GCE

Revised GCE A2
Teacher Guidance
Health and Social Care

For first teaching from September 2017

DISCLAIMER

GCE Health and Social Care: Teacher Guidance: A2

Contents

GCE Health and Social Care: Teacher Guidance

Unit A2 1: Applied Research

Assessment Guidance: This unit is internally assessed. Students will produce a research report adhering to the specified word count and must indicate word counts for each section of the report. Teachers will mark the assignment and internally standardise where there is more than one assessor. A sample of assignments identified by CCEA will be submitted for moderation.

Introduction

The purpose of this unit is to help students understand and evaluate research methodology and to give them the opportunity to carry out independent research on a topic of their own choice. The topics they choose must be relevant to health and social care or early years they must produce a social scientific report that does not exceed 5000 words by more than 10%. The report is broken into sections and each section has a word limit. Words which exceed the word limit by more that 10% cannot achieve mark band 4. Words in tables must be included in the word count.

You could introduce this unit by discussing with students the importance of research in driving practice in the health, social care and early years sectors. You can explain the difference between primary and secondary research and between qualitative and quantitative data and that there is a standard format for the presentation of research in academic journals. You can demonstrate this to your students by encouraging them to view some of the free journal articles available on websites of publishers such as Taylor and Francis. If you wish students to produce their research report as they go along, as opposed to on completion of their primary and secondary research, it is advised that you discuss the last section of the specification **'Write a Research Report'** before they start.

Select a research topic

You will need to allocate time to guiding your students in their choice of topic, as an appropriate choice of topic is crucial to their success in this unit. You should point out that some topics must be avoided e.g. where there are issues of confidentiality, child protection or disclosure where participants are asked to admit to activities that break the law. Students must recognise that they are not trained to deal with a situation where participants become upset over sensitive issues, so these should be avoided. You should advise students to:

* Choose a topic of particular interest to them:
* Do some background reading to familiarise themselves with aspects of the subject that may lend themselves to research;
* Choose a current topic for which adequate secondary source material is available; and
* Consider the ethics of the research.

Once the topic has been identified and agreed, you should encourage students to make notes identifying the reasons for their choice. These will form the basis of the rationale they include in

the introduction of the research report. Reasons might include seeing a news item or documentary that sparked their interest, personal or family reasons, or relevance to their career choice or work placement. You then need to encourage your students to develop a list of research objectives that can be realistically tested by secondary and primary sources in the time allowed. Three to five objectives is ideal and they should relate to both secondary sources and primary sources, for example

• To gather statistics on the incidence of ------ in Northern Ireland in the last 5 years
• To examine the causes of ----------
• To examine the effects of ------- on individuals and their families
• To review services for ----------
• To survey the local population on their attitudes to ---------

Once you agree the objectives individually with each student, you should encourage them to identify what they expect to find and to summarise their expectations in a clearly stated, succinct hypothesis.

At this point you may choose to require students to complete Assessment Task A, the introduction to the research, comprising their rationale for the research, the objectives and the hypothesis. This should be written in the passive voice and past tense, as is the norm in research report writing e.g. 'the objectives of the research were….' as opposed to 'my objectives will be to ……'.

Literature review

A good starting point is to show your students examples of literature reviews in social science research reports, so they understand that a literature review is a summary of information from secondary sources that addresses the research objectives. You can also review Harvard referencing so that students collect all the information they need to reference sources fully as they go along. You could draw up a checklist to aid students to consider the validity of secondary data, for example they should consider the expertise of the authors and how up-to-date the information is, as well as the geographical relevance of the information e.g. a description of services for older people based on secondary sources from the USA would not be useful if the objective is to examine services in the local area. You should advise your students to use only sources where there is clear evidence of an author or publisher- obviously wikis and blogs are generally unsuitable as academic sources and must be avoided. You should encourage students to search for a minimum of four secondary sources, although it will not be unusual to have many more. The literature search can include a variety of different types of sources as listed in the specification and you should encourage students to organise the information according to their research objectives. You should make them aware that good secondary research includes finding relevant information that goes against the researcher's expectations as set out in their hypothesis. They are testing the hypothesis not simply selecting information that supports it.

At this point you may choose to require students to complete Assessment Task B, the literature review. You need to remind them of the importance of referencing accurately e.g. no URLs as short references. You can explain that the review should simply be a summary of the findings from secondary sources, arranged under headings based on the research objectives, and that they should not give their own opinions. They can include some short, accurately referenced quotations but the literature review must not be a list of one quotation after another; they need to demonstrate the ability to summarise other people's research in their own words, whilst referencing appropriately.

Primary Research

The CCEA Fact File: Primary Research (available from www.ccea.org.uk/hsc) is a very useful teaching tool here, as are research methods textbooks. You need to encourage students to keep notes on all aspects of their primary research as this will not only help them to write up the method section of their report, but will also aid their evaluation in Assessment Task G.

Your students need to choose a **primary research method** that will yield quantitative data to test their research objective/s relating to primary research. This will be a questionnaire, a structured interview or a quantitative observation where behaviours are counted. Your students can use texts to read about the advantages and disadvantages of a range of research methods, but in their report they need to make arguments justifying their selection of their chosen research method over one other method; their reading can inform their arguments but the points they make should be in the context of their own research.

Before students design their research tool (questionnaire, interview questions or observation schedule), you should revisit the issue of **ethics in research**, in particular confidentiality, informed consent and harm or distress for participants. You could lead a class discussion about how the students will be ethical in their own individual research e.g. how students will inform participants of their right to withdraw at any time and how anonymity and confidentiality will be achieved.

You need to guide students in the general principles of **research tool** design. The Fact File: Primary Research recommends an activity where students use a range of resources to produce a guide to good questionnaire design- this activity could also be applied to structured interviews and observation charts. Based on this work, students should work independently to design their own research tool.

The concept of **validity** is and **reliability** are clearly addressed in all the texts listed at the end of this unit and in the CCEA eGuide available from www.ccea.org.uk/hsc. Validity and reliability ensure that objectivity or lack of bias is applied in the research process. Validity is the term used to embrace accuracy and truth in the research tool. Reliability means that if the research was repeated, the results would be the same or similar.

You should encourage your students to improve the reliability and validity of their research by carrying out at least two of the following.

- A test of content validity where the research tool is given to an expert to scrutinise and suggest changes which are then made to the draft.
- A test of face validity, which involves giving the research tool to anyone who can "on the face of it" assess if the questions posed are relevant to the topic e.g. peers, so changes can be made to the draft.
- Pilot testing - where the research tool is used with a small number of participants- the researcher uses the results to identify problems and make amendments to the draft.
- Test - retest where the research is carried out on 2 different occasions, so reliability can be assessed.

You need to teach students about the **sampling techniques** listed on the specification and explained in research texts and in the Fact file. You should encourage them to consider the advantages and disadvantages of each technique in the context of their own research before making their final choice.

They also need to decide on their sample size, which should be large enough to collate and present quantitative results in graphical form. A minimum of 20 is suggested.

You should give students a short time frame e.g. of around a week or two to carry out the research and bring in their results. They should make notes on the procedure e.g. how and where the research was conducted and how they gathered the results.

At this point you may wish to require the students to produce Assessment Tasks C and D. Assessment Task C should be written in the past tense and passive voice.

Analyse research results

You need to guide your students on how to collate their results from the primary research. Where they have used open questions in questionnaires and interviews, they should identify common responses or themes, and these can often be quantified. You could lead a class discussion on the importance of clear, meaningful presentation of results. You should also encourage them to make notes highlighting problem questions or sources of bias. Students will then produce clearly labelled tables and graphs that are appropriate for presenting the data obtained. They can use computer packages to do this for Assessment Task E. The tables and graphs produced should be presented in a logical order, have appropriate titles and should be numbered so they can be referred to accurately in the following sections of the report.

Moving on to the **analysis of their results**, you need to encourage your students to focus clearly on how their findings from both secondary research (as described in their literature review) and their own primary research relate to the original objectives. A good way to do this is to get students to put their objectives on the whiteboard and talk through their key findings for each one – this not only informs their peers, but is also good preparation for Assessment Task F. They then need to make a decision on whether the hypothesis can be accepted or rejected. You should make students aware that good research often rejects the original hypothesis.

At this point you may wish to require your students to complete Assessment Task F. As this comes directly after the tables/graphs in task E, this task should start with an analysis of the results from the primary research, which refers to each of the graphs in the previous section by number. They can highlight comparisons with findings from secondary sources where appropriate, but this is not necessary as the primary and secondary sources may have addressed separate objectives in the research. They should follow this with conclusions relating to each of their original objectives in turn. Each objective may have been addressed by only secondary or only primary sources, but where both have been used to test a single objective, you should encourage students to compare the findings from the two different types of research and to point out any key similarities or differences. Based on this, students should then state whether their hypothesis is accepted or rejected, in full or in part.

Write a research report

Students need to write a research report in the format set out in the unit specification and in the assessment tasks at the end of the unit. You could leave this until all the secondary and primary

research is complete, but as suggested above, they can write up Assessment Tasks A to E as they go along. This would mean that at this stage they have one key section to plan and write before collating the entire report.

Once students have completed tasks A to E, you should encourage them to review the notes they made as they did their research and read through their whole project again in preparation for their evaluation. They need to look at the whole process critically, identifying what went well as well as limitations and errors, and thinking of possible improvements. You should encourage them to consider the relevance and effectiveness of secondary sources, the reliability and validity of primary research methods used, the success or otherwise of the research tool/tools employed, the appropriateness of their sampling method and representativeness of their sample, as well any sources of bias or ethical considerations in the research. They should also consider how the research could be developed in the future.

Their notes from this should be used to plan and write Assessment Task G.

When this is complete you need to get the students to complete the research report by adding a title, collating assessment Tasks A-G, adding their end references, numbering pages and including a contents page. Appendices are unnecessary, but where students want to comment on their draft research tools in Assessment Task G, these can be placed in an appendix as long as it is clearly referred to in the discussion. Secondary sources should not be appended, but must be fully referenced according to the Harvard system in the end references - a list of URLs is not acceptable.

