

| What? When? Why? | Lesson 1 | Lesson 2 | Lesson 3 |
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| <p>WEEK 1</p> | <p><u>SERVICES FOR CHILDREN AND YOUNG PEOPLE</u></p> <p>To understand why some children may require additional support from a social care worker</p> <p>To identify skills and attributes of social care workers</p> <p>Distinguish between the three different types of care support for C&YP: Foster care, residential care and youth work. Discuss who might access each type of support using contextual scenarios</p> | <p><u>SERVICES FOR ADULTS OR CHILDREN WITH SPECIFIC NEEDS</u></p> <p>Identify examples of learning disabilities, sensory disabilities and long term health problems</p> <p>To define residential, respite and domiciliary care and describe how each service could support individuals with specific needs</p> <p>Identify and evaluate the suitability of different types of social care services (locally and nationally) for individuals who have specific needs</p> | <p><u>SERVICES FOR ADULTS OR CHILDREN WITH SPECIFIC NEEDS</u></p> <p>Student presentations on the suitability of different types of social care services (locally and nationally) for individuals who have specific needs (Down's syndrome, sensory loss and cerebral palsy)</p> |

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| | To evaluate strengths and weaknesses of each type of support | (Down's syndrome, sensory loss and cerebral palsy) | |
| WEEK 2 | <p><u>SERVICES FOR OLDER ADULTS</u></p> <p>Identification of the potential difficulties caused by physical disability (limb loss) over a 24 hour period.</p> <p>Identification of circumstances where older people are likely to require additional support (e.g. medical problems, dementia, arthritis)</p> <p>Discuss individual choice with reference to older people and healthcare. Utilise examples of</p> | <p><u>INFORMAL SOCIAL CARE</u></p> <p>Describe activities that a young family member may undertake to support an elderly relative with sensory impairment.</p> <p>Define and explain the role of an informal carer:</p> <p>Video clip such as Fixers UK 'A day in the life of a young carer', e.g. www.youtube.com/watch?v=ofFatYwBh-g</p> <p>A document '<i>Facts about carers 2015</i>' by Carers UK giving background facts on carers in the UK (informal carers), e.g. www.carersuk.org/for-</p> | <p><u>PROGRESS REVIEW AND ASSIGNMENT PLANNING</u></p> <p>Introduce BTEC authorised assessment</p> <p>Identify, describe and evaluate health and social care services appropriate to meeting the individual needs of assignment case study individuals. (Collective → individual work)</p> |

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| | <p>choices that could be made between 'domiciliary' and residential care.</p> <p>Identify appropriate services for an elder adult requesting information about different care services suitable for their individual needs.</p> <p>Justify the type of care service most appropriate for the individual. Identify and describe appropriate sources of support to help individuals adjust to changes in daily living</p> | <p>professionals/policy/policy-library/facts-about-carers-2015</p> <p>Identify different types of informal carers (e.g. friends, relatives and neighbours). Describe what each carer does, how they support individuals and evaluate the benefits of informal carers (poster activity)</p> <p>Revision activities for C2 A1</p> | |
| WEEK 3 | <p><u>A1 ASSIGNMENT CRITERIA</u></p> <p>Identify, describe and evaluate health and social care services appropriate to meeting the individual needs of</p> | <p><u>A1 ASSIGNMENT CRITERIA</u></p> <p>Identify, describe and evaluate health and social care services appropriate to meeting the</p> | <p><u>PHYSICAL BARRIERS</u></p> <p>Identify and describe potential difficulties a student in a wheelchair may face on the</p> |

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| | assignment case study individuals. (Collective → individual work) | individual needs of assignment case study individuals. (Collective → individual work) | <p>journey to school and whilst completing recreational activities.</p> <p>Highlight potential difficulties faced by a wheelchair / mobility scooter user in the sports hall area of the school – collective discussion of findings</p> |
| WEEK 4 | <p><u>SENSORY BARRIERS</u></p> <p>Explain the problems of accessing services for people with sensory difficulties (sight/hearing impaired)</p> <p>A video clip on sight impairment by the Royal National Institute of Blind People (RNIB), e.g.</p> | <p><u>SOCIAL, CULTURAL AND PSYCHOLOGICAL ACTIVITIES</u></p> <p>Define keywords: cultural, social and psychological</p> <p>Identify and discuss reasons why some people do not wish to, or</p> | <p><u>LANGUAGE BARRIERS</u></p> <p>Explain how difficult it can be for individuals who do not speak or understand English or have a language impairment e.g. stutter.</p> |

