
Suggested Delivery Plans

Each of the units within the GCE Health and Social Care Specification requires 60 guided-learning hours (glhs) of delivery. The following pages suggested schemes of delivery for the AS units. Please note that the delivery plans are not compulsory, and centres are encouraged to adapt them to suit their own approach to teaching.

UNIT 1: PROMOTING QUALITY CARE

Hour	Topic
1	Introduction to Unit 1: Promoting Quality Care <ul style="list-style-type: none"> • teacher led introduction to the unit and assessment • group discussion on ‘what is quality care?’
2-3	1.2.1 Attitudes and Prejudices <ul style="list-style-type: none"> • brief teacher led explanation of the process of socialisation and key terms (attitudes, values, beliefs, norms of behaviour) • individual work – collage of ‘influences’ or agents of socialisation and plenary
4-5	Group discussion on how individuals learn negative attitudes and prejudice <ul style="list-style-type: none"> • content analysis of TV programme or tabloid newspaper on language/tone/use of images/balance of report to illustrate above
7-8	Role play (positive/negative) in health, care, early years settings to illustrate how the attitudes and prejudices can affect the care service users experience Whole group plenary
9-10	Practice past exam questions
11	1.2.2 Rights and responsibilities <ul style="list-style-type: none"> • teacher-led introduction: what are ‘rights’, why do they need to be protected/promoted, how are they protected/promoted? • timeline on key legislation
12-14	Group research and presentation on one Act of Parliament <ul style="list-style-type: none"> • Mental Health Act, Children Act, Human Rights Act, Data Protection/Access to Personal Files, Sex Discrimination Act, Race Relations Act, Disability Discrimination Act <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • produce a leaflet for a service user on their rights within a setting
15-17	Teacher led explanation of ‘responsibilities’ and ‘boundaries to service user rights: <ul style="list-style-type: none"> • case studies to identify the boundaries that apply to service users rights and explain how these are interpreted and used in practice
18-20	Guest speaker (e.g. child protection/social worker, community nursing/psychiatric nurse/social worker) on the rights and responsibilities of service users and providers
21-23	Practice past exam questions
24	1.2.3 Facilitating access to services <ul style="list-style-type: none"> • teacher led explanation of access, social exclusion/inclusion • paired work using case studies/work experience on the possible barriers to access

Hour	Topic
25	Individual internet search on the role and purpose of the Social Exclusion Unit
26-28	Candidate survey of service users to identify barriers to access <ul style="list-style-type: none"> • group plenary and recommendations to improve access
29-30	Guest speaker (practitioners/service user groups) on barriers and how they facilitate access
31	Mapping exercise of barriers and ways to facilitate access
32-33	Practice past exam questions
34-35	1.2.4 Values of Care <ul style="list-style-type: none"> • Teacher led introduction to values of care; what are they, why are they important, how do they guide practitioners? • Paired work – which values are supported by legislation?
36-38	Video and discussion on a care setting to identify ways on which the care values are applied to the day-to-day work of health, care and early years practitioners
39-41	<ul style="list-style-type: none"> • guest speakers or visit to setting to observe care practice and the application of the values of care OR <ul style="list-style-type: none"> • role play and discussion of care values
42-43	Practice past exam questions
44	1.2.5 Safe Working <ul style="list-style-type: none"> • brief teacher overview codes of practice, charters and organisational policies • group discussion on their own school/colleges documents, their purpose from the candidate and teacher perspective
45-47	<ul style="list-style-type: none"> • group research and presentation on one code of practice or charter • individually, produce a 'charter of rights' for service users within a health, care or early years setting
48	<ul style="list-style-type: none"> • guest speaker outlining how codes of practice, charters and organisational policies help to promote quality care in their setting
49	<ul style="list-style-type: none"> • audit of organisational equality opportunities and confidentiality policies to identify day to day practice which promote quality care
50-51	Practice past exam questions
52-54	Mock exam (2 hours)
55-60	Review Mock performance (e.g. decoding questions, time management, peer marking, 'model' answers, individual target setting and action planning for external examination)

