One-year course planner

This course planner provides a possible one-year course model. These are suggestions only and there are a number of valid ways of structuring courses.

The example course planner below is based on the following assumptions.

* There are 39 weeks per academic year.
* There are three terms per academic year, split into 14 weeks, 12 weeks and 13 weeks.
* There are five hours of lesson time per week.
* Some time will be lost due, for example, to visits out and other enhancement activities so the time has been left at the end of Term 2 to allow for this.
* Each component will be taught in order; however, this planner can be adapted depending on the number of teachers delivering the course and access to resources.
* Term 3 is to be used for preparation and completion of the externally set task (eight hours, which are included in the guided learning hours).

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| Week | Component | Learning aim | Teaching content or assignment work |
| Term 1 | | | |
| 1 | 1 | A: Understand human growth and development across life stages and the factors that affect it  A1 Human growth and development across the life stages | Main life stages linked to ages  Different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification  Physical growth and development: gross and fine motor skills  Physical growth and development: infants (birth to 2 years) and early childhood (3–8 years)  Physical growth and development: adolescence (9–18 years) and early adulthood (19–45 years) |
| 2 | 1 | A: Understand human growth and development across life stages and the factors that affect it  A1 Human growth and development across the life stages | Physical growth and development: middle (45–65 years) and later adulthood (65+ years)  Intellectual/cognitive development across the life stages: problem solving, abstract and creative thinking, and development of memory and recall  Intellectual/cognitive development across the life stages: language development  Emotional development in infancy and early childhood: bonding and attachment, security and independence  Emotional development in adolescence and adulthood: independence and self-esteem, security, contentment and self-image |
| 3 | 1 | A: Understand human growth and development across life stages and the factors that affect it  A1 Human growth and development across the life stages  A2 Factors affecting growth and development | Social development in infancy and early childhood: the formation of relationships with others and the socialisation process  Social development in adolescence and adulthood: the formation of relationships and the socialisation process  Physical factors: genetic inheritance and experience of illness and disease  Physical factors: diet and lifestyle choices, and appearance  Social and cultural factors: culture and educational experiences |
| 4 | 1 | A: Understand human growth and development across life stages and the factors that affect it  A2 Factors affecting growth and development | Social and cultural factors: the influence of role models, the influence of social isolation, and personal relationships with friends and family  Economic factors: income/wealth and material possessions  Learning aim A preparation for assessment: recap  Learning aim A formal assessment session 1  Learning aim A formal assessment session 2 |
| 5 | 1 | B: Investigate how individuals deal with life events  B1 Different types of life event | Types of life event: physical, relationship changes and life circumstances, both expected and unexpected  Physical events: accident/injury and ill health  Relationship changes: entering into relationships, marriage, divorce, parenthood and bereavement  Life circumstances: moving house, school or job, exclusion from education, redundancy, imprisonment and retirement  Impact of life circumstances on PIES development |
| 6 | 1 | B: Investigate how individuals deal with life events  B1 Different types of life event  B2 Coping with change caused by life events | How individuals may react differently to the same life events  How individuals can adapt to changes caused by life events  Types of support: emotional, information and advice, practical help, for example financial assistance, childcare and transport  Informal sources of support: family, friends and partners |
| 7 | 1 | B: Investigate how individuals deal with life events  B2 Coping with change caused by life events | Formal sources of support: professional carers and services  Other sources of support: community groups, voluntary and faith-based organisations  Learning aim B preparation for assessment: recap  Learning aim B formal assessment session 1 |
| 8 | 1  2 | B: Investigate how individuals deal with life events  A: Understand the different types of health and social care services and barriers to accessing them  A1 Health and social care services | Learning aim B formal assessment session 2  Different health care services and how they meet service-user needs: primary care  Different health care services and how they meet service-user needs: secondary and tertiary care  Different health care services and how they meet service-user needs: allied health professionals  Different social care services and how they meet service-user needs: services for children and young people |
| 9 | 2 | A: Understand the different types of health and social care services and barriers to accessing them  A1 Health and social care services  A2 Barriers to accessing services | Different social care services and how they meet service-user needs: services for adults or children with specific needs  Different social care services and how they meet service-user needs: services for older adults  The role of informal social care provided by relatives, friends and neighbours  Physical barriers, for example issues getting into and around facilities  Sensory barriers, for example hearing and visual difficulties |
| 10 | 2 | A: Understand the different types of health and social care services and barriers to accessing them  A2 Barriers to accessing services | Social, cultural and psychological barriers , for example lack of awareness, differing cultural beliefs, social stigma and fear of loss of independence  Language barriers, for example differing first language and language impairments  Geographical barriers, for example distance from service provider and poor transport links  Intellectual barriers, for example learning difficulties  Resources barriers for service provider, for example staff shortages, lack of local funding and high local demand |
