



# 2021-22 CURRICULUM MAP

## BTEC Health and Social Care- Year 11

### Year 2 HALF TERM 1: Component 2

#### Learning Aim A – Services and providers

##### **KQ1 - What services are available for children and young people?**

Reasons for needing support

Types of support:

- Foster care
- Residential care
- Youth Worker

Skills and qualities of a good support worker for children and young people.

##### **KQ2 - What services are available for adults or children with special needs?**

How specific needs are supported:

- Learning disabilities
- Sensory impairment
- Long term health conditions.

Types of care available:

- Residential care
- Respite care
- Domiciliary care

How the care meets the users' needs.

##### **KQ3 - What services are available for older adults?**

Problems of ageing:

- Arthritis
- Cardiovascular disease
- Osteoporosis
- Dementia
- Cancer
- Breathing problems
- Depression

How each condition can affect people as they age.

Accommodation choices for older people.

#### Learning Aim B – Values of health and social care. Effective health and social care.

##### **KQ1 – How can we promote anti-discriminatory practice?**

What is discrimination and examples of it:

- Age
- Disability
- Gender
- Race
- Sex
- Sexual orientation
- Marriage
- Pregnancy/maternity
- Religion/belief

Why people discriminate

Effects of discrimination

Anti-discriminatory practice

##### **KQ2 – How do we apply care values in a compassionate way?**

Care values and how we apply them

Empathy and caring

- Patience
- Sensitivity
- Understanding
- Active listening
- Positive outlook
- Encouraging



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## BTEC Health and Social Care- Year 11

- Genuine concern

Six Cs and what they cover:

- Care
- Compassion
- Competence
- Communication
- Courage
- Commitment

### **KQ3 – How can carers work together for the best outcome?**

Every care worker counts- work to the care value despite your individual feelings about the situation:

- Put emotions and feelings to one side
- Continue to work in a way that respects each of the care values (dignity etc)

Staff training

What users of the services think? Feedback used by care team workers.

### **HALF TERM 2: Component 2**

**Learning aim A – Barriers to health and social care services.**

#### **KQ1 - What Physical barriers are there to accessing services?**

Why people struggle with access

Overcoming access difficulties

Overcoming other difficulties

#### **KQ2 – What Sensory barriers are there to accessing services?**

Importance of senses.

Types of sensory impairment

- Vision
- Hearing

Helping people who have sensory difficulties.

#### **KQ3 - What Social, cultural and psychological barriers are there to accessing services?**

Anxiety about accessing services e.g.

- Stigma
- Opening hours
- Drug and alcohol problems
- Mental health difficulties
- Negative experience

Cultural considerations and requirements

Breaking down these barriers.

#### **KQ4 -What Language barriers are there to accessing services?**

##### **What Physical barriers are there to accessing services?**

Problems with language

Overcoming language barriers

Electronic assistance.

#### **KQ5 - What Geographical barriers are there to accessing services?**

Reasons for barriers e.g.

- Problems with public transport
- Car parking
- Walking long distances/tricky routes

Overcoming geographical barriers.

#### **KQ6 - What intellectual barriers are there to accessing services?**

Understanding intellectual disabilities

- Reasons
  - Genetic
  - Problems during pregnancy
  - Problems during childbirth
  - Childhood illness/injury
  - Unknown causes



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## BTEC Health and Social Care- Year 11

- Detection
- Effect on someone's health

Support given – who can support and how.

Support with reading and writing.

**KQ7 - What Resource barriers are there to accessing services?**

What resources are needed?

Paying for resources

Lack of staff

Making the most of what is available.

**KQ8- What Financial barriers are there to accessing services?**

- Paying for services
- Travel costs
- Loss of income during treatment

Who pays and who gets it free? Who gets help with health care charges?

**Learning Aim B – Values of health and social care. Effective health and social care.**

**KQ1- What happens when a mistake is made in the health and social care industry?**

Consequences of mistakes

Dealing with mistakes

How we can feel when we make a mistake

**KQ2 – How can we review our own application of care values?**

Learning about our own skills:

- The areas you are good at
- What you are able to do well
- Things you find difficult
- Things you are not quite so good at

Strengths

Areas of development

Confidentiality

The importance of regular reviews.

