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 itA1 Human growth and development across the life stages  | Main life stages linked to agesDifferent aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classificationPhysical growth and development: gross and fine motor skillsPhysical 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 itA1 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 recallIntellectual/cognitive development across the life stages: language developmentEmotional development in infancy and early childhood: bonding and attachment, security and independenceEmotional 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 itA1 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 processSocial 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 appearanceSocial and cultural factors: culture and educational experiences |
| 4 | 1 | A: Understand human growth and development across life stages and the factors that affect itA2 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 familyEconomic factors: income/wealth and material possessions Learning aim A preparation for assessment: recapLearning aim A formal assessment session 1Learning aim A formal assessment session 2 |
| 5 | 1 | B: Investigate how individuals deal with life eventsB1 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 healthRelationship changes: entering into relationships, marriage, divorce, parenthood and bereavementLife circumstances: moving house, school or job, exclusion from education, redundancy, imprisonment and retirementImpact of life circumstances on PIES development |
| 6 | 1 | B: Investigate how individuals deal with life eventsB1 Different types of life event B2 Coping with change caused by life events | How individuals may react differently to the same life eventsHow 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 eventsB2 Coping with change caused by life events | Formal sources of support: professional carers and servicesOther 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 | 12 | B: Investigate how individuals deal with life eventsA: Understand the different types of health and social care services and barriers to accessing themA1 Health and social care services | Learning aim B formal assessment session 2Different 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 careDifferent 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 themA1 Health and social care servicesA2 Barriers to accessing services | Different social care services and how they meet service-user needs: services for adults or children with specific needsDifferent social care services and how they meet service-user needs: services for older adultsThe 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 themA2 Barriers to accessing services | Social, cultural and psychological barriers , for example lack of awareness, differing cultural beliefs, social stigma and fear of loss of independenceLanguage barriers, for example differing first language and language impairments Geographical barriers, for example distance from service provider and poor transport linksIntellectual 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 themA2 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: recapLearning aim A preparation for assessment: practice activityLearning aim A formal assessment session 1Learning 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 deliveredRespect for the individual by respecting service users’ needs, beliefs and identity Maintaining confidentiality when dealing with records, avoiding sharing information inappropriatelyPreserving the dignity of individuals to help them maintain privacy and self-respectEffective 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 valuesReceiving feedback from teacher or service user about own performanceResponding to feedback and identifying ways to improve own performance Learning aim B preparation for assessment: recapLearning aim B preparation for assessment: practice activity |
| Term 2 |
| 1 | 23 | B: Demonstrate care values and review own practiceA Factors that affect health and wellbeingA1 Factors affecting health and wellbeing | Learning aim B formal assessment session 1Learning aim B formal assessment session 2Definition of health and wellbeingPhysical and lifestyle factors: genetic inheritance, including inherited conditions and predisposition to other conditionsPhysical and lifestyle factors: ill health (acute and chronic) |
| 2 | 3 | A: Factors that affect health and wellbeingA1 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 hygieneSocial, emotional and cultural factors: social interactions, for example supportive/unsupportive relationships and social integration/isolation |
| 3 | 3 | A: Factors that affect health and wellbeingA1 Factors affecting health and wellbeing | Social, emotional and cultural factors: stress, for example work-related pressureSocial, emotional and cultural factors: willingness to seek help or access services, influenced by, for example, culture, gender and educationEconomic factors: financial resourcesEnvironmental factors: environmental conditions, for example levels of pollution, noise, conditions and location |
| 4 | 3 | A: Factors that affect health and wellbeingA1 Factors affecting health and wellbeingB: Interpreting health indicatorsB1 Physiological indicators | The impact of life events: relationship changes and changes in life circumstances Learning aim A preparation for assessment: practice activityLearning aim A preparation for assessment: practice questionsHealth indicators |
| 5 | 3 | B: Interpreting health indicatorsB1 Physiological indicators | Pulse (resting and recovery after exercise)Blood pressure Peak flowBody mass index (BMI)Using published guidelines to interpreting data relating to these physiological indicators |
| 6 | 3 | B: Interpreting health indicatorsB1 Physiological indicatorsB2 Lifestyle indictors | The potential significance of abnormal readings: risks to physical healthInterpretation of lifestyle data in relation to risks posed to physical health associated with lifestyle choices Interpreting lifestyle data on smokingInterpreting lifestyle data on alcohol consumptionInterpreting lifestyle data on inactivity |
| 7 | 3 | B: Interpreting health indicators C: Person-centred health and wellbeing improvement plansC1 Health and wellbeing improvement plans  | Learning aim B preparation for assessment: practice activityLearning aim B preparation for assessment: practice questionsThe importance of a person-centred approach that takes into account an individual’s needs, wishes and circumstancesRecommended 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 plansC1 Health and wellbeing improvement plansC2 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 stateTime constraints: work and family commitments Availability of resources: financial and physical, for example equipment |
| 9 | 3 | C: Person-centred health and wellbeing improvement plansC2 Obstacles to implementing plans | Unachievable targets: unachievable for the individual or unrealistic timescale Lack of support, for example from family and friendsOther factors specific to individual – ability/disability and addictionBarriers to accessing identified servicesLearning aim C preparation for assessment: practice activity  |
| 10 | 3 | C: Person-centred health and wellbeing improvement plansPreparation for final supervised assessment | Learning aim C preparation for assessment: practice questionsTime 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 1Final supervised assessment session 2Final supervised assessment session 3 |
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