



Dallam School

Health and Social Care Curriculum Overview

Department: Health and Social care

Year Group: BTEC TECH Award HSC Y10

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic Unit 1CW-Learning outcome A1: Human growth and development across life stages	Theme / Topic Unit 1CW-Learning outcome A2: Factors affecting growth and development	Theme / Topic Unit 1CW-Learning outcome B1: Different types of life event	Theme / Topic Unit 1CW-Learning outcome B2: Coping with change caused by life events	Theme / Topic Unit 2 CW-Learning outcome A1&A2 : Healthcare & Social care Services	Theme / Topic Unit 2 CW-Learning outcome A3: Barriers to accessing services
By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>
* infancy (birth to 2 years): – physical: rapid physical growth of weight and height, development of gross and fine motor skills, following the same pattern of growth and development but at different rates – intellectual: rapid development of language and thinking skills such as memory/recall – emotional: attachments are formed, emotional wellbeing is based on bonding/attachment, security and contentment – social: strong dependence on adults/carers, socialisation through family, engage in solitary play * early childhood (3–8 years): – physical: continued growth of weight	Physical factors: * inherited conditions – sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington’s disease o experience of illness and disease * mental ill health – anxiety, stress * physical ill health – cardiovascular disease, obesity, type 2 diabetes * disabilities *sensory impairments. Lifestyle factors: nutrition / physical activity / smoking /alcohol / substance misuse.	* Health and wellbeing: accident/injury * physical illness * Mental and emotional health and wellbeing. * Relationship changes: entering into relationships / marriage, civil partnership, long-term relationship / divorce, separation for non- married couples / parenthood / bereavement. * Life circumstances: moving house, school or job / exclusion from	* The character traits that influence how individuals cope: resilience / self- esteem / emotional intelligence / disposition – a person’s character traits, e.g. positive, negative. * The sources of support that can help individuals adapt: family, friends, neighbours, partners / professional carers and services / community groups, voluntary and faith- based organisations / multi-agency working, e.g. social services working with mental health trust, children’s services working with the justice system / multidisciplinary working, e.g. a health visitor working	* Health conditions: arthritis / cardiovascular conditions – coronary heart disease, cerebral vascular accident / diabetes (type 2) /dementia / obesity / respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD) additional needs – sensory impairments, physical impairments, learning disability. * Health services available: primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments / secondary care – specialist medical	* Definition of barriers: something unique to the health and social care system that prevents an individual to access a service. * Types of barriers and how they can be overcome by the service providers or users: physical barriers – issues getting into and around the facilities: – ways to overcome physical barriers: ramps, wider doorways, accessible toilets/rooms, stair lifts, hoists / barriers to people with sensory disability – hearing and visual difficulties: – ways to overcome sensory barriers: hearing loops, British Sign