Assessment Evidence

It is good practice to give the Assessment Evidence and Mark Bands (GCE Health and Social Care specification pg 91-95) to students which clarifies the requirements for the four mark bands. The workload is more manageable for students and teachers if the assignment is completed assessment task by assessment task (A, B, C etc.) and marked as such. A reasonable amount of time should be allocated for the completion of each assessment task.

Marking

Teachers should use their professional judgement to apply the criteria in the mark bands appropriately and fairly to students' work. They should take a 'best fit' approach to award the appropriate mark within a range, balancing strengths and weaknesses in each response. Work in excess of 10% of the word limit for each task cannot achieve mark band 4. Words in tables must be included in the word count.

It is good practice to annotate work and at the end of each statement include a brief comment justifying mark band awarded.

Assessment Task A Introduction (300 words)　　8 Marks

This includes a rationale or reason for the choice of topic, 3 to 5 suitable research objectives, and a clearly stated, ethical and testable hypothesis.

Assessment Task B Literature Review (1500 words)　　20 Marks

A clearly referenced literature review based on a minimum of 4 appropriate secondary sources that clearly address objectives set out in Statement A.

Assessment Task C Methodology (1200 words)　　24 Marks

A method section which justifies the method employed in primary research over one other method, justifies the sampling technique selected over two other techniques, discusses reliability and validity and ethics and briefly sets out the procedure.

Assessment Task D Research tool　　8 Marks

A blank copy of the final draft of the research tool or tools designed and used. Drafts may be included in an appendix if they are referred to in the evaluation in task G.

Assessment Task E Results　　10 Marks

A results section comprising of well labelled appropriate tables and graphs.

Assessment Task F Discussion of results (1000 words)　　14 Marks

This consists of an in depth analysis of the results of the primary research, making clear reference to the graphs in the previous section and highlighting any comparisons with findings from secondary sources. This is followed by conclusions for each of the original research objectives based on the evidence from both primary and secondary sources and a statement on the original hypothesis.

Assessment Task G Evaluation (1000 words)　　16 Marks

This involves a critical assessment of all areas of the research process and recognition of areas that could be improved. Students should appreciate that identifying errors is not detrimental to their work. The discussion should include an assessment of the validity of both the secondary sources and the primary research, as well as the representativeness of the sampling. Sources of bias should be identified. As well as suggestions for improvements, recommendations for future research on the topic should be made.

Resources

CCEA Unit A2 1 Scheme of work (available at www.ccea.org.uk/hsc)
CCEA Unit A2 1 eGuide (available at www.ccea.org.uk/hsc)

CCEA Unit A2 1 Fact File 'Primary Research' (available at www.ccea.org.uk/hsc)

CCEA Bell, J. (2014) Doing Your Research Project, 6th ed, Open University Press.

Blaxter, L. et al, (2010) How to Research, 4th ed, Open University Press.

Green, S. (2000) Research Methods in Health Social and Early Years Care, Stanley Thornes.

Hucker, K. (2000) Research Methods in Health, Care and Early Years, Heinemann.

Parahoo, K. (2006) Nursing Research, Principles, Process and Issues, 2nd ed, Macmillan

Social Science Research Knowledge Base [online] available at http://www.socialresearchmethods.net/kb/contents.php

Unit A2 2: Body Systems and Physiological Disorders

Assessment Guidance: This unit is internally assessed. Students will complete an assignment adhering to the specified word count. The word count should be recorded at the end of each assessment task. Work which exceeds 10% of the word count can not access make band 4. Teachers will mark the assignment and it must be internally standardised if more than one teacher is delivering the unit. A sample of assignments identified by CCEA will be submitted for moderation.

Introduction

This unit introduces students to the practical skills required to measure, monitor and record data associated with the circulatory and respiratory systems. They will also describe the structure, function and control mechanisms of the circulatory and respiratory systems and demonstrate understanding of how individuals' behaviour can help maintain the physiological health of both systems. Students should also be aware of the reasons and implications of measurements which fall outside the expected range.

Students will also investigate one physiological disorder in depth, looking at the processes or tests involved in reaching a diagnosis, the treatment and management of the disorder, the impact of the disorder on individuals and the support services available.

Circulatory and respiratory systems

Students need to have underpinning knowledge of the circulatory and respiratory systems as they are asked to describe the structure, function and control mechanisms for both systems. The CCEA eGuide for this unit, A Level Health and Social Care textbooks, A Level Biology textbooks and web sites will provide excellent resources for this area of the course. Students should remember to acknowledge sources by carefully referencing diagrams in their text and in their bibliography.

Students need to demonstrate knowledge and understanding of how the behaviours of individuals can help maintain the physiological health of these two body systems, for example, avoiding alcohol, smoking and drugs and maintaining a healthy BMI. Students should assess how the behaviours of individuals can help maintain the physiological health of their circulatory and respiratory systems. For example alcohol should be avoided as alcohol can cause high blood pressure (hypertension), which increases the risk of having a heart attack or stroke. It also weakens heart muscles, which can affect the lungs, liver, brain and other body systems, and also causes heart failure. Binge drinking and drinking heavily over longer periods can cause the heart to beat irregularly (arrhythmia) and has been linked to cases of sudden death. People who drink a lot of alcohol have more lung infections, are more likely to suffer collapsed lungs and may be more likely to get pneumonia. When a person vomits as a result of drinking alcohol, they may choke if vomit gets sucked into their lungs.

Monitoring Physiological Status

Body systems can be measured externally to ascertain what is happening internally. The following

systems can be monitored by taking measurements:

- Circulatory - monitored by taking pulse rate
- Respiratory - monitored by measuring breathing rate

Students are required to monitor the two body systems using **two** individuals. The choice of individuals is important as evaluation and discussion of results has greater scope if the participants have different health status, fitness, age, gender etc.

To achieve accurate and reliable results, measurements of the two systems should be taken at rest so that a baseline is established. Students should then monitor each participant after a period of moderate exercise until their pulse rate and respiration rate return to rest values. Monitoring should begin one minute after the exercise activity has ended and should continue every minute until participants return to their rest rates.

Before embarking on this activity, students should be aware of the safety, hygiene and ethics involved and should become competent in the use of any equipment they may use to gather necessary data. It is a good idea for students to practice on each other as this will increase their competence and the likelihood of reliable and accurate results being recorded. It is good practice to apply the following safety measures:

- Carry out a risk assessment on participants.
- Ensure safe practice and ethics when monitoring body systems by awareness and application of COSHH, RIDDOR, Health and Safety at Work, Education and Library Board/DEL Guidelines.

Other health professionals such as the school nurse or a trained first aider may be a useful resource. When adequate preparation has been completed students can begin the actual measuring process. During the monitoring activity measurements should be recorded promptly and accurately. Following the monitoring activity results should be presented in the most appropriate format using the correct units or values.

Physiological disorders

This is an opportunity for students to carry out individual research and produce the independent work which enables them to access the higher mark bands. Within a centre it is expected that a range of medical conditions would be individually researched. Students should be aware that abnormal readings can be an indicator of illness or disease and therefore further tests may need to be carried out to confirm a diagnosis and proceed with suitable treatment. Each student should choose a disease or illness which can be identified using various diagnostic tests. These may include ECGs, blood tests, urine tests, chest X-rays, MRIs, angiograms, venograms, CT scans, spirometry, bone mineral density tests (DXA scan), glucose tolerance tests and physical examination by a suitably qualified practitioner. Students can choose from a wide range of physiological disorders and they should undertake initial research before making a final choice to establish that two tests can be applied and these provide the abnormal data required. A description of the way in which the diagnostic techniques are carried out and how the tests are interpreted should be included. While all these techniques can be sourced on the internet a school nurse or health visitor may provide a presentation or it may be possible to

arrange a visit to a local health centre to see them being carried out or interpreted. Some students may have personal experience of family members or friends who have undergone diagnostic tests and they may be able to reflect on this to support their understanding. Students are also required to demonstrate knowledge of managing the disorder by investigating treatments, care pathways, practitioners and support services available. These may include, surgery, medication, dietary advice, physiotherapy or hospital procedures all of which should be described.

Valuable information is available on websites such as
http://www.nhs.uk/Conditions/Pages/hub.aspx
https://www.nice.org.uk/guidance/conditions-and-diseases
http://www.bupa.co.uk/health-information?nav-health-information
and websites of voluntary organisations dedicated to specific conditions.

Effects of the disorder and illness on individuals

The final aspect of this unit requires students to analyse the possible effects of the disorder on individuals. In order to address this part of the assignment students should consider the impact of the disorder they have investigated on factors such as work, income, leisure, diet, education, and relationships. Although students do not need to know someone with the disorder it can be helpful but not necessary to conduct an interview with a service user or carer to complete this section. Secondary sources can also be used such as; journals, newspapers, TV programmes and the above websites are a valuable source of information.

Assessment Evidence

It is good practice to give the assessment evidence grid to students which clarifies the requirements for the four mark bands. The workload is more manageable for students and teachers if the assignment is completed assessment task by assessment task (A, B, C etc.) and marked as such. A reasonable amount of time should be allocated for the completion of each assessment task. It should be noted by when marking the work the descriptions in the assessment evidence grid should be applied. For example, is the work basic, adequate, competent or excellent and has the student worked independently or what level of guidance was given. The quality of written communication must also be considered.

Work which exceeds the word limit by more than10% cannot achieve mark band four. Word in tables must be included in the word count.

Assessment Task A (800 words)   14 Marks

To access the higher mark bands it is important to produce independent work. Work taken directly from source cannot access mark band 4. The use of appropriately referenced diagrams should be encouraged and it is very important that students make reference to diagrams used in describing the structure, function and control mechanisms of the two body systems in order to illustrate their understanding and make the work they produce more meaningful.

