the distal convoluted tubule are involved in the fine balance of water and salt content. The detail of the osmotic gradient within the medulla that causes this is not required for this specification.

You may use the website www.kscience.co.uk/animations/kidney.htm to show which molecules are filtered out of the blood into the tubule and where they are reabsorbed back into the blood. Students also need to have an appreciation of the “normal” content of urine i.e. mostly urea/water, some sodium/potassium/salt and of common abnormalities i.e. blood /glucose /protein. Case studies could be used to link these abnormalities to some of the medical conditions studied in this unit.

Students should show understanding of the physiological cause of renal failure and incontinence.

Renal failure

Renal failure could be investigated using primary/secondary sources as before. Students must be very clear that renal failure is not the same as incontinence. Renal failure is covered by “Boardworks” and its incidence is increasing especially amongst the ageing population. You may be able to arrange a visit to a renal unit or have a community nurse come in to explain the care required for individuals

with this condition. www.nhs.uk/conditions/Dialysis/Pages/Introduction.aspx shows the life story of a kidney failure patient. Students should be aware that this is a life threatening condition and is only curable with a transplant. They should be aware that if a patient is in kidney failure they will require dialysis and this will have a huge impact on their life. www.nhs.uk/video/pages/Kidneydiseasedialysis.aspx shows how life can be affected when on dialysis.

The impact of diet on this condition is important – the need to control the intake of salt, protein and fluid should be discussed. Students should also be aware that if a kidney transplant is received this condition will be cured. However they should be aware of the large number of renal failure patients who will never receive a donor kidney due to the lack of available organs. This could provoke discussion around the governments 'opt out' scheme for organ donation.

Urinary incontinence

Physiology and Anatomy Clancy/McVicar Arnold explains the causes of urinary incontinence in depth. Students should be aware that urinary incontinence can be caused by weakening of the sphincter muscle around the bladder but can also be the result of loss of motor control if the nervous system is damaged or no longer under voluntary control. The impact on individuals can be delivered by viewing the interview with an urologist available from link on the Scheme of Work.

Water balance

Students need to be able to define the concept of dehydration and the NHS website on www.nhs.uk/conditions/Dehydration/Pages/Introduction.aspx provides useful information. Dehydration occurs when the body loses more fluid than it takes in. When this happens the balance of salts and sugar is affected which in turn affects the way the body functions. Those most at risk of dehydration are older people, people with a long term medical condition and babies and infants. There are several causes of dehydration. One common cause is illness such as gastroenteritis where fluid is lost through persistent vomiting and diarrhoea. Drinking too much alcohol can also result in dehydration as alcohol is a diuretic and causes more frequent urination. Excessive sweating, for example, during a fever, after strenuous exercise or whilst undertaking heavy manual work especially in hot conditions may also result in dehydration. Individuals with diabetes may also be more prone to dehydration as they may have high blood glucose levels and the kidneys get rid of this by producing more urine causing more frequent urination. The impact of dehydration varies from thirst, dark coloured urine and dizziness to more serious effects such as kidney stones, muscle damage, seizures and low levels of consciousness. More detail is available on www.nhs.uk/conditions/Dehydration/Pages/Introduction.aspx and www.mayoclinic.org/diseases-conditions/.

Impact of disorders on individuals

Students should be able to assess the potential impact for each of the disorders of the nervous, endocrine, digestive and urinary systems on individuals, including:

- work;
- income;
- leisure;

- diet;
- education; and
- relationships.

The NHS video site is a useful resource (provides stories of people who have the following disorders):

- type I and type II diabetes;
- chronic and acute pancreatitis;
- cirrhosis of the liver;
- stomach ulcers;
- renal failure; and
- incontinence.

Visiting speakers, for example, health care professionals (some pupils may have family members who are a nurse or doctor and may be prepared to visit the class or past pupils who are in the caring profession) may also be a resource.

Group work-students could use a range of sources to research the impact of one disorder on an individual. They use this and their own ideas to produce a hand-out on how this order impacts on the work, income, leisure, diet, education and relationships (WILDER) of an individual. They could share this with the larger class group.

Resources

Students should have access to a range of AS resources.

A range of resources is listed below but it is not exhaustive:

1. Clancy and McVicar, Physiology and Anatomy Arnold
2. Clegg C.J., Introduction to Advanced Biology Hodder Murray
3. Walsh M et al, Advanced Vocational Health and Social Care Collins
4. Thompson et al A level Health and Social Care Hodder and Stoughton
5. Moonie N, AVCE Health and Social Care Heinemann
6. McIlwaine/Napier, GCSE Biology for CCEA Hodder and Stoughton
7. Taylor, Green and Stout; (2006)Biological Science 1&2 Cambridge
8. Toole and Toole Understanding biology for advanced level Nelson Thornes

DVD/Video

1. The Virtual Body Channel 4
2. The Human Body in Action series.

Websites

www.biologymad.com

www.bbc.co.uk/schools/gcsebitesize/science

www.s-cool.co.uk.html

www.nhs.co.uk

www.diabetes.org.uk

www.RNID.org.uk

www.theagingeye.net

www.RNIB.org.uk

www.kscience.co.uk

www.patient.co.uk