<p>and height, mastery of gross and fine motor skills – intellectual: increased curiosity, language fluency develops, strong grasp of memory/recall – emotional: increased independence, wider range of relationships are formed, emotional wellbeing is based on attachment, security and contentment – social: social circle widens and close friendships are formed, socialisation continues through family and also friends/carers, social play develops</p> <p>* adolescence (9–18 years): – physical: onset of puberty, differences between males and females, primary and secondary sexual characteristics – intellectual: complex and abstract thinking develops – emotional: independence increases further, more freedom to make own decisions, concerns over self-image and self-esteem may increase, emotional wellbeing is based on attachment, security and contentment – social: wide range of formal/informal relationships develop and have influence, intimate relationships are formed</p> <p>* early adulthood (19–45 years): – physical: peak physical fitness, full height reached, sexual maturity</p>	<p>* Emotional factors: fear/ anxiety/worry / upset/sadness/ grief/bereavement / happiness/contentment / security / attachment.</p> <p>Social factors: supportive and unsupportive relationships with others – friends, family, peers and colleagues/ social inclusion and exclusion / bullying / discrimination.</p> <p>* Cultural factors: religion/ gender roles and expectations/ gender identity / sexual orientation / community participation / race.</p> <p>* Environmental factors: housing needs, conditions, location / home environment – living with a high level of parental conflict, experiences of abuse and neglect / exposure to pollution – air, noise and light.</p> <p>* Economic factors: employment situation financial resources – income, inheritance, savings.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Physical, Social, cultural, Environmental, Economic 	<p>education / redundancy / imprisonment / changes to standards of living / retirement.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Health and well being ➤ Physical illness, mental and emotional well-being, relationships, life circumstances 	<p>with a GP, psychiatric nurse with an occupational therapist.</p> <p>* The types of support that can help individuals adapt: / emotional support / information, advice, endorsed apps / practical help – financial assistance, support with childcare, domestic chores, transport.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Character traits ➤ Sources of support ➤ Types of support 	<p>care to include rheumatology, respiratory medicine, cardiology, endocrinology o tertiary care – specialist medical care to include oncology, transplant services / allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics / multidisciplinary team working – how services work together, including referrals between services.</p> <p>* Social care – help with day-to-day living because of illness, vulnerability or disability.</p> <p>* Social care services: services for children and young people – foster care, residential care, youth work / services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care / services for older adults – residential care, domiciliary care.</p> <p>* Additional care: informal care – given by relatives, friends, neighbours, partners / voluntary care – community groups and</p>	<p>Language (BSL) interpreters, communication cards, large print leaflets, braille leaflets, staff collecting vulnerable service users from waiting areas / barriers to people with different social and cultural backgrounds – lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence: – ways to overcome social and cultural barriers: awareness campaigns, posters and leaflets, well women and well men clinics, choice of service provider (e.g. if a male or female is preferred), collaboration with community and faith groups / barriers to people that speak English as an additional language or those who have language or speech impairments: – ways to overcome language barriers: literature in other languages, face-to-face and telephone interpretation services, health and wellbeing group meetings for speakers of other languages, longer appointments, use of advocates, staff training and awareness of common speech and language difficulties / geographical</p>
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<p>reached, women at their most fertile – intellectual: mastery of abstract and creative thinking, careers become important, may return to education – emotional: independent living and control over own lives, emotional wellbeing is based on attachment, security and contentment – social: intimate and long-lasting relationships are</p> <p>* middle adulthood (46–65 years): – physical: at the end of this life stage the ageing process begins, menopause occurs for women – intellectual: can use knowledge and experience for complex decision making, may retire – emotional: may experience changes in self-image and self-esteem linked to retirement or ageing process, emotional wellbeing is based on attachment, security and contentment – social: may have more time to socialise</p> <p>* later adulthood (65+ years): – physical: ageing process continues, decline in strength and fitness, loss of mobility, loss of muscle tone and skin elasticity – intellectual: may experience decline in cognitive ability such as loss of memory/recall – emotional: may start to become more dependent</p>	<ul style="list-style-type: none"> ➤ Lifestyle ➤ Mental ill health, physical ill health, inherited conditions. 			<p>faith-based organisations, charities.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Health conditions ➤ Health services ➤ Social care ➤ Additional care 	<p>barriers – distance of service provider, poor transport links: – ways to overcome geographical barriers: local community transport schemes for disabled or elderly service users, home/community visits, community clinics, telehealth schemes / text barriers to people with learning disabilities: – ways to overcome intellectual barriers: use of Health Passports and All About Me documents, use of advocates, use of Learning Disability Nurses (LDNs) and support workers, ‘Quiet Clinics’, quiet waiting areas, longer appointment times, use of communication cards, adhering to The Accessible Information Standard and providing low text ‘easy read’ leaflets o financial barriers – charging for services, cost of transport, loss of income while accessing services: – ways to overcome financial barriers: NHS exemption certificates, NHS Low Income Scheme, NHS vouchers for eye tests, glasses and lenses, NHS Healthcare Travel Costs Scheme (HTCS), charitable schemes such as community transport.</p>
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<p>on others, emotional wellbeing is based on attachment, security and contentment – social: may experience bereavement and reduction of social circle.</p> <ul style="list-style-type: none"> ➤ Tier 3 vocab ➤ Physical, Intellectual, Emotional Social ➤ Infancy, childhood, Adolescence, Adulthood 					<p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Definitions of barriers ➤ Types of barriers
<p>They will understand <i>(key concepts)</i></p>	<p>They will understand <i>(key concepts)</i></p>	<p>They will understand <i>(key concepts)</i></p>	<p>They will understand <i>(key concepts)</i></p>	<p>They will understand <i>(key concepts)</i></p>	<p>They will understand <i>(key concepts)</i></p>
<ul style="list-style-type: none"> ➤ Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. 	<ul style="list-style-type: none"> ➤ Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development. 	<ul style="list-style-type: none"> ➤ Learners will explore life events that occur in an individual's life. Learners will explore the different events that can impact on people's PIES development. 	<ul style="list-style-type: none"> ➤ Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event. 	<ul style="list-style-type: none"> ➤ Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available. ➤ Learners will explore a range of social care needs and how these can be met by the social care services that are available. 	<ul style="list-style-type: none"> ➤ Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.