UNIT 2: COMMUNICATION IN CARE SETTINGS

Hour	Topic
1	<p>Introduction to Unit 2: Communication in Care Settings; Mind Map</p> <ul style="list-style-type: none"> What is communication? Why is good communication important? Who does communication affect and how?
2	<p>2.2.1 Types of Communication</p> <ul style="list-style-type: none"> review of the types of interactions, informal and formal using video evidence from TV programme group discussion on interactions with different people for example, service users, colleagues, other care workers the families and friends of service users
3-4	<ul style="list-style-type: none"> teacher input on the transfer of information role play activity to emphasise message sending and analysis of the problems encountered
5-6	<p>Oral Communication:</p> <ul style="list-style-type: none"> using effective communication covering: giving information; obtaining information; exchanging ideas; responding to service users questions; obtaining a clinical history or assessment; contributing to a team meeting; running a team meeting; breaking bad news; proving support role play to demonstrate good/bad communication – including communication skills and body language
7	<p>Written communication</p> <ul style="list-style-type: none"> group discussion on the importance of written communication, patients details, personal history, monitoring service users' health, menus, care plans evaluation of the purpose and effectiveness of written communication in care settings
8-9	<p>Non-verbal communication</p> <ul style="list-style-type: none"> group activities to develop understanding and use of the main areas of non-verbal communication: facial expression, eye contact, gestures, posture, proximity and personal contact and touch
10	<p>Computerised communication:</p> <ul style="list-style-type: none"> understanding the use of e-mails, internet information, networking evaluation of the purpose and effectiveness of computerised communication
11-12	<p>Special methods</p> <ul style="list-style-type: none"> specialist invited into centre to teach sign language group discussion to develop understanding of other special methods (Makaton, Braille etc.)
13-15	<p>Portfolio building</p> <ul style="list-style-type: none"> collect information for strand AO1 of the Assessment Evidence Grid

Hour	Topic
16-18	<p>2.2.2 Factors that support and inhibit communication</p> <ul style="list-style-type: none"> teacher input to develop awareness of possible problems and their solutions; understanding the need for adapting interactions; understanding the need for modifying the physical environment question a professional care worker about the application of care values during their work
19-21	<p>Physical factors</p> <ul style="list-style-type: none"> group discussion to demonstrate understanding of how positioning can affect communication especially space and height use of videos of TV programmes based in care settings to highlight physical factors affecting communication group discussion of findings
22-24	<p>Emotional factors</p> <ul style="list-style-type: none"> teacher led discussion to highlight emotional factors that can affect communication: fear, happiness, self-esteem use of the person centered approach, application of genuineness, unconditional positive regard and empathy and sympathy role-play in small groups to demonstrate differences between different skills, for example, sympathy and empathy
25	<p>Environmental conditions</p> <ul style="list-style-type: none"> understanding the effect noise, lighting, ventilation use of video stimulus for group discussion of influences
26	<p>Special needs</p> <ul style="list-style-type: none"> looking at and understanding the need for adaptation when interacting with service users with special needs; e.g. communication etiquette with the disabled, using appropriate vocabulary, sign language
27	<p>2.2.3 Communication Skills – a range of activities to cover:</p> <ul style="list-style-type: none"> identifying own communication abilities experiencing ineffective communication developing effective communication developing responding skills
28-30	<p>Observation of communication skills in practice by visiting care settings</p>
31-33	<p>Portfolio building</p> <ul style="list-style-type: none"> collect information for strand AO2 of the Assessment Evidence Grid
34-36	<p>2.2.4 Theories relating to communication</p> <ul style="list-style-type: none"> group research into different theories of communication each group to give a presentation on their theory
37-40	<p>Portfolio building</p> <ul style="list-style-type: none"> collect information for strand AO3 of the Assessment Evidence Grid

Hour	Topic
41	Promoting communication <ul style="list-style-type: none"> taking part and influencing communication, setting up the communication process, contributing to discussion
42	Evaluating communication <ul style="list-style-type: none"> understanding of the need for analysis and self-awareness
43	Self-awareness <ul style="list-style-type: none"> identifying and appreciating the diversity and difference in people identifying and acknowledge the difference between own feelings and those of others acknowledge and accept the point of view of others with out feeling threatened
44	Reflection <ul style="list-style-type: none"> the need for the ability to be able to reflect on what has happened to aid understanding and improvement of interactions
45	Self-evaluation <ul style="list-style-type: none"> demonstrate the need to look critically at oneself, before during and after communication events
46	Peer assessment <ul style="list-style-type: none"> using role-play demonstrate the need for the external view of a person's interaction; seeing ourselves through the eyes of others
47-48	Reviewing <ul style="list-style-type: none"> using reviewing skills to look at aims and objectives, communication processes, problems and feedback using comments from clients, colleagues, video, audiotape, role-play or supervision testimony
49-50	Confidentiality <ul style="list-style-type: none"> develop an understanding of the main legislation that protect client confidentiality and why they are needed the importance of confidentiality; identifying that which should remain confidential and that which can, and should, be shared what should be kept confidential and when, with whom and how to share information; sharing information without losing trust; breaching confidentiality using role-play to demonstrate and emphasise the key areas and main points
51- 53	Interactions <ul style="list-style-type: none"> planning, preparation and performance of interactions interactions to be arranged with an individual or group, service user(s) or care worker(s)
54-60	Portfolio building <ul style="list-style-type: none"> collect information for strand AO4 of the Assessment Evidence Grid