Assessment Task B (1000 words)   18 Marks

This task gives students the opportunity to assess how the behaviours of individuals can help to maintain the physiological health of the circulatory and respiratory systems. They must draw information from at least four secondary sources, although it is fine to have more. Their assessment should focus on positive behaviours for example avoiding alcohol, smoking and drugs and maintaining a healthy BMI. They should present evidence to demonstrate how such behaviours help maintain the physiological health of both systems. For example they might explore how physical activity helps maintain a healthy weight and when done regularly, moderate and vigorous intensity physical activity strengthens the heart muscle. This improves the heart's ability to pump blood to the lungs and throughout the body. As a result, more blood flows to the muscles, and oxygen levels in the blood rise. Capillaries, the body's tiny blood vessels, also widen. This allows them to deliver more oxygen to the body and carry away waste products. Students should draw on secondary sources to assess how avoiding alcohol, smoking and drugs help to maintain physiological health of the two body systems. For example the chemicals in tobacco smoke harm the blood cells. They also can damage the heart and blood vessels. This damage increases the risk of atherosclerosis. Atherosclerosis is a disease in which a waxy substance called plaque builds up in the arteries. Over time, plaque hardens and narrows the arteries. This limits the flow of oxygen-rich blood to organs and other parts of the body.

Assessment Task C (i)   4 Marks

A brief pen profile of the two individuals (at different life stages) to be monitored should be included; this profile should include age, gender, general health status and any other information that may be considered relevant such as smoking status, weight, employment etc. Students should ensure confidentiality of information.

The two systems should be monitored by carrying out measurements at rest and then every minute after exercise until readings return to the 'at rest' rates. All participants should be given a minute to recover following exercise before the monitoring begins. Students should present records of the tests clearly and accurately in an appropriate form using the correct units and highlighting normal values to aid analysis.

Assessment Task C (ii) (600 words)   12 Marks

Students should demonstrate their understanding of the monitoring process by analysing their findings. They should highlight data which is outside the normal range for each participant and draw conclusions about health status, however they should not attempt a medical diagnosis.

Assessment Task D (400 words)   10 Marks

Students should explain the steps taken to ensure the safety and well-being of the participants and they should also evaluate the measuring techniques they used to collect their data. This will involve reviewing the safety of participants during the activity, hygiene issues and methods and/or techniques they used to measure the body systems. They should highlight difficulties they encountered and how these may have affected results.

Assessment Task E (1200 words)   24 Marks

Students should identify the physiological disorder they intend to research (using primary and secondary or secondary sources only) and describe it. They should detail the methods used to diagnose the disorder and the treatments for the condition should also be discussed. Potential care pathways and the practitioners involved in the diagnosis and treatment of the disorders also form part of this assessment task. These may include surgery, medication, radiotherapy, chemotherapy, physiotherapy and alternative medicine and may involve doctors, nurses, physiotherapists, OTs, speech and language therapists, social workers and domiciliary staff. The limitations of the diagnostic process and of the treatment should be also be discussed.

Assessment Task F (1000 words)   18 Marks

The focus here is on the effects of the disorder on individuals. Detailed consideration should be given to how the disorder impacts upon work, income, leisure, diet, education, relationships and any other relevant factors. Students should recognise that the impact of any condition will vary from individual to individual depending on their personality, situation and the support they are given from their multi-disciplinary medical team as well as from family, friends and society.

Marking

Teachers should use their professional judgement to apply the criteria in the mark bands appropriately and fairly to students' work. They should take a 'best fit' approach to award the appropriate mark within a range, balancing strengths and weaknesses in each response. Work in excess of 10% of the word limit for each task cannot achieve mark band 4. Words in tables must be included in the word count.

It is good practice to annotate work and at the end of each statement include a brief comment justifying mark band awarded.

Resources

Students should have access to a range of resources for at AS/A2 level. Examples are listed below.

CCEA Unit A2 2 Scheme of Work
CCEA Unit A2 2 eGuide
CCEA Unit A2 2 Fact File

Available from www.ccea.org.uk/hsc

Websites

www.bbc.co.uk/health
www.health-ni.gov.uk/
www.guardian.co.uk/society
www.nhs.uk
www.nice.org.uk
www.statistics.gov.uk
www.youtube.com
www.mssociety.org.uk/
www.parkinsons.org.uk/
www.nhs.uk/Conditions/Cancer/Pages/Introduction.aspx
www.mariecurie.org.uk/

Unit A2 3: Providing Services

Introduction

Unit A2 3 provides students with the opportunity to build on the knowledge they have gained in other units and enables them to develop a greater understanding of the services available for the range of service user groups that exist in health, social care and early years. Students will gain an in-depth knowledge of health, social care and early years' service provision for the service user group identified in the pre-release material.

Unit A2 3 is assessed externally by a 2 hour written examination, based on pre-release material which will be made available 8 weeks prior to the exam. The paper is marked out of 120. Candidates answer three compulsory questions. The Quality of Written Communication (QWC) is assessed in four questions, two of which have 4 levels of response.

The effects of legislation and policy on service provision

It is important that students understand the origins of the welfare state, as outlined by Beveridge as well as current legislation and strategies that impact on health, social care and early years provision in Northern Ireland. **It is advisable to wait until the pre-release materials are issued before teaching any specific legislation, as specific legislation will be identified in the pre-release material**. Students should also understand the effects of policy on service provision. It is very important that your students understand the difference between policy and legislation. They should understand that policies are very often derived from law but reflect the needs and function of the organisation for which they are drawn up. Managers within care organisations are responsible for writing policies, which enable staff to put the law into practice. Students also need to understand how policies and procedures can improve the quality of service provision. They need to understand that policies **do not** guarantee or **ensure** standards of care provision are high, rather policies are only effective if they are embraced and properly implemented by all staff. This can be a difficult topic for students and is one on which time needs to be spent.

Meeting individual needs

Students will require a sound understanding of the factors that influence demographic trends and how these impact on health, social care and early years provision. You can initially look at this topic in general so that your students have an understanding of changes in population size and structure and then you can focus more closely on the demographic trends relevant to the specific service user group identified in the pre-release material when it becomes available. Information pertaining to demography and demographic changes can be found at www.nisra.gov.uk and local and national newspapers also often produce very useful articles on changes in the population.

Students are expected to be able to identify services provided for the service user groups by statutory and independent (both private and voluntary) providers as well as by informal carers. They also need to evaluate the integrated approach to the provision of care (i.e. the approach that involves statutory,

private, voluntary providers and informal carers working together to deliver services) and they should also know how each of the sectors is funded: – statutory providers, private providers, voluntary providers and informal carers. Students doing the double award will already have sound knowledge of this as it builds upon the content of Unit AS 5 – Adult Service Users. Students should be able to demonstrate understanding of and evaluate community care for the service user group identified in the pre-release materials. Students also need to demonstrate knowledge and understanding of the physical, intellectual, emotional and social needs of service users and how these might be met by a range of service providers. Again, students will have prior knowledge of this as a result of their work in relation to Unit AS 3 Health and Well-Being and Unit AS 5. You can use case studies, real or fictional, to facilitate your students' understanding of needs and how they might be met. Work placement experience also provides a valuable opportunity for students to further understand the needs of service users and how these needs can be met.

This section also requires students to explain how individuals access health and social care and early years services and analyse barriers to accessing services. They need to assess how barriers to access can be or have been overcome. Case studies again are a useful learning tool to help students to think about how service users can get the help and support they need, what might prevent them from accessing a service and how access to services can be improved. Students will also be expected to demonstrate understanding of the debate on rationing care services. You can help them to learn about this debate by accessing local and national newspapers and through watching relevant documentaries.

The differing roles and responsibilities of practitioners

It is very important that your students fully understand the roles of a range of health and social care practitioners who work with service users in health, social care and early years settings. Careers websites such as https://www.healthcareers.nhs.uk/ can be very useful for this topic. Students must be able to explain how named professionals contribute to the provision of care. They should be able to explain the specific roles and responsibilities of these named practitioners. Students can work in groups researching the roles of practitioners and how they contribute to care. They should be able to demonstrate knowledge and understanding of the specialisms in these roles as identified in the pre-release material. Case studies, work placement experience and visiting speakers can also make a very valuable contribution to your students' understanding of the roles and responsibilities of the range of health and social care practitioners.

Working effectively in teams

Students need to demonstrate knowledge and understanding of interdisciplinary team working. They need to appreciate the value of a range of professionals working together to provide care. You can support your students to develop this appreciation through the use of documentaries, case studies and visiting speakers. Work placement experience can also be very useful. On return to school/college, ensuring confidentiality, students can share with the rest of the group their experience of interdisciplinary team working. Again there are real life case studies that can help students to understand the importance of effective interdisciplinary team working – you can find case studies relating to this topic on websites such as www.societyguardian.co.uk as well as in local and national

newspapers and in social care journals. Your students can examine these irrespective of the service user group in the pre-release because they are only a vehicle for learning about the importance of interdisciplinary working. Its importance for the delivery of quality care applies in the same way to all service user groups. For example, it is very important that social workers share information with police in the case of at risk children or elder abuse. You should encourage your students to evaluate interdisciplinary team working and to assess the consequences for staff, service users and their families of a breakdown in team working.

Quality Assurance

In this section students need to discuss the role of codes of practice or conduct in guiding health and social care workers in Northern Ireland. The NMC website www.nmc-uk.org provides real life case studies which can help your students to understand how the nurses' code influences their practice and helps to ensure the delivery of quality care for the patients in their care. Alternatively your students could examine the social care workers code of conduct (NISCC) and they should be aware that codes of conduct, irrespective of the health, social care or early years professional they apply to, are all broadly similar and that they exist fundamentally to raise the standards of care that service users receive.