They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)
<ul style="list-style-type: none"> ➤ Demonstrate their knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. ➤ Evidenced through: an account of an individual's PIES growth and development through the specified life stages and how the PIES characteristics change from one of the specified life stages to the next. 	<ul style="list-style-type: none"> ➤ Apply their knowledge and understanding of how factors affect PIES growth and development in the life stages. ➤ Evidenced through: an account of how the specified factors impact the PIES classifications in the given life stages with links between each of the specified factors and PIES at each life stage and reasons for the difference in the impact of the specified factors between specified life stages. 	<ul style="list-style-type: none"> ➤ Apply their knowledge and understanding of how a life event has made a difference to the given individuals' PIES growth and development. ➤ Evidenced through: an account of how the life event of each individual in the case studies has made an impact on their PIES growth and development, making clear links between the events and the specified areas of growth and development. 	<ul style="list-style-type: none"> ➤ Apply their knowledge and understanding of how individuals in the case study used different sources and types of support to adapt to their life event. <li style="padding-left: 20px;">Apply their knowledge and understanding of the ways individuals in the case studies adapted to their life events. ➤ Evidenced through: an account of the different sources and types of support each individual in the case studies accessed to adapt to their life event including how the character traits are relevant to how each individual coped. ➤ Make a comparison of the ways that the given individuals in the case studies adapted to their life event and the role that support played, drawing on all similarities. 	<ul style="list-style-type: none"> ➤ Apply their knowledge and understanding of how different types of health & social care services work together to meet the needs of a specified individual. ➤ Evidenced through: an account of how the primary health & social care services selected could meet the needs of the specified individual; ➤ An account of how the secondary health & social care services selected could meet the needs of the specified individual. ➤ An account of how the selected services could work together to meet the needs of a specified individual; making clear links between the different services to show the specific ways of working together. 	<ul style="list-style-type: none"> ➤ Apply their knowledge and understanding of the barriers a specified individual may face when accessing health or social care services. ➤ Evidenced through: an account of the barriers the specified individual may face when accessing the identified service, making clear links between the circumstances of the individual and the types of barriers they face ➤ Relevant suggestions made for how the services could minimise or remove each of the barriers the specified individual may face when accessing the service ➤ justifications of how each barrier could be minimised or removed



Dallam School

Curriculum Overview

Department: Health and Social care
Year Group: BTEC TECH Award HSC Y11

AUTUMN		SPRING		SUMMER
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
<p>Theme / Topic Unit 3 Exam-A1 Factors affecting health and wellbeing B1 Interpreting health indicators</p>	<p>Theme / Topic Unit 3 Exam-C1 Person-centred approach C2 Recommendations and actions to improve health and wellbeing C3 Barriers and obstacles to following recommendations</p>	<p>Theme / Topic Unit 2 CW-B1 Skills and attributes in health and social care B2 Values in health and social care</p>	<p>Theme / Topic Unit 2 CW-B3 The obstacles individuals requiring care may face B4 The benefits to individuals of the skills, attributes and values in health and social care practice</p>	<p>Theme / Topic Revision/Preparation for Unit 3 assessment: practice questions/Unit 2 Coursework completion/Standards verification.</p>
<p>By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i></p>	<p>By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i></p>	<p>By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i></p>	<p>By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i></p>	<p>By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i></p>
<ul style="list-style-type: none"> • Definition of health and wellbeing: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness. • Physical factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> o inherited conditions – sickle cell disease, cystic fibrosis o physical ill health – cardiovascular disease, obesity, type 2 diabetes o mental ill health – anxiety, stress o physical abilities o sensory impairments. 	<ul style="list-style-type: none"> • The ways in which a person-centred approach takes into account an individual's: needs – to reduce health risks/ wishes – their preferences and choices/ circumstances – to include age, ability, location, living conditions, support, physical and emotional health. • The importance of a person-centred approach for individuals: makes them more comfortable with recommendations, advice and treatment / gives them more confidence in recommendations, advice and treatment / ensures their unique and personal needs are met / 	<ul style="list-style-type: none"> • Skills: problem solving / observation / dealing with difficult situations / organisation. • Attributes: empathy/ patience /trustworthiness /honesty. • The 6 Cs: care – receiving correct and consistent care / compassion – empathy, respect and dignity / competence – skills and knowledge to deliver effective care, based on research / communication – involving individuals and/or carers and listening / courage – doing the right thing and speaking up when concerns arise / commitment – to improve care and experience for individuals. 	<ul style="list-style-type: none"> • Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. • Potential obstacles and their impact on the individual: <ul style="list-style-type: none"> o emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress o time constraints – work and family commitments o availability of resources – financial, equipment, amenities / unachievable targets – unachievable for the individual or unrealistic timescale / lack of support – from family and friends / other factors specific to individual – ability/disability, health conditions, addiction. 	<p>Theme / Revision Topics</p> <p>A1 Factors affecting health and wellbeing</p> <p>B1 Interpreting health indicators</p> <p>C1 Person-centred approach</p> <p>C2 Recommendations and actions to improve health and wellbeing</p> <p>C3 Barriers and obstacles to following recommendations</p> <p>B1 Skills and attributes in health and social care</p> <p>B2 Values in health and social care</p>

