

# Introduction

The GCSE in **Health and Social Care** (Double Award) is a vocational GCSE, which is equivalent, upon completion, to two GCSE's. It has been designed to provide a broad educational basis for further training, for further education or for moving into employment within the health and social care sector.

The course itself consists of three compulsory units, which are equally weighted. Two units are assessed 'internally' by the student producing assignments to cover investigation and analysis of health and social care businesses and associated subjects, while the third unit is assessed externally through a written test.

All three units require knowledge and analysis of organisations and subject matter associated with the health and social care sector. However, the two internally assessed units require the students to investigate in depth subject matter that vocational organisations within the sector deal with on a day-to-day basis.

## Unit 1

### **HEALTH, SOCIAL CARE AND EARLY YEARS**

**Provision demands an in depth investigation into one provider of health, social care or early years services in their area plus an explanation on how the needs of two individuals are met by service providers.**

## Unit 2

### **PROMOTING HEALTH AND WELL-BEING**

**involves preparing a health plan for improving or maintaining the physical health and well-being of an individual - a task that would benefit from the input of related companies in the sector.**

## Unit 3

**UNDERSTANDING PERSONAL DEVELOPMENT AND RELATIONSHIPS – externally assessed through an exam.**

For this reason the two units that have been broken down to explore the issues the students need to learn about are the internally assessed ones. This new GCSE started in September 2002 and teachers are under great pressure to arrange visits and speakers to allow their students access to the information they require. Simulated exercises have a limited role. The aim is to immerse the student in the actual working environment they are studying.

This GCSE 'map' should provide EBP's and employers with an understanding of the issues and level of depth that needs to be covered within health and social care organisations to enable students to specifically meet the requirements of their coursework.

# Unit 1

## Health & Social Care and Early Years

This unit introduces the student to five main themes:

- CARE NEEDS OF MAJOR CLIENT GROUPS.
- TYPES OF CARE SERVICES.
- WAYS OF OBTAINING CARE SERVICES AND BARRIERS TO ACCESS.
- THE MAIN JOBS IN HEALTH, SOCIAL CARE AND EARLY YEARS SERVICES.
- THE VALUE BASES OF CARE WORK.

### **CARE NEEDS OF MAJOR CLIENT GROUPS**

#### *Explanation of Term*

The people who use care services and the reasons why. Client groups can consist of babies, children, adolescents, adults, older people, disabled people, pregnant women. Needs vary. For babies and children they could include vaccinations, midwife visits, speech therapy, social workers, crèches/childminders, schools, play groups.

#### *Factor/Evidence*

Patient or client lists showing ages, social class, sex etc. using your service. The types of reasons clients are coming for. Job descriptions and job specifications of your key workers. Codes of practice, mission statements, employment contracts, observation, training documents. Care plans with personal details removed.

#### *Types of Companies*

Hospitals, GP surgeries, dentists, pharmacies, counsellors, therapists, youth workers, social workers, schools, crèches, nurseries, care agencies.

# Unit 1

## *Generic examples of questions for companies*

- What sorts of different needs do people have at various stages of their lives?
- What age group do most of your clients fall into?
- How did the service develop? Who pays for the service?
- Is your service there to help meet a government goal such as reducing child poverty or drug misuse?
- Is the service operated by a public or private organisation?
- How does the service measure success?
- What type of employees are recruited to the service? What sort of qualifications do they need?

# Unit 1

## TYPES OF CARE SERVICES

### *Explanation of Term*

The type of care service provided to meet client group needs. For example, public, private and voluntary provision and how they work together to meet client group needs. For example if someone suffers a stroke, identifying the various care services that people might come into contact with such as hospitals (private or public) GP surgeries, district nurses, occupational and speech therapy. Perhaps complementary therapies, information and advice, counselling support such as the Samaritans. How people are referred or move between one organisation and the others. In addition, informal carers such as family, friends and neighbours should be recognised as providing a large amount of care.

### *Factors/Evidence*

Follow the care routes of two different patients.