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| | <p><i>'Going blind: RNIB and sight loss advisers',</i> www.youtube.com/watch?v=fkWDwjJ00k</p> <p>Students think about and discuss how health and social care services make it easier for two people who are either sight impaired or hearing impaired.</p> | <p>cannot access facilities because of social, cultural and psychological reasons. Teacher specific scenarios → general identification</p> <p>Identify potential social, cultural and psychological barriers to accessing services and propose ideas of how the barriers could be overcome – Peer on Peer evaluation of strategies.</p> | <p>Apply knowledge and understanding to contextual scenario about an individual who is pregnant, accessing maternity services but understands little English.</p> <p>Describe and evaluate strategies to overcome language barriers that impact upon access to health and social care services.</p> <p>Research local hospital translator services and electronic applications to support language barriers for service users.</p> |
| WEEK 5 | <u>GEOGRAPHICAL BARRIERS</u> | <u>INTELLECTUAL BARRIERS</u> | <u>RESOURCE BARRIERS FOR SERVICE PROVIDERS</u> |

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| | <p>Discuss how distance does not always determine how difficult it is for individuals to access a service.</p> <p>Evaluate the advantages and disadvantages of driving or using public transport to attend hospital clinic appointments in the local area</p> <p>Compare the geographical accessibility challenges from rural / urban locations</p> | <p>Identify individuals who may find reading complicated documents difficult.</p> <p>Identify potential causes of intellectual disabilities:</p> <ul style="list-style-type: none"> ○ Genetic inheritance ○ Substance misuse during pregnancy ○ Childhood illness <p>Describe how having an intellectual disability may affect health and access to services and suggest who/what could help</p> <p>Evaluate the impact of complicated written language and produce a short set of instructions that would be easy for an individual</p> | <p>Research what services a hospital might provide and estimate how much these would cost.</p> <p>Explain how health and social care services need resources such as money, materials and staff in order to function</p> <p>Identify and describe specific resources required in contextual scenarios. Evaluate strategies to overcome resource barriers</p> <p>Consider finite resource and explain how this could affect the efficient delivery of health and social care services</p> |
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| | | who finds reading challenging to understand | |
| WEEK 6 | <p><u>FINANCIAL BARRIERS</u></p> <p>Identify free and charged NHS services noting specific category exemptions.</p> <p>Research the approximate cost of residential care for one month and explain who may qualify for free care.</p> <p>Identify and cost services for specific contextual examples providing suggestion and evaluation of strategies to overcome financial barriers</p> | <p><u>LEARNING AIM A ASSESSMENT PRACTICE</u></p> <p>Introductory activity: Students are guided to give examples of primary, secondary and tertiary care giving two barriers that exist for each.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Students are given a scenario around a child who is unwell and needs to access health services. Include specific circumstances that would impact on their ability to access them. • Students research and present information about suitable | <p><u>LEARNING AIM A ASSESSMENT PRACTICE</u></p> <p>Introductory activity: Students recap definitions for foster, residential, domiciliary and informal care, giving one example of an individual who might access them.</p> <p>Main session activities:</p> <ul style="list-style-type: none"> • Students read a scenario around an older person who has a range of social care needs, e.g. they may have had a stroke. It includes specific circumstances that would |

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| | | <p>services and assess how well the service would meet their needs. Students then focus on a specific health service for which barriers exist. They make justified suggestions for how they could overcome these barriers.</p> <ul style="list-style-type: none"> • Teacher gives students tips to successfully complete the assignment – e.g. read carefully, highlight and plan. <p>Students use the scenario and provide positives/negatives of each service. Students describe potential barriers of access to a service and give justified suggestions for ways of overcoming them.</p> | <p>impact on their ability to access them.</p> <ul style="list-style-type: none"> • Students research and present information about suitable services. They assess how well the service would meet their needs. Teacher then guides them to focus on a specific social care service for which barriers exist. Students make justified suggestions for how they could be overcome. <p>Plenary activity: Students peer-assess a partner's work, identifying two positive points and one area for development.</p> |
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