<ul style="list-style-type: none"> ● Lifestyle factors that can have positive or negative effects on health and wellbeing: nutrition/ physical activity /smoking/ alcohol/ substance misuse. ● Social factors that can have positive or negative effects on health and wellbeing: supportive and unsupportive relationships with others – friends, family, peers and colleagues / social inclusion and exclusion / bullying / discrimination. ● Cultural factors that can have positive or negative effects on health and wellbeing: religion / gender roles and expectations / gender identity / sexual orientation/ community participation. ● Economic factors that can have positive or negative effects on health and wellbeing: employment situation / financial resources – income, inheritance, savings. ● Environmental factors that can have positive or negative effects on health and wellbeing: housing 	<p>increases the support available to more vulnerable individuals / improves their independence / they are more likely to follow recommendations/actions to improve their health o they are more motivated to behave in ways that positively benefit their health / they feel happier and more positive about their health and wellbeing.</p> <ul style="list-style-type: none"> ● The benefits of a person-centred approach for health and social care workers and services: it improves job satisfaction for health and social care workers / it saves time for health and social care services / it saves money for health and social care services / it reduces complaints about health and social care services and workers. <p>C2 Recommendations and actions to improve health and wellbeing</p> <ul style="list-style-type: none"> ● Established recommendations for helping to improve health and wellbeing: improving resting heart rate and recovery rate after exercise / improving blood pressure /maintaining a healthy weight /eating a balanced diet / getting enough physical activity /quitting smoking / sensible alcohol consumption / stopping substance misuse. 	<p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Skills ➤ Attributes ➤ 6 C's 	<ul style="list-style-type: none"> ● Individuals will: be supported to overcome their own personal obstacles / receive high quality care / receive person-centred care based on individual wishes / be treated with respect / not be discriminated against / be empowered and have independence / be involved in care decisions / be protected from harm / feel comfortable to raise complaints / have their dignity and privacy protected / have their confidentiality protected / have their rights promoted. <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Obstacles ➤ Person centred care ➤ Empowerment ➤ Independence ➤ Respect ➤ Dignity ➤ Privacy ➤ Confidentiality ➤ Rights 	<p>B3 The obstacles individuals requiring care may face</p> <p>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</p> <p>Unit 2 CW-Learning outcome A1&A2 : Healthcare & Social care Services</p> <p>Unit 2 CW-Learning outcome A3: Barriers to accessing services</p>
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<p>needs, conditions, location /home environment – living with a high level of parental conflict, experiences of abuse and neglect / exposure to pollution – air, noise and light.</p> <ul style="list-style-type: none"> • The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event: <ul style="list-style-type: none"> o physical events o relationship changes o life circumstances. <p>B1 Physiological indicators Learners will explore how physiological indicators are used to measure health.</p> <ul style="list-style-type: none"> • Interpretation of physiological data according to published guidelines: <ul style="list-style-type: none"> o resting heart rate (pulse) – normal range 60 to 100 bpm o heart rate (pulse) recovery after exercise – the heart's ability to return to normal levels after physical activity is a good indicator of fitness o blood pressure – low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high between 120/80mmHg and 140/90mmHg, high blood 	<ul style="list-style-type: none"> • Support available when following recommendations to improve health and wellbeing: formal support from professionals, trained volunteers, support groups and charities / informal support from friends, family, neighbours, community and work colleagues <p>C3 Barriers and obstacles to following recommendations obstacles individuals may face.</p> <ul style="list-style-type: none"> • Definition of barriers: something unique to the health and social care system that prevents an individual accessing a service. • Potential barriers as appropriate to the individual and the recommendation: physical barriers / barriers to people with sensory disability / barriers to people with different social and cultural backgrounds /barriers to people that speak English as an additional language or those who have language or speech impairments / geographical barriers /resource barriers for service provider / financial barriers. • Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult. • Potential obstacles as appropriate to the individual and 			
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<p>pressure 140/90mmHg or higher o body mass index (BMI) – underweight below 18.5 kg/m2, healthy weight between 18.5 kg/m2 and 24.9 kg/m2, overweight between 25 kg/m2 and 29.9 kg/m2, obese between 30 kg/m2 and 39.9 kg/m2, severely obese 40 kg/m2 or above.</p> <ul style="list-style-type: none"> • The potential significance of abnormal readings: o impact on current physical health (short-term risks) o potential risks to physical health (long-term risks). <p>B2 Lifestyle indicators Learners will explore how lifestyle choices determine physical health.</p> <ul style="list-style-type: none"> • Interpretation of lifestyle data according to published guidelines: o nutrition – the Eatwell Guide o physical activity – UK Chief Medical Officers’ Physical Activity Guidelines o smoking – UK Chief Medical Officers’ Smoking Guidelines o alcohol – UK Chief Medical Officers’ Alcohol Guidelines o substance misuse. <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Physiological data ➤ Lifestyle data/indicators 	<p>the recommendation: emotional/psychological / time constraints / availability of resources / unachievable targets / lack of support.</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Person centred approach ➤ Recommendations & actions ➤ Barriers/obstacles ➤ Support 			
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They will understand (key concepts)	They will understand (key concepts)	They will understand (key concepts)	They will understand (key concepts)	They will understand (key concepts)
<ul style="list-style-type: none"> ➤ Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals. ➤ Learners will explore how physiological indicators are used to measure health. ➤ Learners will explore how lifestyle choices determine physical health. 	<ul style="list-style-type: none"> ➤ Learners will explore the use of the person-centred approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills, attributes and values that contribute to care. ➤ Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and also skills, attributes and values that contribute to care ➤ Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to and build on their prior knowledge and understanding from Component 2, in particular, barriers to accessing services and the personal obstacles individuals may face. 	<ul style="list-style-type: none"> ➤ Learners will explore the skills and attributes that are required when delivering care. ➤ Learners will explore the values that are required when planning and delivering care. 	<ul style="list-style-type: none"> ➤ Learners will explore the personal obstacles that individuals requiring and receiving care may face. ➤ Learners will explore how skills, attributes and values benefit individuals when receiving care. 	<p>Theme / Revision Topics</p> <p>A1 Factors affecting health and wellbeing</p> <p>B1 Interpreting health indicators</p> <p>C1 Person-centred approach</p> <p>C2 Recommendations and actions to improve health and wellbeing</p> <p>C3 Barriers and obstacles to following recommendations</p> <p>B1 Skills and attributes in health and social care</p> <p>B2 Values in health and social care</p> <p>B3 The obstacles individuals requiring care may face</p> <p>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</p> <ul style="list-style-type: none"> ➤ Unit 2 CW-Learning outcome A1&A2 : Healthcare & Social care Services ➤ Unit 2 CW-Learning outcome A3: Barriers to accessing services

