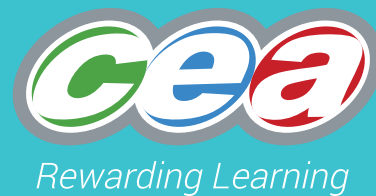


GCSE



CCEA GCSE TEACHER GUIDANCE
**Health and Social
Care**

Unit 2: Working in Health, Social Care
and Early Years Sectors



For first teaching from September 2017

Unit 2: Working in the Health, Social Care and Early Years Sectors

Assessment Guidance

This unit is internally assessed. Students will complete a controlled assessment task which will be issued on 1 November of the academic year in which the award is to be made. A new controlled assessment task and assessment guidance will be issued every year. The controlled assessment task is divided into different parts and the word count for each is clearly indicated. Students should record this accurately at the end of each part. Teachers will mark the controlled assessment task 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 complete a controlled assessment task which focuses on the different service user groups, their needs and how they may be met. Students also investigate how service users access services, the barriers they may face and how these may be overcome. The job roles of a range of health, social care and early years practitioners are addressed including how they apply the values of care and their safeguarding responsibilities in their day-to-day work with service users.

Students should study this unit from September to the end of November and develop knowledge and understanding of unit content which can then be applied to the service user groups identified in the controlled assessment task.

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 useful 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 record all sources of information used as these will be included in a reference list with the controlled assessment task.

Identifying and meeting the needs of service users

The Fact Files on this section provide useful information and students should work through these completing the activities. This unit may be introduced by discussing what is meant by the terms needs and service users. Many students will be familiar with the term needs from their work in Key Stage 3 Home Economics. Needs are the requirements necessary for maintaining life at a certain standard (Richards 2003). In this unit students will learn about the physical, intellectual, emotional and social (PIES) needs of a range of service user groups. Physical needs include, for example, nutrition and warmth, intellectual needs include knowledge and stimulation, emotional needs include a sense of belonging and a high self-concept and social needs include interaction with others and relationships. A service user as the name suggests is an individual who uses a service and replaces the term client.

Students should consider the range of service user groups and it may be useful to do this through a class discussion. Students could then consider their own family, friends and neighbours and classify the members into the relevant service user group. A further activity could be to consider 'the soaps' on television and have a class discussion on the service user group to which some of the characters belong, for example, Kerry in Emmerdale is a diabetic so she can be considered as a service user with a chronic illness. A matching activity may also be useful where students match the individual with the service user group, for example, John has Down's syndrome or Maggie has lost the sight of an eye.

Students need to understand the particular needs of each of the service user groups and be aware that each individual within that group has unique needs, for example, all service users with a physical disability are not in a wheelchair. A useful approach maybe to use case studies focusing on individuals from each service user group. This could be carried out as a group activity where each group identifies the particular needs of the individual and then shares their findings with the rest of the class. Clips from 'the soaps' may also be useful, for example the needs of Ashley in Emmerdale who has dementia or Sarah who has leukaemia or Izzy in Coronation Street who is disabled as the result of a rare disorder (in real life as well as in the programme). Visiting speakers, for example the manager of a local care home or crèche (parents or past pupils who work in the health, social care or early years sectors are often willing to help out) may be invited to discuss the needs of the service user group with which they work.

Provision of integrated health and social care and of early years services

Students should understand what is meant by health, social care and early years services. Health care services as the name suggests provides services to promote the health of the individual and include, for example, GPs and hospitals. Social care services provide support to meet individuals' needs and help them to remain as independent as possible, for example, help with washing, dressing or preparing meals. Early years services provide services for children up to the age of eight and include crèches and nursery schools. Students could draw up a list of the health, social care and early years services in their local area or that of the school.

Students also need to understand that these services are provided by the statutory, independent and informal sectors. These sectors are clearly explained in the Fact Files produced for this section of the specification. Students could revisit the list of services drawn up and decide which sector or sectors provide the services (for example care homes may be provided by the statutory and independent sectors). Group work may be an effective strategy to use. The class could be divided into groups and each given a service user group to investigate focusing on their particular needs and the services available to meet these needs. The information could then be fed back to the rest of the group. An alternative approach may be to get students (in groups as above) to produce an information sheet for a specific service user group on the services available to meet their needs. Case studies focusing on individual service users may also be useful, for example:

'Oonagh, aged 46, and has been diagnosed with breast cancer. Analyse Oonagh's needs and the services available to meet these.'

Visiting speakers such as the manager of a care home, the local health centre or a nursery may provide useful information on the services they provide but this depends on availability in the local area.

Students need to be able to evaluate the effectiveness of the services in meeting the needs of service users. The Fact Files on each service user group include useful activities on this which students should complete. A useful starting point is to explain the term evaluate which means to weigh up how effective the service is in meeting the needs of service users. An interesting discussion could focus on how effective students believe services are in meeting their needs, for example, when they were ill and had to attend the GP or hospital. This discussion could also be widened to include the experiences of family or friends. Another useful strategy could be to encourage students to access media articles on, for example, waiting times in A&E, for outpatient appointments or for treatment. These could form the basis of a class evaluation on the effectiveness of services meeting the needs of service users.