This section also requires students to demonstrate their knowledge and understanding of other quality assurance mechanisms e.g. inspections conducted by RQIA (details can be found on their website https://www.rqia.org.uk) and feedback from service users and families, such as surveys and complaints, as well as the role of the Patient and Client Council (PCC). They should understand that simply asking service users for feedback does not necessarily lead to improvements – it should but it may not, perhaps because of financial implications – therefore students should not be idealistic, determining that feedback from clients means that a problem or issue will not exist anymore. Websites such as www.doh.gov.uk and https://www.health-ni.gov.uk/and broad sheet newspapers can be a rich source of information on these issues. It is important that your students understand that these methods of measuring quality are debatable and targets being met or inspectors determining a care setting to be fit for purpose does not necessarily mean that care standards are always high. Evidence to support this can be found in the Winterbourne home scandal which can be watched in the classroom and discussed.

Assessment Guidance

The external examination will require students to demonstrate knowledge and understanding of a range of issues relevant to providing services for a particular service user group which will be identified in the pre-release material eight weeks prior to the exam. The examination will require students to explain and describe various issues related to service provision. Students will also be expected to demonstrate the ability to analyse concepts and issues in greater depth in order to justify the awarding of higher marks; for example students may be required to analyse the impact of community care on service users. Questions which challenge students to demonstrate skills of evaluation will also allow for the awarding of higher marks. For example students may be required to evaluate the integrated approach to the provision of services to a named service user group.

Resources

CCEA Unit A2 3 Scheme of Work
CCEA Unit A2 3 eGuide
CCEA Unit A2 3 Fact File: Quality Assurance
CCEA Unit A2 3 Fact File: Policies
CCEA Unit A2 5 Fact File: Transforming Your Care

Resources can be accessed at www.ccea.org.uk/hsc

Whalley, M. and Arnold, C (2013) *Working with Families in Children's Centres and Early Years Settings*, Hodder Education

Websites

www.youtube.com
www.nmc.org.uk
www.rqia.org.uk
www.nice.org.uk
www.healthni.gov.uk
www.nisra.gov.uk
www.doh.gov.uk
http://niscc.info
www.bbc.co.uk/health
www.nhs.uk
www.statistics.gov.uk

Broad sheet and online newspapers are valuable resources and can be used to highlight relevant health and social care issues; these can be both local and national newspapers

Unit A2 4: Public Health and Health Promotion

Assessment Guidance

This unit is internally assessed. Students will complete an assignment adhering to the specified word count. The word count should be recorded at the end of each assessment task. Teachers will mark the assignment and it must be internally standardised if more than one teacher is delivering the unit. A sample of assignments identified by CCEA will be submitted for moderation.

Introduction

In this unit, students have the opportunity to explore the concept of public health including how organisations working in public health aim to improve the health and well-being of the whole population. They carry out research on how three public health issues are being addressed in Northern Ireland by a variety of organisations.

Students also develop on their knowledge and understanding of health promotion campaigns from their learning for AS 3 Health and Well-Being. They do this by investigating one current campaign being run by the Public Health Agency in Northern Ireland in detail. They also evaluate the approaches used in the campaign.

Students plan, implement and evaluate a small-scale health promotion activity addressing a public health issue that has significance for the group they choose to do the activity with. Examples of useful settings for the activity include their own school or another local school or college, a residential home, a day centre, a youth club or another club or organisation. The activity should use at least one health promotion approach. Students may, but do not need to, produce their own materials for the activity – leaflets, posters, videos or other materials already used in an existing campaign are perfectly acceptable. This activity gives students the opportunity to work on their own or in a group of no more than five, though all students working in groups must have clearly defined and active roles in the activity and must complete their written reports independently. This is particularly important in allowing students to access mark band four where independence is an important criterion.

Assessment Task A (1200 words)   20 marks

To complete this task, students need to discuss how three current public health issues in the UK are being addressed in Northern Ireland. An internet search for 'current public health issues UK' brings you to an up-to-date list of issues produced by Public Health England at www.gov.uk. You are advised to give your students access to this list to choose their three issues. Whilst a useful starting point may be to allow small groups to work together to investigate what is being done to address just one of these issues in Northern Ireland and share their findings with their class, students must also carry out research for this task individually and write up their findings independently to allow them to access mark band 4. At the time of writing, the list includes a whole range of issues such as air pollution, alcohol, bowel cancer, cardiovascular disease prevention, cervical screening, child dental health, dementia, health at work, mental health, obesity and the food environment, physical activity, productive healthy ageing, rough sleeping, stopping smoking and type 2 diabetes. These are

only some examples, and the list may change a little from year to year, but students will have a wide range of interesting issues to choose from. You are not expected to teach your students about each of these public health issues, as the task requires them to carry out their own research, but you should facilitate this by giving them pointers on how and where to do the research, based on the content of the unit specification. Thus, you should encourage them to think widely about how each issue is being addressed in Northern Ireland, for example:

• Is there legislation relevant to this issue?
• Has any government department produced a strategy or policy document(s) on the issue?
• Are there any relevant strategies or policies in place or activities being carried out at a more local level e.g. by the local council or the local health and social care trust?
• Is there a relevant health promotion campaign or public safety campaign being run at this time?
• Are any voluntary organisations contributing to addressing the issue in any way?

A few points to note-
• Students are not expected to find examples of all of these for each of their three issues (for example, there may be a piece of legislation or a current Northern Ireland government strategy for some issues but not others).
• Whilst it is fine for students to briefly describe one or more current health promotion campaigns relevant to their issues in this task, this should not be the whole focus of their answer, as they will be carrying out a more detailed investigation of a current health promotion campaign in Task B.
• What is being tested here is the students' ability to research three issues independently and to summarise their findings in their own words (though some quotes may be incorporated into their answer). They should of course use Harvard referencing to acknowledge their sources.

You could use the eGuide to introduce your students to examples covering a range of issues. You could also consider researching one topic in detail yourself and showing your students what your findings are, though they would not be able to use this information in their answer (you may need to put a ban on using that particular issue!).

Assessment Task B (1000 words)   18 Marks

In this task students investigate a current health promotion campaign run by the Public Health Agency in Northern Ireland. Before they choose, they should have a clear understanding of what health promotion is (for example, using the definition by WHO from the eGuide) and that a health promotion campaign is a large-scale multi-media campaign aimed at improving the health of our population. You need to make your students aware that not everything on the PHA website can be considered a health promotion campaign, for example individual news articles, surveillance bulletins, or posters and leaflets for use by professionals published by the agency do not constitute a health promotion campaign and nor do public information campaigns (for example on how to recognise a stroke) or campaigns that appeal for help (for example for blood or organ donation).

When researching in detail a current health promotion campaign run by the Public Health Agency, students need to identify the key objectives of the campaign and describe the methods and materials used for delivery, for example the campaign website, posters, leaflets, television and radio advertising

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etc. The easiest way students can do this is using the website of the Public Health Agency (www.publichealth.hscni.net) which provides detailed information on the current health promotion campaigns and links to specific campaign websites where the range of health promotion materials can be viewed.

To complete this task, students also need to describe and evaluate the approach or approaches used in their chosen campaign, for example the medical, social change, educational, behaviour change or fear arousal approach(es). They will have knowledge of these approaches and their strengths and weaknesses from AS 3 Health and Well-Being, and you could encourage them to review the points in the AS 3 eGuide. As for AS 3, the evaluative points must be specific to the particular approach to health promotion, rather than more generally applicable to any approach, for example a weakness of any approach is that people may ignore it, whilst a weakness specific to the educational approach is that people may ignore it because they are 'switched off' by the detailed explanation and statistical research evidence that the educational approach is likely to include. For this task, you need to encourage your students to apply the evaluative points to their chosen campaign, for example was there a particular leaflet that focused on research evidence or statistics that some people may not want to read? You could encourage them to plan their answer by highlighting the strengths and weaknesses they want to include, linking each of these points in turn to their own specific campaign to facilitate the application required by this task. There is an activity on this in the eGuide.

Assessment Task C (1200 Words)   24 Marks

This task focuses on the planning of a health promotion activity that the students will undertake. Students can choose to do this individually or to work in a group of up to five. If working in a group, each member must contribute to the planning process and each must have a defined, active role in the activity, which should be evident in their plans. If undertaking the activity in a group, students need to schedule meeting time for planning. Their health promotion activity can relate to any health issue they choose, and of course it is expected that there will be a range of different topics selected within any class group. The eGuide gives some examples of possible small-scale health promotion activities to get your students thinking and choosing what to do. It is recommended that you check the topics and target groups chosen for the activity before allowing your students to get too far into the planning process. Where you feel there may be problems, e.g. with access to a specific target group, or ethical issues, e.g. an activity on sexual health with young people that parents might object to, or if you feel the plan is over-ambitious for the timescale available, you can steer your students in another direction at this early stage. You should make students aware that to achieve a good mark in this task, their planning must address all the points listed in the task. You should also make it clear to students who work in a group that, whilst they plan all of these aspects together, they should write up this task individually. It will be acceptable to have some points the same word-for-word e.g. the aim and objectives will be identical for everyone in a group, but it should be evident that each student has written their own answer for the task.

(It is a good idea to encourage students to print off an extra copy of their plan with an evaluation column or section - they can make notes on this as their activity progresses to help them evaluate for their activity for Task E).

Assessment Task D (i) (500 words)   8 Marks

In this task students need to describe how the success of their activity will be evaluated through the use of evaluation tools for participants and observer(s).

You will need to explain that evaluation in health promotion is important as it is the process by which the impact of the activity can be measured. You could look at the different ways in which health promoters like the PHA get feedback on their large-scale campaigns. Whilst it is recognised that a time-limited student assignment does not allow for measurement and evaluation of the impact on the target audience's health behaviour in the longer term, your students should understand that the short-term impact and success of the activity may be measured using a range of evaluation tools. These aim to evaluate both the extent to which their original objectives have been met (outcome evaluation) and the quality of the activity (process evaluation). You should introduce them to different types of evaluation tools that they could potentially design and use to evaluate their activities, for example pre and post-test assessments of the knowledge and understanding of the issue for the target audience to complete, comment cards for the target group and self, peer, participant or observer questionnaires. You should advise your students of the effort needed to design valid evaluation tools - most will need considerable drafting and redrafting to achieve validity. Students will not need to use all of the different types of evaluation tools but should be reminded that they should design them to be user-friendly based on the profile of the participants (e.g. their age and ability) and to suit the nature of the activity and its original objectives. Where students are planning to carry out their activity in a group, they should work together to design their evaluation tools, however they should write this task, where they describe how their activity will be evaluated, individually and independently.