Care plans and documents recommending care activities and agencies.

### *Types of Companies*

Primary care such as hospitals, district nurses, mental health nursing, school medical services, dental services, health promotion, complementary therapies, hospices and social care such as residential child care, child protection, child and family support services, day centres, counselling support, social work, support services, nurseries, after school care.

### *Generic examples of questions for companies*

- What services do they provide and who for?
- How are the services organised?
- Who pays for them?
- How are people referred to them?
- Are they public, private or voluntary?
- Do they have to meet targets?
- Who are their services aimed at?
- If public, is there the same level of funding for their service across the country or do they look at population profiles? E.G. in a new town the population is generally younger than in a more established centre so there may be more provision for children and adolescents than for elderly people.
- Are they local or part of a regional or national network?
- Why are they located where they are?
- Do they work with any other organisation, public, private or voluntary to ensure client needs are met?

# Unit 1

## WAYS OF OBTAINING CARE SERVICES AND BARRIERS TO ACCESS

### *Explanation of Term*

How people gain access to care services e.g. through their GP and what can prevent people from being able to use the services they need. People may be referred by a professional such as their GP or social worker. They may self-refer, or have a third party referral such as from a relative, employer or teacher. Also the barriers that prevent people from making use of the services they need, for example physical barriers, financial barriers, geographical barriers, embarrassment, fear, lack of information and so on.

### *Types of Companies*

Social workers, GP's, Drug abuse centres, AA counsellors, disability advice groups, alternative therapy centres, immigrant support groups.

### *Generic examples of questions for companies*

- How are most of your clients referred to you?
- What sort of provision do you have to make access for physically disabled people easy?
- How do you ensure people feel comfortable using your services?
- Do people ever feel fear or stigma when they are first referred to you and how do you overcome these feelings?
- Is there a waiting list for your services?
- How much do you charge for your services and does this limit access for some people?
- How do you communicate with people who don't speak English?
- Do you have to ration your service because of a lack of trained staff or lack of money to fund services?
- How does the level of service provided here compare with that offered in other parts of the country?
- Do you have to work with other care sectors to provide continuity of care?

# Unit 1

## THE MAIN JOBS IN HEALTH, SOCIAL CARE AND EARLY YEARS SERVICES

### *Explanation of Term*

Students need to understand the similarities and differences in the work roles of health, social care and early years workers. They need to know about the roles of practitioners who deliver care directly and those whose work is more indirectly involved with care such as a medical receptionist.

### *Factors/Evidence*

Job descriptions and job specifications of nurses, doctors, social workers, care assistants, nursery nurse, medical receptionists, cleaners and porters.

### *Types of Companies*

Public sector – GP's, nurses, social workers, teachers, physiotherapists, midwives. Private sector – private hospitals, dentistry, nurseries, after school provision, complementary therapists. Voluntary sector – Samaritans, AA, counsellors, information and advice services e.g. Diabetes UK.

### *Generic examples of questions for companies*

- What are your day-to-day duties?
- What are your responsibilities?
- Where do you fit in the overall structure of your service i.e. an organisation structure would be useful?
- How do your job and your skills meet the needs of your clients?
- Do they have needs other than the strictly physical?
- How did you train for your position?
- What skills are most necessary for your role?
- How do you use communication to build up a relationship with your clients?
- What sorts of different clients do you have?
- How do you ensure your clients do not suffer discrimination?
- Do you have to work in partnership with the client plus either their family or employers?

# Unit 1

## THE VALUE BASES OF CARE WORK

### *Explanation of Term*

The values care workers promote through their work include:

- Promoting anti-discriminatory practice.
- Maintaining confidentiality of information.
- Promoting and supporting individuals' rights to dignity, independence, health and safety.
- Acknowledging individuals' rights to dignity, independence, health and safety.
- Acknowledging individuals' personal beliefs and identity.
- Protecting individuals from abuse.
- Promoting effective communication and relationships.
- Providing individualised care.