Accessing health, social care and early years services and barriers to access

This section focuses on the ways services may be accessed, the barriers which service users may experience when doing so and how these may be overcome. Information on this section is available in a range of Level 2 Health and Social Care textbooks. Students could take part in a discussion on how they or family members accessed the services they have used. This discussion could be further developed to consider the barriers experienced when accessing the services. Again, as in the previous section media articles focusing on the lack of GPs or the expense of particular drug treatments could form the basis of a discussion on barriers. These media articles could be researched by the students or the teacher could collate a number of these as a resource. For example an article on waiting times available on <http://www.belfasttelegraph.co.uk/news/northern-ireland/ae-wait-times-up-in-june-as-281-hit-by-12hour-delay-34902931.html> could be accessed and students identify the barrier and discuss ways of overcoming this barrier. Another approach that could be used is a class discussion where students recall how the barriers that they themselves or family and friends experienced were overcome. A range of case studies could be created focusing on service users who experienced barriers and students then discuss how these could be overcome. This could also be used as group activity. The case studies can be simple, for example:

‘Katie, aged 83, has cataracts and has been waiting for an outpatient appointment for 28 months.’

‘Linda, a young mother is feeling isolated and lonely and would love to meet other parents, but does not know where she could do so.’

‘Jim has cancer and needs radiotherapy treatment Monday to Friday for six weeks. He is unable to drive and the hospital is twenty miles away.’

‘Klaudia has moved from Poland and is expecting a baby. She is reluctant to go to her first antenatal appointment as she speaks little English.’

‘Alec has dementia and does not feel comfortable going to the day centre as he has become forgetful’.

Students could identify the barrier and discuss ways in which it could be overcome.

Job roles of practitioners

This section focuses on the job roles of a wide range of practitioners. It is important that students focus only on the job roles. They are not required to know aspects such as training, the skills or qualifications needed or the conditions of employment. The focus is on what the practitioners do/what their job involves. A number of websites give useful information and the Careers Department in school may also have appropriate resources. A useful strategy may be to give each student one or two practitioners (depending on class size) and ask them to research the given job role/s. This can then be presented to the class as a PowerPoint or a summary sheet (brief and perhaps as bullet points). Visiting speakers such as health, social care and early years practitioners may also be a useful source of information as are job descriptions from various sources, for example, in local job markets or on the websites of organisations. A noticeboard in the classroom dedicated to careers in the Health, Social Care and Early Years Sectors is also a very useful resource.

Students are required to apply the job roles of practitioners to specific service user groups. For example, a speech and language therapist may provide a programme of treatment for a young child with a stammer and advice on diet to an older service user who has difficulty swallowing as a result of a stroke.

A range of different classroom activities could be used effectively to enable students to apply the job roles to the different service users groups. Case studies could be used, for example:

‘Caroline, aged 27, is in hospital recovering from a broken leg. Identify three practitioners who may be involved in her care and describe how they may support her.’

Peter, aged 46, suffers from depression and has been released from hospital but will receive ongoing treatment. Identify two practitioners who may be involved in Peter’s care and describe how they may support him.’

More general group work activities could be given by dividing the class into seven groups. Each group can be given a service user group and asked to identify the practitioners who may be involved in their care and describe the support they may give. This activity could be concluded by a group discussion. Students could also discuss from personal experience the care and support they themselves or their families members have been given by the relevant practitioners.

Values of care

The Fact File on the Values of Care provides useful information on this section and students should work through this. A useful starting point is a discussion on the values of care to help ensure students understand the four values. The focus is, however on how staff apply the values of care in their day-to-day work with service users. Visiting speakers such as a care assistant, nurse or early year's practitioner could be invited in to discuss how they apply the values of care in their day-to-day work with service users. This depends on availability in the local area but often past pupils and members of students' families who are health, social care or early years practitioners are often willing to speak to students. Scenarios could also be used to enhance understanding, for example, discuss how a homecare worker could apply the values of care in her day-to-day work with service users. Role plays could also be used to enhance understanding, for example, staff applying the rights of children in an early years setting. Students could recall a visit to the GP, dentist or hospital and recall how the practitioners applied the values of care in their work. Students could also watch Casualty or Holby City and observe how the nurses and doctors apply the values of care. It is important to remind students that the focus is on the application of the values of care by staff.

Safeguarding

The Fact File on Safeguarding provides useful information on this section and students should work through this completing the activities. A discussion on the term safeguarding is a good starting point for this section. Visiting speakers such as the manager of a nursery or care home could be invited in to discuss their safeguarding responsibilities as managers. Other practitioners for example a play worker or nurse could discuss their safeguarding responsibilities. This depends on availability in the local area but often past pupils and members of students' families who are health, social care or early years practitioners are willing to help out. A wide range of You Tube video clips such as Child Protection and safeguarding on <https://www.youtube.com/watch?v=gkxu5KjrW8U> or Vulnerable adult safeguarding on <https://www.youtube.com/watch?v=9pr3n3qWKqc> or Spotting Signs of Abuse and Neglect in Primary on <https://www.youtube.com/watch?v=bxpIpKWOOBQ> could form the basis of a class discussion. An interesting way of completing this section could be to make students aware of the consequences of staff not carrying out their safeguarding responsibilities by watching The Story of Baby P on <https://www.youtube.com/watch?v=T9H5UB-FCqk>.

Resources

The Fact Files produced by CCEA for this unit and the resources listed in the planning framework.

Richards, J., 2007 A-Z Health and Social Care Handbook Hodder& Stoughton

Belfast Telegraph: A&E wait times up in June as 281 hit by 12-hour delay available at

<http://www.belfasttelegraph.co.uk/news/northern-ireland/ae-wait-times-up-in-june-as-281-hit-by-12hour-delay-34902931.html> accessed on 7/2/2017