Assessment Task D (ii)   8 Marks
For this task, your students should simply provide blank copies of the evaluation tools they have designed. For individuals working in a group, these will be exactly the same.

Assessment Task E (1100 words)   20 Marks

The focus of this task is initially on evaluating the success of the activity after its implementation. In reflecting on all aspects of the planned activity students should then also be able to identify how it could be improved upon and should make recommendations based on their evaluation. You should encourage them to evaluate the success of the activity by reviewing all aspects of it, using the evidence gained from the evaluation tools where appropriate.
You can encourage your students to consider -

-	the suitability of their chosen participants and how well they tailored the activity for them. They could consider this in terms of the participants' ages and abilities, group dynamics, any specific barriers relevant to the participants, the size of the group if they addressed a group of participants together etc. What was the impact of the activity on the target audience - were they interested or bored, for example?
-	achievement of the aims and objectives of the activity. Were the aim and objectives met? What evidence do students have to support their view that these were or were not met?

- the suitability of the approach or approaches used. Were the approach(es) used suitable? If so, what was it about the approach that worked well? If not, why did it not work well? Again, what is the evidence for this conclusion?
- how effective the role of each group member was (if they worked in a group). How well did they work as a team? Was there a leader? Were roles fairly shared? How did the group dynamics evolve during the planning and implementation of the activity? Students who worked individually might consider whether this was a good idea - was there an advantage to working alone or might it have been better to work in a group?
- the effectiveness of the materials and methods used to deliver the activity, for example the posters, leaflets, videos, talks, demonstrations or other activities. Did they work well? Were they appropriate in terms of level of language used and general content? Were the participants engaged?
- the suitability and effectiveness of other aspects of the activity such as the venue, equipment and timescale for the presentation. Did all go to plan? Were the resources adequate? Was the physical environment suitable, for example in terms of lighting, space and ventilation? Was there a need to change or find alternative resources at short notice due to unplanned circumstances, for example breakdown in ICT resources or the need to change the venue? Was their time managed well? Did they underestimate/overestimate the time needed for the activity?

Based on their evaluation, students are required to make recommendations for improvements to the activity. What changes could be made to make it more successful? They should work independently to produce comprehensive and well-argued recommendations for improvements to the activity.

References
As always, Harvard style end references are essential and should link clearly to any short references used in the main body of the assignment. Students must appropriately reference all the materials they use in their work, including any online resources.
It is not necessary for them to include their resources such as PowerPoints or posters in appendices.

Marking
Teachers should use their professional judgement to apply the criteria in the mark banks appropriately and fairly to students' work. They should take a 'best fit' approach to award the appropriate mark within a range, balancing strengths and weaknesses in each response. Work which exceeds 10% of the word count cannot access mark band 4. Words in tables must be included in the word count. It is good practice to annotate work and at the end of each statement include a brief comment justifying mark band awarded.

Resources
Resources for this unit include:

- CCEA Unit A2 4 eGuide
- CCEA Unit AS 3 Health and Well-Being
- CCEA Unit A2 3 eGuide
- CCEA Unit A2 4 Teacher Guidance

Resources can be accessed at www.ccea.org.uk/hsc

Unit A2 5: Supporting the Family

Introduction

Assessment Guidance: This unit is internally assessed. Students will complete an assignment adhering to the specified word count. The assignment must have the word total for each statement recorded on the student record sheet. Teachers will mark the assignment and it must be internally standardised. A sample of assignments identified by CCEA will be submitted for moderation.

This unit requires students to produce a case study of a family and a report on issues families may experience.

The family students base their case study on can be real but they should change names to maintain confidentiality or they may base their case study on a fictional family. The family should have at least three members, one of whom receives support from health and social care services. The family may require this support to help them cope with illness, bereavement, family breakdown, or a member may have a learning disability or physical or mental health problem. Students will describe the structure of the family and how the family meets the needs of the member who requires support from health and social services. They will also describe the health and social services which help meet the needs of the family and evaluate the effectiveness of the support they offer.

The report students need to produce focuses on how two issues may affect families (they choose two of the issues listed in the specification). Students will also describe how services from the statutory sector may support families experiencing these issues. They will also evaluate how two voluntary organisations may support these families.

In this unit students have valuable opportunities to work independently and access the higher mark bands but they will require advice throughout.

It may also be beneficial to remind students of the importance of referencing their work accurately and not cutting and pasting which is plagiarism. Work should be referenced using the Harvard Referencing System. Students should also record all sources of information used as these will be included in a reference list submitted with the portfolio.

Family structures

You can introduce this section with a class discussion on the definition of a family and its purpose. Students need to produce a review of changes to family structures since World War II and assess the reasons for these changes. Students need to understand the reasons why family structures have changed. This could be introduced by describing a family of a married couple with the mother staying at home to care for the children and do the housework while the father was the breadwinner and considered head of the household. This could then be developed into a comparison of family structure today and the reasons why it has changed. Students also need to be aware of the different family structures in today's society and many may be aware of, or have experience of different family structures. This aspect could be introduced by asking students to identify the family structures in

popular television programmes or considering their own family structure (this aspect should be treated with sensitivity as some students may be experiencing family problems and relationships may be broken or difficult). Students also need to know how to draw a diagram/ family tree showing the structure of a family and it is important that this is completed as accurately as possible. The website http://www.familytreetemplates.net/ shows various examples but it is not necessary to include numerous generations. Students could be given a family type each and asked to produce a short explanation of the structure and produce a diagram showing the structure. They could share this in a class discussion.

How Families Meet Individual's Needs

The focus of this section is on physical, intellectual emotional and social needs. There is a wide range of information available on physical, intellectual, emotional and social (PIES) needs. Information is available in the CCEA Unit A2 5 eGuide (Level 3). Mark schemes for legacy specification Unit AS 3 (Health and Well Being), Unit AS 5 (Adult Service Users) and Unit A2 9 (Providing Services) which are available on the CCEA website www.ccea.org.uk/hsc also provide valuable information on PIES needs. Students need to be able to identify clearly examples of each type of need and how they can be met by family members. An initial activity may be the students identifying their physical, intellectual, emotional and social needs or those of a family member and considering how they are met within the family. Students also need to have an understanding that some family members may have very specific needs, for example medication for a particular illness, and that some family members may have difficulty meeting their needs, for example due to a learning disability. The use of case studies based on families with a member who has a learning disability or a mental health problem or a physical illness or disability may be useful for group work and class discussion to highlight specific needs of individuals.

Support Available to Families

Students may already be familiar with the different sectors which provide services supporting families -statutory, private, voluntary and informal, but it may be useful to revise the four sectors. The CCEA A2 5 Fact File Support Available to Families available from www.ccea.org.uk/hsc provides useful information and a range of activities. The website http://www.familysupportni.gov.uk/ provides detail on a wide range of statutory and voluntary organisations which provide support to families in Northern Ireland. The reasons why families may require support could be a topic for class discussion and you could use families in TV soaps as case studies to introduce it. You could ask students to consider the services used by their own family, why they are required, how they meet their needs and to identify the sector to which the services belong. You can also invent case studies where one family member requires support to meet his or her particular needs, for example a family with a child who has cystic fibrosis. A range of case studies will enable the students to gain a wide knowledge of the services available. When constructing the case studies on the families it is recommended not to choose a family with multiple problems but one member must require health and social support to meet his or her needs. The case studies can be used for group work. Students can identify which family member needs support, the support available and consider the effectiveness of the support. The groups can then present their findings to the larger class group. Students also need to consider how the services used help other family members support the individual identified.

Family Issues

This part of the specification requires students to consider a range of issues families may face and their effect on individual members. You should only consider the issues in the specification– domestic violence, poverty, mental illness, poor parenting skills, children with behavioural problems, children with special educational needs, child abuse, racism, bereavement and addiction. It is important to consider all these issues at this stage to encourage students to make independent and informed choices when completing the assessment tasks. You could use group work to cover this area of the specification. You could give students one issue to research and ask them to present a summary of the effects on adults and children to the class group. The effects of the issues should be considered in relation to families in United Kingdom and not worldwide. Students may find it beneficial to focus on the physical, intellectual, emotional and social effects as relevant.

Visiting speakers, for example a representative from Women's Aid or the PSNI may provide valuable information on the effects of domestic violence or a member of Saint Vincent De Paul on the effects of poverty. If you invite visiting speakers you can ask them to outline the work of their organisation in supporting families experiencing the relevant issue.

Students also need to consider how the statutory sector supports families facing issues. It is important that students understand that statutory sector services offering support to families are wide ranging and may include, for example, the PSNI, The Northern Ireland Housing Executive, Department of Social Security in addition to health and social care services provided by the Trusts. A useful activity may be for students to identify at least two statutory sector services that support families experiencing each issue.

Students also need to consider the role played by voluntary organisations who aim to support families facing issues. Most voluntary organisations have very informative websites outlining the support they offer. You could divide students into groups, give each a specific issue and asked them to present a summary to the class on how two voluntary organisations support families facing that issue. Visiting speakers may also provide useful information on how their organisation aims to support families.

Assessment Evidence

It is good practice to give the Assessment Evidence Mark Bands to students as this clarifies the requirements for the four mark bands (GCE Health and Social Care specification pg 104-106 available from www.ccea.org.uk/hsc). The workload is more manageable for students and teachers if the assignment is completed assessment task by assessment task (A, B, C etc.) and marked as such. You should allocate a reasonable amount of time for the completion of each assessment task.

