

Two-year course planner

This course planner provides a possible two-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 two hours of lesson time per week
- some time will be lost due to, for example, visits out and other enhancement activities so the last three weeks of Year 1 are left blank to allow some leeway
- 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
- the summer term of the final year of study is to be used for preparation and completion of the externally-set task (eight hours, which are included in the GLH).

Year 1

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 life stages	Main life stages linked to age Different aspects of growth and development across the life stages using PIES classification
2	1	A: Understand human growth and development across life stages and the factors that affect it – A1 Human growth and development across life stages	Physical growth and development: gross and fine motor skills Physical growth and development: infants (birth to 2 years) and early childhood (3–8 years)

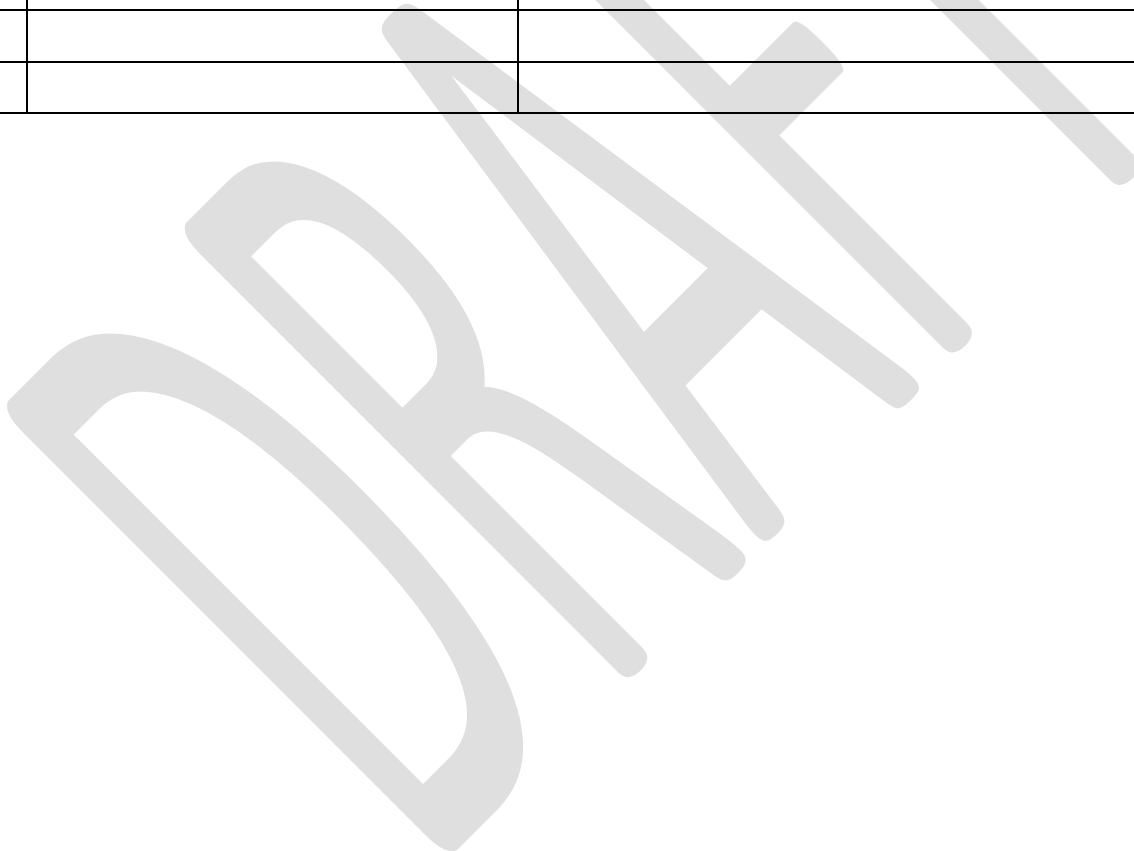
3	1	A: Understand human growth and development across life stages and the factors that affect it – A1 Human growth and development across life stages	Physical growth and development: adolescence (9–18 years) and early adulthood (19–45 years) Physical growth and development: middle (45–65 years) and later adulthood (65+ years)
4	1	A: Understand human growth and development across life stages and the factors that affect it – A1 Human growth and development across life stages	Intellectual/cognitive development across the life stages: problem solving, abstract and creative thinking, and development/loss of memory and recall Intellectual/cognitive development across the life stages: language development
5	1	A: Understand human growth and development across life stages and the factors that affect it – A1 Human growth and development across life stages	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
6	1	A: Understand human growth and development across life stages and the factors that affect it – A1 Human growth and development across life stages	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 with others and the socialisation process
7	1	A: Understand human growth and development across life stages and the factors that affect it – A2 Factors affecting growth and development	Physical factors: genetic inheritance and experience of illness and disease Physical factors: diet and lifestyle choices and appearance
8	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: culture and educational experiences Social and cultural factors: the influence of role models, the influence of social isolation and personal relationships with friends and family
9	1	A: Understand human growth and development across life stages and the factors that affect it – A2 Factors affecting growth and development	Economic factors: income/wealth and material possessions Learning aim A preparation for assessment: recap