**KQ3 – Why is feedback important?**

Purpose and types of feedback

Giving feedback to others

How feedback helps

**KS4 – How can we use feedback?**

Turning negatives into positives

Feedback action plans

- SMART targets
  - Specific
  - Measurable
  - Achievable
  - Realistic
  - Time-related
- Involving others

**HALF TERM 3: Component 3**

**Learning Aim A - Factors that affect health and wellbeing.**

**KQ1 – What are the main definitions of health and wellbeing.**

- Definitions of health and wellbeing including:
- Positive, negative and holistic.
- Physical and lifestyle factors: genetic inheritance, including inherited conditions and predisposition to other conditions.

**KQ2 – What are important physical and lifestyle factors.**



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## BTEC Health and Social Care- Year 11

- Physical and lifestyle factors: ill health (acute and chronic)
- Physical and lifestyle factors: diet (balance, quality and portion sizes) eat well plate and a mix of food sources e.g. protein, fats, carbohydrates.
- Positive lifestyle choices, such as substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs and personal hygiene. The positive and negatives effects these can have on the body.

### **KQ3 - What are the Social, emotional and cultural factors that can affect development.**

- Social interactions, for example supportive/unsupportive relationships and social integration / isolation
- Social, emotional and cultural factors: stress, for example work-related pressure.
- Social, emotional and cultural factors: willingness to seek help or access services, influenced by, for example, culture, gender and education.

### **Learning Aim B – Interpreting Health Indicators**

#### **KQ1 - What does the term physiological mean?**

#### **What indicators can be used to measure physiological health?**

*Physiological- Relates to how a person and their bodily parts function normally.*

- Pulse (resting and recovery rate after exercise)
- Blood pressure/ Peak flow
- Body mass index (BMI).
- Using published guidance to interpret data relating to these physiological indicators.
- The potential significance of abnormal readings: risks to physical health.

#### **KQ2 - How can our lifestyle lead to risks to our physical health?**

- Interpretation of lifestyle data, specifically risks to physical health associated with:
- Smoking
- Alcohol consumption
- Inactive lifestyles.

### **HALF TERM 4: Component 3**

#### **KQ1 – What are the economic and environmental factors affecting development.**

- Economic factors: financial resources
- Environmental factors: environmental conditions, for example levels of pollution and noise.
- Environmental factors, for example conditions and location
- The impact of life events: relationship changes.

#### **KQ2 – What are the impacts of changing life events.**

The impact of life events: changes in life circumstances.

### **Learning Aim C- Person- centred health and wellbeing improvement plans**

#### **KQ3 –What is meant by a person- centred approach?**

*The service user is at the centre of their care and support and they are also included in any planning and decision making about their care and support.*

#### **Health and wellbeing improvement plans**

- The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.

#### **Information to be included in plan:**

- Recommended actions to improve health and wellbeing
- Short-term (less than six months) and long-term targets
- Appropriate sources of support (formal and/or informal).

#### **KQ2 - What obstacles could individuals face when implementing a health and well- being improvement plan?**

- Emotional/psychological – lack of motivation, low self-esteem, acceptance of current state
- Time constraints – work and family commitments
- Availability of resources – financial, physical, e.g. equipment
- Unachievable targets – unachievable for the individual or unrealistic timescale
- Lack of support, e.g. from family and friends
- Other factors specific to individual – ability/disability, addiction
- Barriers to accessing identified services.

### **HALF TERM 5: Component 3**

#### **KQ1 - What is health and wellbeing and its impact on humans development**



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- Positive, negative and holistic definitions of health and wellbeing. How these needs change through life stages.
- Genetic inheritance
- Inherited conditions and their effect on physical, intellectual, emotional and social development
- Ill health and the impact this has on PIES.
- What chronic and acute ill health are.

**KQ2 - How can diet, regular exercise, substance use and personal hygiene affect PIES development.**

- Balanced diet eat well plate.
- Benefits of and negative of certain foods
- Benefits of regular exercise
- Taking exercise and the effects of not taking exercise.
- Substances – alcohol, nicotine, illegal and prescribed drugs.