Marking

Teachers should use their professional judgement to apply the criteria in the mark bands appropriately and fairly to students' work. They should take a 'best fit' approach to award the appropriate mark within a range, balancing strengths and weaknesses in each response. Work in excess of 10% of the word limit for each task cannot achieve mark band 4. Words in tables must be included in the word count.

It is good practice to annotate work and at the end of each statement include a brief comment justifying mark band awarded.

Assessment Task A (800 words) 16 Marks

To complete this assessment task students should produce a review of changes to family structures that describes how family structures have changed since World War II and they must assess the reasons for these changes.

Students are required firstly to describe how family structures are changing. A recent research paper Childhood and family life: Socio- demographic changes (The Social Issues Research Centre, 2008) highlights these changes. For example, family structures have become longer and thinner and most children still live in a 'traditional' family unit in one household, with two parents. Birth rates have declined in recent years, nuclear families have become smaller. Women are having children later in life. Marriage rates have decreased, but marriage remains the most common form of partnership. Divorce rates have increased overall, but are now in decline .The number of lone parent families has increased substantially. An increasing number of children live with step-parents. The number of people cohabiting has also increased. Legal recognition of same-sex partnerships has increased their visibility. The number of people living alone has increased significantly. Children are now more likely to remain in the family home for longer than in the past. Migration, ethnicity and religion have also influenced these changes in structures.

Students could focus on the reasons for these changes by considering changes in legislation, employment, norms and attitudes and improved contraception.

Assessment Task B (600 words) 12 Marks

To complete this assessment task students need to describe the structure and membership of the family. The family should have at least three members. Students need to identify the family type and include a clear and accurate diagram of the family structure. They should include a short description of each family member for example their age, interests or occupation. At this stage they should also identify the family member who needs health and social care support. Students should not choose a family with multiple problems as this will make the assessment task more challenging and they may fail to include the detail required for the higher mark bands. Only one family member may require health and social care support from the statutory, private, voluntary and/or informal sectors, but other family members may also receive support from services. For example a child in the family may have a learning disability but the entire family may receive support. When students have decided on a family it is important that they are given advice on the suitability of the family member they have chosen who requires health and social care support.

In this assessment task, students also need to identify the family member who needs health and social care support and analyse how other members in the family meet his/her needs. It is not necessary to include a lengthy introduction. An introduction may read, 'I am basing this task on John who has Duchenne Muscular dystrophy or Molly who has Down's syndrome or Lucy who has cancer or Jason who is recovering from a serious road traffic accident'. Having completed this short

introduction students continue by analysing how the other family members meet the needs of this family member. Analyse means to break into component parts and identify their characteristics. Students may do this by considering the physical, intellectual, emotional and social needs of the chosen family member. The analysis of needs should be specific to the family member. If the analysis completed is generic students will not access the higher mark bands. Consider the physical needs of an elderly family member with dementia. One of these needs is safety as the elderly person is confused and the family meet this need in various ways. For example, his daughter supervises him taking his medication to ensure he takes the prescribed amount. This helps ensure he gets the correct medication and avoids the risk of an overdose or the family take it in turns to stay with him at night as he sometimes wakes up and tries to leave the house.

The focus must be on how the family meet the needs and work that refers to services meeting the needs cannot be given credit. Students should organise their work and present it coherently and try to produce a balanced analysis of the needs.

Assessment Task C (i) (800 words) 16 Marks

The focus of this task is on the services used to meet the needs of the individual identified in assessment task B and their family. The services students choose must be health and social care services and the discussion must focus on how the service supports the individual and their family. Irrelevant detail such as the number of staff who work in the service or the funding of the service should not be given credit. For example, Marie Curie can offer support to an individual with a terminal illness and their family. This support will help meet their needs. The individual and family may need emotional support. Marie Curie can help meet this emotional need of by providing the individual with information on the feelings of denial, anger, guilt, fear, depression or frustration they may be experiencing. They also offer advice to the individual on coping with these feelings. This advice includes talking to family and friends, joining a support group, talking to a counsellor or trying art or holistic therapies and Marie Curie offers some of these activities. Marie Curie also meets the emotional needs of the family who are caring for a member with a terminal illness. One way they do this is through their online community. This gives family members the opportunity to share their experiences with others in a similar situation and talk about their emotions. Marie Curie also offers other services which help meet the needs of the entire family. It is important that in their work students focus on the needs of the individual and their family and how the services they have selected helps meet the relevant needs. Students should discuss at least two services used by the family. Services may be from the same sector but the work produced must focus on meeting the needs of the individual and their family. Generic responses cannot be awarded the higher mark bands.

Assessment Task C (ii) (400 words) 8 Marks

The focus of this task is assessment of the effectiveness of the support offered to the individual and their family that students described in assessment task C (i). Assessment means to make an informed judgement from available evidence. Students need to consider whether the services are effective in meeting the needs of the individual and the family. Some key terms have been included in the specification (reducing dependency, increasing self- sufficiency, developing self-esteem,

increasing their sense of empowerment and developing alternative coping mechanisms) but these may not all be relevant to the individual or family a student is basing his or her work on.   Consider how effective the support offered by Mencap may be to the family of a young adult with a learning disability. The young adult is living in a supported living scheme run by Mencap. This support is very effective in meeting the emotional needs of the young person as he is been given the opportunity to live independently. This will increase his self- esteem as he has his 'own place' and is not dependent on his family and parents. It will give him a sense of security as 24 hour support is available. Students could continue to assess how effective this support is in meeting the other needs of the young adult. The assessment must also include the family so the student would continue by assessing the effectiveness of the support in meeting the needs of other family members, in this case probably the parents. The parents would have less worry and stress as they know their son/daughter is living in a secure environment and getting the opportunity to lead an independent life and this contributes to meeting their emotional needs.

Students may find it beneficial to complete C (i) and C (ii) at the same time but if they do so, they must present their work clearly for example,

>   **Assessment Task C**
>   (i)   Discussion of services
>   (ii)   Assess the effectiveness of support given.

Students have now completed the case study which focused on a family. The next part of the portfolio is a report which is not based on the family in the case study.

Assessment Task D (800 words)   16 Marks

In this assessment task students need to choose two issues from the specification and analyse how each may affect both children and adults in families. The issues are domestic violence, poverty, mental illness, poor parenting skills, children with behavioural problems, children with special educational needs, child abuse, bereavement and addiction. The issues they choose for this task are also the focus for tasks E and F, so students may benefit from advice on these tasks before starting their research. 'Analyse' means to break down into component parts and identify their characteristics, so students may wish to consider the physical, emotional, intellectual and social effects on families of the two issues they have selected. Lengthy introductions, for example various definitions of poverty or types of mental illnesses are not required. One sentence of an introduction is sufficient and students should try to balance their work by completing an in-depth analysis of each issue. Issues should be researched carefully, for example if using the internet students should not just focus on the first website they access, but should visit several websites and then select those with the most relevant detail. Students should be aware of the consequences of cutting and pasting. The work should be based on families in the UK. Students may use personal experience but confidentiality must be maintained. Students should include the effects on both the children and adults in families, for example how domestic violence may affect the victim, the perpetrator and the children in a family.

Assessment Task E (800 words)   16 Marks
The focus of this task is on how statutory services support families facing the two issues analysed in

assessment task D. Students need to analyse how statutory services support families experiencing each issue. The work produced should be succinct clearly showing how the services support families experiencing each issue. Students should aim to produce a comprehensive analysis of the support offered by statutory services for families facing each issue.

Assessment Task F (800 words)   16 Marks

The focus of this task is how voluntary organisations support families facing the two issues analysed in assessment task D. Students choose one voluntary organisation that aims to support families facing each issue. For example they may choose the NSPCC for families where child abuse is an issue or Alcoholics Anonymous where addiction is an issue. The command word is assess. Assess means to make an informed judgement from available evidence. In this piece of work students need to judge the value of the role played by two voluntary organisations that aim to support families. If a student has chosen bereavement they may decide to evaluate the role of Cruse in supporting families, including both positive aspects and drawbacks of the organisation. Whilst Cruse can support families experiencing bereavement in many ways one drawback of the organisation is that there may be a six week wait for face-to- face support. When completing work students should not include any irrelevant information such as numbers of staff or funding of the organisations. The focus is on assessing the role of the organisations. Students should try to produce a detailed assessment of the role of each organisation aiming to support families facing the chosen issues.

In this unit, students must take care to maintain confidentiality.

Resources

CCEA Unit AS 5 eGuide
CCEA Unit A2 5 Fact File: Support Available and Families
CCEA Unit A2 5 Scheme of work

Available from
www.ccea.org.uk/hsc
www.cruse.org.uk
www.mariecurie.org.uk

Unit A2 6: Understanding Human Behaviour

Introduction

Unit A2 6 is an optional unit at A2 double award students. It aims to give students an understanding of the main perspectives in psychology that can explain various aspects of human behaviour, as well as the socio-economic factors that influence those behaviours. The application of the psychological perspectives in terms of therapy and treatment for individuals experiencing a range of problems is also explored.

The unit is assessed externally by a 2 hour written examination.

The first section of this unit introduces the six major perspectives in psychology whilst the second section requires students to apply the theories and their associated therapies and treatments to a variety of human behaviours. You may wish to introduce the therapies/treatments with the theories, as you focus on the first section of the specification, however focusing on the theories first and then moving on to the therapies/treatments does afford the opportunity for revision of the theories, which may well be of benefit to students.

Psychological perspectives on behaviour and personality

You should start this unit by exploring the six major perspectives in psychology and how they view human behaviour. Knowledge and understanding the key theoretical concepts from each theory underpins the unit, so students must be encouraged to learn the theories.

For the psychoanalytic perspective, students should be able to describe Freud's theory in some detail, demonstrating understanding of the key concepts of fixation, the id, ego and superego, the libido and death wish, erogenous zones, the stages of personality development and examples of defence mechanisms. They should understand Freud's view that childhood experiences and the unconscious mind determine the adult personality.

In the humanistic perspective, students should focus on Rogers' theory of personality development, including the key concepts of self actualization, positive regard, conditions of worth, the defence mechanisms of denial and distortion, the real self, the ideal self and incongruence.