They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)
<ul style="list-style-type: none"> ➤ Demonstrate their knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. ➤ Evidenced through: an account of an individual's PIES growth and development through the specified life stages and how the PIES characteristics change from one of the specified life stages to the next. 	<ul style="list-style-type: none"> ➤ Demonstrate the use of the person-centred approach in health and social care settings. ➤ Evidenced through an account of recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. ➤ An account of the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. 	<ul style="list-style-type: none"> ➤ Apply their knowledge and understanding of how health care professionals can demonstrate the skills, attributes and values required when delivering care. ➤ Evidenced through: an account of how health care professionals can demonstrate the specific skills when supporting the specified individual ➤ An account of how health care professionals can demonstrate the specific attributes and values when supporting the specified individual: the importance of specific skills, values and attributes when providing care, with links made to the care needs of the specified individual. 	<ul style="list-style-type: none"> ➤ Apply their knowledge and understanding of the obstacles the specified individual may face during their care. ➤ Evidenced through: an account of impact of the obstacles the specified individual may face during their care, making links between the circumstances of the individual and the potential obstacles they face <p>An account of how the specified skills, attributes and values of care professionals working with the specified individual will help them to overcome their potential obstacles, making links between the specified skills, attributes and values and the obstacles.</p> <p>An account of how the skills, attributes and values demonstrated by professionals support an individual to overcome potential obstacles.</p> <p>Evidenced through: justifications of how professionals could help the individual overcome obstacles.</p>	<ul style="list-style-type: none"> ➤ Apply their knowledge and understanding of the revision topics ➤ Evidenced through: practice exam questions/past papers ➤ Unit 2 CW-Learning outcome A1&A2 : Healthcare & Social care Services ➤ Unit 2 CW-Learning outcome A3: Barriers to accessing services