### *Factors/Evidence*

Codes of practice, mission statements, employment contracts, observation, training documents.

### *Types of Companies*

All, both direct and indirect employees.

### *Generic examples of questions for companies*

- Can we have a copy of your Code of Practice?
- How do you ensure your interactions with clients meet the value bases?
- How do you ensure you do not embarrass your clients by undermining their dignity or independence?
- Do you do any research when taking on a client from a different culture?
- Is there anything in your employment contract about value bases?
- Can you give an example of how you individualise your care?
- Do your methods of communication vary with the different types of clients you have?
- What training have you had on the values you need to promote in your work?
- What is the most rewarding part of your work?
- What is the most difficult part of your work?

# Unit 2

## Promoting Health and Well-being

This unit introduces the student to five main themes:

- UNDERSTANDING HEALTH AND WELL-BEING
- FACTORS POSITIVELY INFLUENCING HEALTH AND WELL-BEING
- RISKS TO HEALTH AND WELL-BEING
- INDICATORS OF PHYSICAL HEALTH
- HEALTH PROMOTION AND IMPROVEMENT METHODS.

## UNDERSTANDING HEALTH AND WELL-BEING

### *Explanation of Term*

Could be described as an absence of disease and mental anguish or positively as the achievement and maintenance of physical fitness and mental stability.

### *Factors/Evidence*

Blood pressure measurements and how they are performed.

A peak flow measurement.

Body mass indices.

Resting pulse measurement and recovery after exercise.

Leaflets and other materials used to inform and motivate people to improve their health and well-being.

Job description and job specifications of nurses, doctors, social workers, care assistants, nursery nurses, medical receptionists, cleaners and porters.

# Unit 2

## *Types of Companies*

Gyms, GP's, counsellors, social workers, nutritionalists.

## *Generic examples of questions for companies*

- Define what you think of as health and well-being?
- What is your role in ensuring a person's health and well-being?
- Have the ideas behind health and well-being changed over time?

# Unit 2

## **FACTORS POSITIVELY INFLUENCING HEALTH AND WELL-BEING AND RISKS TO HEALTH AND WELL-BEING.**

### *Explanation of Term*

This really covers everything that can have a positive or negative effect such as regular exercise, supportive relationships, adequate financial resources, screening and vaccination, genetically-inherited diseases, unprotected sex, poverty, environmental pollution.

### *Types of Companies*

Drug advisory services, Marie Stopes, nutritionists, social workers.

### *Generic examples of questions for companies*

- Any statistical questions about drug use (including smoking and alcohol) versus non-abuse.
- Do living conditions have an effect on health and well-being?
- What differences can a good diet make over a bad one and at what age does this really matter?
- What impact does regular physical exercise make?

# Unit 2

## INDICATORS OF PHYSICAL HEALTH

### *Explanation of Term*

This is how an individual's health is measured.

### *Factor/Evidence*

This could be a blood pressure measurement, a peak flow measurement, a person's body mass index and the resting pulse and recovery after exercise.

Could be an individual or a group, graphs, charts, posters etc.

### *Types of Companies*

GP surgery, a fitness instructor at a gym, a private clinic or BUPA representative.

### *Generic examples of questions for companies*

- How do these various indicators work?
- What do they show?
- What are the problems if they are too high or too low?
- What can a person do to improve their results?
- How do you make measurements meaningful to clients?
- What measurements can clients take themselves?  
What are the advantages and disadvantages of this?

# Unit 2

## HEALTH PROMOTION AND IMPROVEMENT METHODS

### *Explanation of Term*

How an individual is motivated and supported to improve their health. Need to understand that physical health assessment and target setting should happen before a health improvement plan is produced.

### *Factors/Evidence*

Leaflets and other materials used to inform and motivate people to improve their health and well-being.

### *Types of Companies*

Local government health departments with anti smoking as an example, drug action teams, gyms and leisure centres.

### *Generic examples of questions for companies*

- Why is assessment such an important first step?
- Why do you use the methods you do to put your message across?
- What are the best motivational techniques?