For the behaviourist perspective, students should be able to describe Pavlov's experiments and his theory of classical conditioning and Skinner's experiments and theory of operant conditioning. The former includes the concepts of learned associations, conditioned responses, generalisation, extinction and reinforcement whilst the latter includes the concepts of reinforcement, both positive and negative, schedules of reinforcement, punishment and behaviour shaping.

The cognitive perspective in psychology encompasses a wide range of thinking and information processing behaviours, but in this unit students are simply asked to focus on Beck and Ellis's theories, which propose that irrational thoughts and beliefs cause abnormal behaviours. Aaron Beck's key concepts include cognitive errors, the 'cognitive triad' of negative thoughts and negative schemas.

Ellis used the concept of an 'internal dialogue of negative self statements' and used the 'ABC model' to explain the development of irrational beliefs.

From the biological perspective, students should focus on the role of genetics, physiology and in particular neurobiology in depression, aggression and stress.

Finally, from the social learning perspective students should examine Bandura's Bobo doll experiments and be able to describe the key concepts of Social Learning Theory (SLT) including imitation, modelling and identification.

The best source of material to introduce students to the theories is CCEA Unit A2 6 eGuide available at www.ccea.org.uk/hsc. You may also use AS and A2 Psychology texts (CCEA Unit A2 6 Scheme of Work) available at www.ccea.org.uk/hsc. You may use internet sources but it should be noted that many of the psychology notes on the internet are aimed at degree level students or professionals and are often confusing for students at this level. There are, nevertheless, some useful on-line resources e.g. the website http://psychology.about.com and http://www.simplypsychology.org have some very useful notes and quizzes pitched at an appropriate level. It is important that students have accessible revision notes for each perspective.

The application of perspectives to understanding and treating individuals

This section introduces students to the therapies and treatments that are associated with the psychological perspectives studied in the first section of the unit as applied to five aspects of human behaviour- depression, aggression, stress, phobias and eating disorders.

Before beginning to explore their application to any specific behaviour, you should stress the importance of understanding the links between theory and practice. It will be useful to have revision tests on the key theoretical concepts of each theory before exploring the associated therapies or treatments.

- Revision of Freud's theory will be useful preparation for exploring psychoanalysis and play therapy- there are many forms of play therapy, but students are required to explore play therapy based on the psychoanalytic perspective (Anna Freud).
- Revision of Rogers' key concepts will help students to understand client-centred therapy (also known as person-centred therapy or PCT) and encounter groups.
- Revision of the two key theories in the behaviourist perspective will help students to understand how the behaviour therapies for phobias (systematic desensitization, implosion therapy and flooding) are based on classical conditioning and how both behaviour modification and time management (the latter, for stress) are based on the principles of operant conditioning.
- There are many new forms of cognitive behavioural therapy (CBT) but after revising the key concepts of Beck and Ellis's theories, students should learn about Beck's cognitive restructuring and Ellis's rational emotive therapy and rational emotive behaviour therapy (RET and REBT).
- Revision of their notes on the biological perspective will be good preparation to help students understand the physical effects on the brain or body of drugs, ECT, biofeedback, meditation and relaxation
- Revision of the key concepts of Bandura's Social Learning Theory will form a good basis for students to understand modeling therapy, social skills training and family therapy.

Again, you can use psychology texts for AS and A2 for teaching therapies and treatments. Video material showing some of the treatments or therapies in action is also useful – some of the video material available to buy is expensive and usually too detailed in content for the purposes of this unit, but there are many useful short clips available on www.youtube.com that can help students to understand how the therapies are delivered. You may wish to explore these and either post appropriate links on the VLE or play the clips for the students, as simply conducting a search on the site for a treatment or therapy can lead them to unsuitable material.

You can make up or use case studies of individuals with depression, who are aggressive and who are suffering from stress, eating disorders and phobias to allow students to assess how different theories can contribute to understanding these behaviours, and how their associated therapies and treatments can be used to help individuals. (The influence of the range of socio-economic factors identified in the next section can also be explored through the use of the same case studies, giving your students the opportunity to examine how the same behaviours can be linked to these factors too). Television documentaries or radio programmes and websites such as http://www.nhs.uk and www.nice.org.uk may also provide useful information on specific behaviours or conditions and the relevant therapies/treatments.

You may wish to distribute this table to students as a useful aide memoire for this section of the specification

Individuals' behaviours	Theories that contribute to understanding behaviour	Theories that contribute to understanding behaviour
Depression	• Psychoanalytic • Humanistic • Cognitive • Biological	• Psychoanalysis, play therapy • Client-centred therapy and encounter groups • Beck's cognitive therapy, Ellis's RET and REBT • Drugs- 3 main types: MAOIs (Monoamine Oxidase Inhibitors); Tricyclics: SSRIs (Selective Serotonin Reuptake Inhibitors) ECT
Aggression	• Psychoanalytic • Humanistic • Behaviourist • Cognitive • Biological • Social	• Psychoanalysis (catharsis), play therapy • Client-centred therapy and encounter groups • Behaviour modification • Beck's cognitive therapy, Ellis's RET and REBT • Drugs – minor tranquilisers e.g. benzodiazepines • Modelling therapy, social skills training

Stress	• Cognitive • Behaviourist • Humanistic • Biological	• Beck's cognitive therapy, Ellis's RET and REBT • Time management • Client-centred therapy and encounter groups • Drugs – beta blockers, anti – depressants, anxiolytic (anxiety reducing) drugs, biofeedback, relaxation and meditation.
Eating disorders	• Psychoanalytic (including Hilde Bruche) • Cognitive • Behaviourist • Biological • Social	• Psychoanalysis • Beck's cognitive restructuring, Ellis's RET and REBT • Behaviour modification • Drugs – anti- depressants • Family therapy
Phobias	• Psychoanalytic • Cognitive • Behaviourist • Social	• Psychoanalysis • Beck's cognitive restructuring, Ellis's RET and REBT • Behaviour therapies (systematic desensitization, implosion and flooding) • Modelling therapy

Your students need to be able to describe the advantages and limitations of each type of treatment or therapy, and texts are usually the best source of this. Please note that the evaluative points they make should be specific to the treatment or therapy under consideration e.g. 'individuals may not want to be in therapy' is a very general point, but 'individuals may find it very difficult to talk about painful childhood memories' is clearly specific to psychoanalysis. Evaluative points about the use of the therapy/treatment should also be specific to the behaviour being considered e.g. non-compliance is a problem with drug therapy, but students should be able to point out that this may be a particular problem for individuals who are depressed as their condition makes them lethargic, so they may simply not want to be bothered to take medication, perhaps feeling there is no point.

The influence of socio-economic factors

This section of the unit requires students to understand that the problems and behaviours they have examined (depression, aggression, stress, eating disorders and phobias) may be influenced by socio-economic as well as psychological/biological factors. As indicated above, the influence of the socio-economic factors listed in this section are best explored through case studies that show the complex interaction of psychology, biology and socio-economic factors in the lives of individuals.

Based on their general knowledge and learning about socio-economic influences on health and well-being in Unit 3, students should be able to come up with ideas of their own and they can conduct research using government sources like Social Trends and DHSS/PSNI reports. There is no need for in-depth study of the influence of these factors and students will not be expected to cite statistical evidence in the examination.

Assessment Guidance

The external examination will require students to demonstrate a range of knowledge and skills related to understanding human behaviour. It will require students, to describe the key psychological perspectives/theories of behaviour and personality and the associated therapies and treatments and to describe the influence of socio-economic factors. Students will be expected to apply their knowledge to case studies and to demonstrate the ability to assess how the individuals' behaviours in the case studies can be both understood and treated. In some sections of the examination students will be required to demonstrate skills of evaluation e.g. they may be asked to evaluate a treatment or therapy.

Resources

CCEA Unit AS 6 eGuide
CCEA Unit A2 6 Fact File
CCEA Unit A2 6 Scheme of work
Available from www.ccea.org.uk/hsc

Texts (examples only)

Bernstein, D.A., Penner, L.A., Clarke-Stewart A., and Roy, E.J. (20011), Psychology, 9th edition, Houghton Mifflin.

Feldman, R.S., (2014) Essentials of Understanding Psychology, 11th edition, McGraw-Hill.

Gross, R., (2015) Psychology The Science of Mind and Behaviour, 7th edition, Hodder Arnold.

Psychology Review (quarterly journal), Philip Allen Updates.

Social Trends, HMSO.

The Revision Guide AS Level Psychology (2011) Coordination Group Publications (CGP)

Websites

www.bbc.co.uk/health
www.health-ni.gov.uk
www.nhs.uk
www.nice.org.uk
www.simplypsychology.org
www.psychology.about.com
www.statistics.gov.uk
www.youtube.com

Broadsheet and online newspapers can be used to highlight socio-economic factors that can influence behaviour. Television documentaries may also be useful e.g. on topics like depression and its causes

and treatments. Visiting speakers such as clinical psychologists, counsellors or mental health nurses could also help the students to develop an understanding of how the therapies/treatments are used in health and social care practice. Work placements may also be useful e.g. students on placement in early years settings may see behaviour modification techniques being used.

Unit A2 7: Human Nutrition and Health

Introduction

This unit enables students to explore the relationship between human nutrition and health. The unit explores the composition of food and the dietary needs of individuals in a range of settings. Students investigate the importance of a balanced diet and the impact of food choices on individuals' health and well-being. Students explore key factors influencing food choice and also examine the hygienic preparation of food.

Students apply their underpinning knowledge to the diets of individuals in a range of care settings.

Assessment for this unit consists of a two hour written examination that includes both short and extended responses. Students answer **three** compulsory questions.

