



Health and Social Care: Component 2 H&SC Services and Values

Knowledge organiser and sentence starters

Learning Aim A: Understand the different types of health and social care services and barriers to accessing them		Learning Aim B: Demonstrate the care values and review own practice	
Providing good health and social care services is very important and a set of 'care values' exist to ensure this happens. Care values are important because they enable people who use H&SC services to get the care they need and to be protected from different sorts of harm.			
A1. Health and Social Care services	B1. Care values	A2. Barriers to accessing services	B2. Reviewing own application of care values
<p>1. Different health care services and how they meet service user needs</p> <ul style="list-style-type: none"> a) <u>Primary care</u> e.g. dental, optometry, community health care b) <u>Secondary and tertiary care</u> e.g. specialist medical care c) <u>Allied health professionals</u> e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians <p>2. Different social care services and how they meet service user needs</p> <ul style="list-style-type: none"> a) <u>Services for children and young people</u> e.g. foster care, residential care, youth work b) <u>Services for adults or children with specific needs</u> (learning disabilities, sensory impairments, long term health issues) e.g. residential care, respite care, domiciliary care c) <u>Services for older adults</u> e.g. residential care, domiciliary care d) <u>Role of informal social care</u> provided by relatives, friends and neighbours 	<p>1. <u>Empowering and promoting independence</u> by involving individuals, where possible, in making choices</p> <p>2. <u>Respect for the individual</u> by respecting service users' needs, beliefs and identity</p> <p>3. <u>Maintaining confidentiality</u></p> <p>4. <u>Preserving the dignity</u> of individuals to help them maintain privacy and self-respect</p> <p>5. <u>Effective communication</u> that displays empathy and warmth</p> <p>6. <u>Safeguarding and duty of care</u></p> <p>7. <u>Promoting anti-discriminatory practice</u> by being aware of types of unfair discrimination and avoiding discriminatory behaviour</p> 	<p>1. Types of barriers and how they can be overcome by the service provider and users</p> <ul style="list-style-type: none"> a) <u>Physical barriers</u> e.g. issues getting into and around the facilities b) <u>Sensory barriers</u> e.g. hearing and visual difficulties c) <u>Social, cultural and psychological barriers</u> e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence d) <u>Language barriers</u> e.g. differing first language, language impairments e) <u>Geographical barriers</u> e.g. distance of providers, poor transport links f) <u>Intellectual barriers</u> e.g. learning difficulties g) <u>Resource barriers for service provider</u> e.g. staff shortages, lack of local funding, high local demand h) <u>Financial barriers</u> e.g. charging for services, cost of transport, loss of income whilst accessing services 	<p>1. Key aspects of a review</p> <ul style="list-style-type: none"> a) Identifying own strengths and areas for improvement against the care values b) Receiving feedback from teacher or service user about own performance c) Responding to feedback and identifying ways to improve own performance 

Use connectives to extend your sentences and link each paragraph....

Explain an idea	Sequencing	Give examples
<ul style="list-style-type: none"> • Although • Except • Unless • However • Therefore 	<ul style="list-style-type: none"> • Firstly • Secondly • Next • Finally • Since 	<ul style="list-style-type: none"> • Such as • In the case of • For example • As revealed by • For instance

Adding to
<ul style="list-style-type: none"> • And • Also • As well as • Moreover • Too • Furthermore

Cause and Effect
<ul style="list-style-type: none"> • Because • So • Therefore • Consequently • Thus • As a result of

To compare
<ul style="list-style-type: none"> • Likewise • Equally • In the same way • Similarly

Contrasting
<ul style="list-style-type: none"> • Whereas • Instead of • Alternatively • Otherwise • In another way • Then again

To Emphasise
<ul style="list-style-type: none"> • Above all • Ultimately • Especially • Significantly

Elaborating your ideas. Ask "So what?"
<ul style="list-style-type: none"> • This suggests • This shows • This signifies • This implies • This means • Therefore • However • Furthermore

What do you think? language
<ul style="list-style-type: none"> • In conclusion... • It is clear that... • From looking at... • The evidence suggests... • Overall...

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Assessment criteria and command words..

Learning Aim A

A.1P1	Identify health and social care services that meet some of the needs of individuals in a given scenario.
A.1P2	Identify barriers that might prevent individuals accessing a health or social care service.
A.1M1	Outline ways in which health and social care services meet the needs of individuals in a given scenario.
A.1M2	Outline barriers that would affect the use of one health or social care service for an individual in a given scenario.
A.2P1	Explain how health and social care services meet the needs of individuals in a given scenario.
A.2P2	Explain how barriers could affect the use of one health or social care service for an individual in a given scenario.
A.2M1	Analyse the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome.
A.2D1	Assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers can be overcome.

Learning Aim B

B.1P3	Demonstrate some care values in a health or social care context, making use of notes as support.
B.1P4	Summarise briefly some key points from feedback.
B.1M3	Demonstrate the care values in a health or social care context, making use of notes as support.
B.1M4	Outline positive aspects of own demonstration of care values and respond to feedback.
B.2P3	Demonstrate the care values independently in a health or social care context.
B.2P4	Describe positive and negative aspects of own demonstration of the care values and comment on aspects of feedback.
B.2M2	Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback.
B.2D2	Demonstrate the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback.

Identify

Show the main features, purpose or points of something

Demonstrate

Carry out and apply knowledge, understanding or skills in a practical situation

Summarise

Gathers all of the main points / aspects of a situation or experience briefly

Outline

Give an overview of the main topic (what is it about)
Summarise the main features
Give a brief description

Describe

Give a clear objective account of the main points of information

Show your knowledge of a topic

May give a relevant example

Explain

Give details and clear reasons to support the points you make

Include evidence to support your point of view

Analyse

Examine methodically, in order and in detail to interpret something

Assess

Give careful consideration of a variety of factors or events that apply to a situation
Identify those factors that are most important or relevant
Provide a conclusion