10	1	A: Understand human growth and development across life stages and the factors that affect it	Learning aim A: formal assessment session 1 Learning aim A: formal assessment session 2
11	1	B: Investigate how individuals deal with life events – B1 Different types of life event	Types of life events: physical, relationship changes and life circumstances, both expected and unexpected Physical events: accident/injury and ill health
12	1	B: Investigate how individuals deal with life events – B1 Different types of life event	Relationship changes: entering into relationships, marriage, divorce, parenthood and bereavement Life circumstances: moving house, school or job, exclusion from education, redundancy, imprisonment and retirement
13	1	B: Investigate how individuals deal with life events – B1 Different types of life event	Impact of life circumstances on PIES Revision of the different types of life event
14	1	B: Investigate how individuals deal with life events – 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
Term 2			
1	1	B: Investigate how individuals deal with life events – B2 Coping with change caused by life events	Types of support: emotional, information and advice, and practical help, e.g. financial assistance, childcare, transport Informal sources of support: family, friends and partners
2	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 Formal sources of support: professional carers and services, continued
3	1	B: Investigate how individuals deal with life events – B2 Coping with change caused by life events	Other sources of support: community groups, voluntary groups and faith-based organisations Learning aim B preparation for assessment: recap
4	1	B: Investigate how individuals deal with life events	Learning aim B: formal assessment session 1 Learning aim B: formal assessment session 2

5	2	A: Understand the different types of health and social care services and barriers to accessing them – A1 Health and social care services	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
6	2	A: Understand the different types of health and social care services and barriers to accessing them – A1 Health and social care services	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
7	2	A: Understand the different types of health and social care services and barriers to accessing them – A1 Health and social care 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
8	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	The role of informal social care provided by relatives, friends and neighbours Physical barriers, e.g. issues getting into and around the facilities
9	2	A: Understand the different types of health and social care services and barriers to accessing them – A2 Barriers to accessing services	Sensory barriers, e.g. hearing and visual difficulties Social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma and fear of loss of independence
10	2	A: Understand the different types of health and social care services and barriers to accessing them – A2 Barriers to accessing services	Language barriers, e.g. differing first language, language impairments Geographical barriers, e.g. distance of service provider, poor transport links
11	2	A: Understand the different types of health and social care services and barriers to accessing them – A2 Barriers to accessing services	Intellectual barriers, e.g. learning difficulties Resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand
12	2	A: Understand the different types of health and social care services and	Financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services

		barriers to accessing them – A2 Barriers to accessing services	Learning aim A preparation for assessment: recap
Term 3			
1	2	A: Understand the different types of health and social care services and barriers to accessing them	Learning aim A preparation for assessment: practice activity Learning aim A: formal assessment session 1
2	2	A: Understand the different types of health and social care services and barriers to accessing them B: Demonstrate care values and review own practice – B1 Care values	Learning aim A: formal assessment session 2 Empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered
3	2	B: Demonstrate care values and review own practice – B1 Care values	Respect for the individual by respecting service users' needs, beliefs and identity Maintaining confidentiality when dealing with records, and avoiding sharing information inappropriately, e.g. gossip
4	2	B: Demonstrate care values and review own practice – B1 Care values	Preserving the dignity of individuals to help them maintain privacy and self-respect Effective communication that displays empathy and warmth
5	2	B: Demonstrate care values and review own practice – B1 Care values	Safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour
6	2	B: Demonstrate care values and review own practice – B2 Reviewing own application of care values	Applying care values in a compassionate way Application of care values in different settings
7	2	B: Demonstrate care values and review own practice – B2 Reviewing own application of care values	Identifying own strengths and areas for improvement against the care values: making mistakes Identifying own strengths and areas for improvement against the care values: reviewing own application of care values

8	2	B: Demonstrate care values and review own practice – B2 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
9	2	B: Demonstrate care values and review own practice	Learning aim B preparation for assessment: recap Learning aim B preparation for assessment: practice activity
10	2	B: Demonstrate care values and review own practice	Learning aim B: formal assessment session 1 Learning aim B: formal assessment session 2
11	2		
12	2		
13	2		