Nutrients in Food

This section requires students to demonstrate knowledge and understanding of the dietary functions and sources of the full range of nutrients in the specification. Students should understand the inter-dependency of nutrients in the maintenance of an individual's health and wellbeing, for example the importance of calcium and vitamin D for healthy teeth and bones. It is important that students have a clear understanding of the importance of the nutritional requirements of specific service users as set out in the specification:

- infants;
- children;
- adolescents;
- adults; and
- older people

In the planning of meals in a range of care settings students could consider this in the context of residential care, hospitals, early years settings, the service user's own home, nursing homes and or day centres.

You may find case studies a useful method of teaching when linking the relationship between nutritional theory, service user groups and settings, for example the nutritional needs of an older person in a nursing home or the importance of water for children in a nursery. Students could create a booklet summarising the underpinning knowledge of the nutrients in this section (functions, sources). This will serve as an effective revision tool. You may also find it beneficial for students to record all nutritional knowledge in a table. When this section is completed you should test students on their nutritional knowledge and understanding before progressing on to the next topic.

Current Dietary Guidelines

Students should be aware of the need for a balanced diet. http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx is an excellent resource to utilise when delivering this topic. It clearly illustrates 'The Eatwell Guide' and enables students to analyse current dietary guidelines. The fact file may also support students so that they can demonstrate their knowledge and understanding of the current dietary advice generated by a range of government bodies:

- Department of Health (DoH) previously the DHSSPSNI;

- Nutritional Standards for Schools Department of Education Northern Ireland (DENI);

- Public Health Agency (PHA); and

- The Food Standards Agency.

You could give students an overview of The Promoting Good Nutrition Strategy (DHSSPS, 2010) which identified the Malnutrition Universal Screening Tool (MUST) as the screening tool of choice to identify adults at risk of malnourishment or who are malnourished. Students should be aware that the guidelines apply to three care settings- hospitals, community and care homes. Nutritional screening is the first step in the identification of malnutrition. The screening process enables detection of significant risk of malnutrition and supports the implementation of a clear plan of action, such as simple dietary measures or referral for expert advice. Your students should access the guidance and resources materials to support the use of "MUST" across all settings on https://www.health-ni.gov.uk/sites/default/files/publications/dhssps/pgn-must_0.pdf. The resources should support them in understanding the purpose of nutritional screening and nutritional care plans. Students should also have an understanding of the "Food First Advice" which will be given in a community or care homes settings for example fortifying foods to increase calorific values.

Nutritional standards for school lunches and other food in schools came into effect in September 2007 and August 2008. You will find guidance on www.publichealth.hscni.net/ which includes practical booklets for schools and leaflets for parents. Guidance for implementing these standards is available in the following publications:

- Nutritional standards for school lunches: A guide for implementation
- Nutritional standards for other food and drinks in schools: A guide for implementation

As well as detailing the standards these documents, published by the Public Health Agency (PHA) also offer practical advice on how to implement them. The Agency has also published a poster for use by schools containing guidance on foods for religious faiths and you may find a copy of this in the school canteen.

You could give your students an overview of the standards so that they have knowledge and understanding of:

- Why the standards have been introduced – increase in childhood obesity
- The basis of the standards – the Eatwell Guide

- Nutritional standards for school lunches, menu suggestions and serving tips
- Portion size
- Catering for children with food allergies
- Nutritional standards for other food and drinks in school
- Breakfast clubs
- Healthier breaks

Making Life Better 2012–2023 is the ten year public health strategic framework. The framework provides direction for policies and actions to improve the health and wellbeing of people in Northern Ireland. It builds on the *Investing for Health strategy (2002–2012)* and retains a focus on the broad range of social, economic and environmental factors which influence health and wellbeing. It brings together actions at government level and provides direction for implementation at regional and local level.

The Public Health Agency is the lead agency for implementation of the *Making Life Better* framework. Empowering healthy living is a key long term outcome of the strategy with improved health and the reduction in harm a clear goal of health literacy. Your students should access the PHA website www. publichealth.hscni.net/ and follow the link "Nutrition" which looks at nutrition through the life stages starting with pregnancy through to nutrition for the over 65s.

The Food Standards Agency in Northern Ireland (FSA) is responsible for devolved matters relating to food safety, standards, nutrition and dietary health in Northern Ireland. Their responsibilities include:

- Advising ministers on food safety and standards issues
- Developing policy and proposing legislation
- Providing timely and effective responses to food and feed incidents
- Setting standards and auditing district councils' food enforcement activities
- Setting standards and auditing meat hygiene, feeding stuffs, eggs and milk enforcement by DARD
- Encouraging food producers and caterers to reduce the levels of saturated fat, salt and calories in food products
- Giving the public advice on diet and nutrition and food safety issues food safety, standards, nutrition and dietary health in Northern Ireland. (Eatwell Guide)

FSA nutrition initiatives and policy in Northern Ireland include the calorie wise scheme, folic acid fortification, food poverty, front of pack nutrition labelling, healthy catering, National Diet and Nutrition Survey report for Northern Ireland (NDNS), salt and the Eatwell Guide. Students may gain more detail on their website -https://www.food.gov.uk/northern-ireland.

You may find it useful to test students' knowledge of the current dietary advice offered by these government bodies either through a class test or the completion of examination questions.

Exploring Dietary Health

When students have a clear understanding of current dietary guidelines they can progress to use their knowledge and understanding to analyse the specific nutritional requirements of individuals at each stage of life as stated in the specification. The focus should be on the nutrients listed in the specification.

You could divide the students into groups and give each a stage of life to research using the PHA website www.publichealth.hscni.net/ and they could then share their findings with the class. This will ensure each student has a complete set of notes on the nutritional requirements of individuals at each stage of life. You may however need to produce a summary of each stage of life covering the key nutrients. Current dietary advice for individuals at each stage of life should also be considered and again you may choose to cover this by group work through, for example the production of posters or advice leaflets. You may find case studies a useful tool as these will encourage students to relate their findings to the different groups.

In assessing a vegan diet it is important to focus only on how it can meet the nutritional requirements of individuals. It may be useful to test this topic by giving students a levels of response question focusing on how a vegan diet can meet the nutritional needs of, for example an adolescent girl. You may find the most useful way to cover how basal metabolic rate (BMR), age, gender, state of health and physical activity levels (PALS) affect energy levels is through a class discussion and notes you have prepared.

Students could explore the different food intolerances as stated in the specification as a research activity focusing on the dietary advice which may be given by care providers for example dietitians. You could use a practical activity for recipe modification by giving students a recipe each and asking them to change it to meet current dietary advice based on the Eatwell Guide. They could then select their favourite recipe and modify it. A useful site for students is http://www.nhs.uk/change4life/Pages/smartswaps.aspx

Diet related conditions or disorders

Students need to demonstrate knowledge and understanding of the dietary risk factors and appropriate advice to help prevent the conditions or disorders listed in the specification:

- bowel cancer;
- cardiovascular disease;
- hypertension;
- Crohn's disease;
- scurvy;
- rickets;
- night blindness;
- anaemia;
- dental caries;
- diabetes;
- irritable bowel syndrome;
- obesity;
- osteoporosis; and
- stroke.

You could divide the class into groups or pairs and give each a condition or disorder to research. They could then present their findings to the class by the method of their choice for example, PowerPoint, poster or information leaflet addressing only dietary risk factors and the appropriate advice to prevent the condition or disorder. A list of useful websites is included on the scheme of work. Visiting

speakers are a useful resource and documentary programmes for example whyproject.co.uk/top-10-documentaries-food-health-agriculture and the BBC website www.bbc.co.uk/science/ are also helpful. You may find case studies are useful to consolidate learning.

Factors influencing dietary intake

Students are required to develop an understanding of the key determinants of food choice as listed in the specification. The CCEA Fact File A2 7, available from www.ccea.org.uk/hsc, is a useful resource to support the delivery of this section of the specification. A class discussion on each of the factors accompanied by teacher notes may be the most effective way of covering this topic. You should use case studies to encourage students to apply their knowledge and understanding.

Food preparation and handling

The key element in this section is that students are given the opportunity to apply their knowledge of good hygiene and safe practices when storing and handling food to a range of health, social care or early years settings for example a nursing home. The Public Health Agency website is a useful resource to consider when delivering the topic of food poisoning.

Students should be able to identify the specific bacteria relating to food poisoning, the factors affecting their growth and identify high risk foods. You may find it useful to get your students to complete a table covering these aspects. The use of subject specific language should be encouraged as it will help students in examination responses to move into higher mark bands. Students need to know the signs and symptoms of food poisoning and identify the individuals most at risk. Students could produce an information leaflet or poster for staff in a care setting covering these aspects. When considering good practice students should explore the storage, and handling of food. The specification states the legislation and regulations which apply to food storage, and handling and you should only cover those in the specification. You will find websites an excellent resource tool when addressing this section for example Food Standards Agency. The Science of Food textbook, already mentioned, is also an excellent resource for you and your students. Again visiting speakers such as an Environmental Health Officer are a useful resource.

 You may arrange visits to care settings to add interest and variety to student learning and assist them in their application to real life settings. A visit to the school canteen, whilst not a health, social care or early years setting will enable students to see first-hand the legislation and regulations in practice.

Some of your students may wish to complete a formal qualification in food handling and websites such as http://www.lp-associates.co.uk/food-hygiene-safety.html offer this opportunity.

Assessment Guidance

The external examination will require students to demonstrate a depth of knowledge and a range of skills relating to the principles of nutrition and health. The examination will require students to explain and describe specific nutritional and dietary concepts for example, the functions and sources

of specific nutrients. Students will be expected to apply their knowledge to case studies. In some sections of the examination students are expected to demonstrate the higher order skill of analysing or evaluating, for example students may be required to analyse the relationship between diet and coronary heart disease. Use of subject specific terminology and application of theory will justify the awarding of a higher grade.

Resources

CCEA Unit A2 7 eGuide
CCEA Unit A2 7 Fact File: Factors influencing dietary intake
CCEA Unit A2 7 Fact File: Current Dietary Guidelines
CCEA Unit A2 7 Scheme of Work

Available from www.ccea.org.uk/hsc

Rewarding Learning