| 11 | 2 | A: Understand the different types of health and social care services and barriers to accessing them  A2 Barriers to accessing services | Financial barriers, for example charging for services, cost of transport and loss of income while accessing services  Learning aim A preparation for assessment: recap  Learning aim A preparation for assessment: practice activity  Learning aim A formal assessment session 1  Learning aim A formal assessment session 2 |
| 12 | 2 | B: Demonstrate care values and review own practice  B1 Care values | Empowering and promoting independence by involving individuals, where possible, in making choices, for example about treatments they receive or about how care is delivered  Respect for the individual by respecting service users’ needs, beliefs and identity  Maintaining confidentiality when dealing with records, avoiding sharing information inappropriately  Preserving the dignity of individuals to help them maintain privacy and self-respect  Effective communication that displays empathy and warmth |
| 13 | 2 | B: Demonstrate care values and review own practice  B1 Care values  B2 Reviewing own application of care values | Safeguarding and duty of care, for example maintaining a healthy and safe environment, and keeping individuals safe from physical harm  Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour  Applying care values in a compassionate way  Application of care values in different settings  Identifying own strengths and areas for improvement against the care values: making mistakes |
| 14 | 2 | B: Demonstrate care values and review own practice  B2 Reviewing own application of care values | Identifying own strengths and areas for improvement against care values: reviewing own application of care values  Receiving feedback from teacher or service user about own performance  Responding to feedback and identifying ways to improve own performance  Learning aim B preparation for assessment: recap  Learning aim B preparation for assessment: practice activity |
| Term 2 | | | |
| 1 | 2  3 | B: Demonstrate care values and review own practice  A Factors that affect health and wellbeing  A1 Factors affecting health and wellbeing | Learning aim B formal assessment session 1  Learning aim B formal assessment session 2  Definition of health and wellbeing  Physical and lifestyle factors: genetic inheritance, including inherited conditions and predisposition to other conditions  Physical and lifestyle factors: ill health (acute and chronic) |
| 2 | 3 | A: Factors that affect health and wellbeing  A1 Factors affecting health and wellbeing | Physical and lifestyle factors: diet (balance, quality and portion size), amount of exercise, substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs, and personal hygiene  Social, emotional and cultural factors: social interactions, for example supportive/unsupportive relationships and social integration/isolation |
| 3 | 3 | A: Factors that affect health and wellbeing  A1 Factors affecting health and wellbeing | Social, emotional and cultural factors: stress, for example work-related pressure  Social, emotional and cultural factors: willingness to seek help or access services, influenced by, for example, culture, gender and education  Economic factors: financial resources  Environmental factors: environmental conditions, for example levels of pollution, noise, conditions and location |
| 4 | 3 | A: Factors that affect health and wellbeing  A1 Factors affecting health and wellbeing  B: Interpreting health indicators  B1 Physiological indicators | The impact of life events: relationship changes and changes in life circumstances  Learning aim A preparation for assessment: practice activity  Learning aim A preparation for assessment: practice questions  Health indicators |
| 5 | 3 | B: Interpreting health indicators  B1 Physiological indicators | Pulse (resting and recovery after exercise)  Blood pressure  Peak flow  Body mass index (BMI)  Using published guidelines to interpreting data relating to these physiological indicators |
| 6 | 3 | B: Interpreting health indicators  B1 Physiological indicators  B2 Lifestyle indictors | The potential significance of abnormal readings: risks to physical health  Interpretation of lifestyle data in relation to risks posed to physical health associated with lifestyle choices  Interpreting lifestyle data on smoking  Interpreting lifestyle data on alcohol consumption  Interpreting lifestyle data on inactivity |
| 7 | 3 | B: Interpreting health indicators  C: Person-centred health and wellbeing improvement plans  C1 Health and wellbeing improvement plans | Learning aim B preparation for assessment: practice activity  Learning aim B preparation for assessment: practice questions  The importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstances  Recommended actions to improve health and wellbeing  Short-term (less than 6 months) and long-term targets |
| 8 | 3 | C: Person-centred health and wellbeing improvement plans  C1 Health and wellbeing improvement plans  C2 Obstacles to implementing plans | Appropriate sources of support (formal and/or informal)  Potential obstacles to implementing plans  Emotional/psychological: lack of motivation, low self-esteem and acceptance of current state  Time constraints: work and family commitments  Availability of resources: financial and physical, for example equipment |
| 9 | 3 | C: Person-centred health and wellbeing improvement plans  C2 Obstacles to implementing plans | Unachievable targets: unachievable for the individual or unrealistic timescale  Lack of support, for example from family and friends  Other factors specific to individual – ability/disability and addiction  Barriers to accessing identified services  Learning aim C preparation for assessment: practice activity |
| 10 | 3 | C: Person-centred health and wellbeing improvement plans  Preparation for final supervised assessment | Learning aim C preparation for assessment: practice questions  Time to catch up or additional time to prepare for final externally set assessment |
| 11 | 3 | Preparation for final supervised assessment | Time to catch up or additional time to prepare for final externally set assessment |
| 12 | 3 | Preparation for final supervised assessment | Time to catch up or additional time to prepare for final externally set assessment |
| Term 3 | | | |
| 1 | 3 | Final supervised assessment | Final supervised assessment session 1  Final supervised assessment session 2  Final supervised assessment session 3 |
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