Year 2

Week	Component	Learning aim	Teaching content or assignment work
Term 1			
1	3	A: Factors that affect health and wellbeing – A1 Factors affecting health and wellbeing	Definition of health and wellbeing Physical and lifestyle factors: genetic inheritance, including inherited conditions and predisposition to other conditions
2	3	A: Factors that affect health and wellbeing – A1 Factors affecting health and wellbeing	Physical and lifestyle factors: ill health (acute and chronic) Physical and lifestyle factors: diet (balance, quality and amount)
3	3	A: Factors that affect health and wellbeing – A1 Factors affecting health and wellbeing	Physical and lifestyle factors: amount of exercise Physical and lifestyle factors: substance use including alcohol, nicotine, illegal drugs and misuse of prescribed drugs
4	3	A: Factors that affect health and wellbeing – A1 Factors affecting health and wellbeing	Physical and lifestyle factors: personal hygiene Social, emotional and cultural factors: social interactions, e.g. supportive/unsupportive relationships, social integration/isolation
5	3	A: Factors that affect health and wellbeing – A1 Factors affecting health and wellbeing	Social, emotional and cultural factors: stress, e.g. work-related Social, emotional and cultural factors: willingness to seek help or access services; e.g. influenced by culture, gender, education
6	3	A: Factors that affect health and wellbeing – A1 Factors affecting health and wellbeing	Economic factors: financial resources Environmental factors: environmental conditions, e.g. levels of pollution, noise
7	3	A: Factors that affect health and wellbeing – A1 Factors affecting health and wellbeing	Environmental factors: housing, e.g. conditions, location The impact of life events: relationship changes
8	3	A: Factors that affect health and wellbeing – A1 Factors affecting health and wellbeing	The impact of life events: changes in life circumstances Learning aim A preparation for assessment: practice activity

9	3	A: Factors that affect health and wellbeing B: Interpreting health indicators	Learning aim A preparation for assessment: practice questions Health indicators
10	3	B: Interpreting health indicators – B1 Physiological indicators	Pulse (resting and recovery rate after exercise) Blood pressure
11	3	B: Interpreting health indicators – B1 Physiological indicators	Peak flow Body mass index (BMI)
12	3	B: Interpreting health indicators – B1 Physiological indicators	Using published guidance to interpret data relating to these physiological indicators The potential significance of abnormal readings: risks to physical health
13	3	B: Interpreting health indicators – B2 Lifestyle indicators	Interpretation of lifestyle data in relation to risks posed to physical health associated with lifestyle choices Interpreting lifestyle data on smoking
14	3	B: Interpreting health indicators – B2 Lifestyle indicators	Interpreting lifestyle data on alcohol consumption Interpreting lifestyle data on inactivity
Term 2			
1	3	B: Interpreting health indicators	Learning aim B preparation for assessment: practice activity Learning aim B preparation for assessment: practice questions
2	3	C: Person-centred health and wellbeing improvement plans – C1 Health and wellbeing improvement plans	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
3	3	C: Person-centred health and wellbeing improvement plans – C1 Health and wellbeing improvement plans	Short-term (less than 6 months) and long-term targets Appropriate sources of support (formal and/or informal)

4	3	C: Person-centred health and wellbeing improvement plans – C2 Obstacles to implementing plans	Potential obstacles to implementing plans Emotional/psychological – lack of motivation, low self-esteem, acceptance of current state
5	3	C: Person-centred health and wellbeing improvement plans – C2 Obstacles to implementing plans	Time constraints – work and family commitments Availability of resources – financial, physical, e.g. equipment
6	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, e.g. from family and friends
7	3	C: Person-centred health and wellbeing improvement plans – C2 Obstacles to implementing plans	Other factors specific to individual – ability/disability, addiction Barriers to accessing identified services
8	3	C: Person-centred health and wellbeing improvement plans	Learning aim C preparation for assessment: practice activity Learning aim C preparation for assessment: practice questions
9	3	Preparation for final supervised assessment	Preparation for final externally-set assessment
10	3	Preparation for final supervised assessment	Preparation for final externally-set assessment
11	3	Preparation for final supervised assessment	Preparation for final externally-set assessment
12	3	Preparation for final supervised assessment	Preparation for final externally-set assessment
Term 3			
1	3	Final supervised assessment	Final supervised assessment: session 1 Final supervised assessment: session 2

2	3	Final supervised assessment	Final supervised assessment: session 3
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