UNIT 3: PROMOTING GOOD HEALTH

Hour	Topic
1	Introduction to Unit 3: Promoting Good Health
2-3	1.1 Concepts and models of health and well-being <ul style="list-style-type: none"> • teacher-led introduction to concepts that affect health and well-being • group discussion of the different concepts: personal responsibility for health; health as absence of illness; illness-wellness continuum; concepts of ill health
4-6	Survey <ul style="list-style-type: none"> • preparation of questionnaire to conduct a survey of service users and care workers opinions of concepts of health and well-being • carry out survey • group discussion of findings from survey
7-9	Medical and Social Models <ul style="list-style-type: none"> • divide the class into two groups: one group researches the medical model, the other group the social model and prepares to have a debate to highlight their model • carry out debate • plenary session to highlight the differences between the models
10-13	Government initiatives <ul style="list-style-type: none"> • teacher led discussion of government initiatives • candidates choose an initiative to research and prepare a fact sheet to share with the rest of the group • presentation of findings
14-16	Portfolio production for strand AO1
17-19	3.2.2 Preventative measures <ul style="list-style-type: none"> • teacher input on the different preventative measures used by health promotion practitioners • use of case studies to highlight the differences between different preventative measures • plenary discussion of findings
20	Reasons for health promotion <ul style="list-style-type: none"> • group discussion, using examples, to highlight the different reasons why health promotion is designed and implemented
21-24	3.2.2 Job roles <ul style="list-style-type: none"> • teacher-led discussion of different health and care professionals who promote health • individual preparation of questions for professionals to research their job roles • interviews with two care professionals
25-27	Work placement/work shadowing health or care professional
28-31	Portfolio building <ul style="list-style-type: none"> • collect information for strand AO2 of the Assessment Evidence Grid

Hour	Topic
32-33	<p>3.2.3 Factors affecting health and well-being</p> <ul style="list-style-type: none"> • introduce the different factors that can affect health and well-being • time line exercise to determine positive and negative influences on personal health and well-being
34-37	<p>Survey</p> <ul style="list-style-type: none"> • teacher-led discussion of different health and care professionals who promote health • individual preparation of questionnaires to carry out a survey of factors that affect health and well-being and the effects on service users • carry out survey • analyse results • feedback findings to group
38-42	<p>Portfolio building</p> <ul style="list-style-type: none"> • collect information for strand AO3 of the Assessment Evidence Grid
43-46	<p>3.2.4 Health promotion</p> <ul style="list-style-type: none"> • introduction to different approaches used when planning and carrying out health promotion campaigns • small group research into the use of different approaches • feedback of findings to the rest of the group • plenary discussion of suitability of different models
47-50	<p>Campaign planning</p> <ul style="list-style-type: none"> • plan and prepare campaigns to be carried out
51-54	<p>Campaign</p> <ul style="list-style-type: none"> • carry out campaign
55	<p>Campaign feedback</p> <ul style="list-style-type: none"> • collect feedback from campaign
56-60	<p>Portfolio building</p> <ul style="list-style-type: none"> • collect information for strand AO4 of the Assessment Evidence Grid

UNIT 4: HEALTH AND SAFETY IN CARE SETTINGS

Hour	Topic
1	<p>Introduction to Unit 4: Health and Safety in Care Settings Mind mapping Exercise – What aspects need to be considered when addressing ‘safe practices’ in care settings?</p> <ul style="list-style-type: none"> • What is meant by the term ‘hazard’? • What is meant by the term ‘risk’? • What is meant by the term ‘assessment’?
2	<p>4.1 Current legislation and its affect on workplace practice</p> <p>Teacher input:</p> <ul style="list-style-type: none"> • What is the role of the Health and Safety Executive? • What is a risk assessment? • Who carries out a risk assessment? • Why is there a need to carry out a risk assessment?
3-4	<p>Legislation</p> <p>Group Work: collecting information in groups of three or four on the following:</p> <ul style="list-style-type: none"> • group 1: The Health and Safety At Work Act 1974 and how it effects health, social care and early years settings • group 2: The management of Health and Safety At Work Regulations 1992 and how it affects health, social care and early years settings • group 3: The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations Act 1995 (RIDDOR) • group 4: The Health and Safety (signs and signals) Regulations Act 1996
5-6	<p>Preparing materials for a presentation to other groups</p> <ul style="list-style-type: none"> • all groups producing visual material; e.g. posters, handouts, leaflets about the Act for which they collected information. • all groups preparing overheads and handouts based on the information collected
7-8	<p>Giving presentation</p> <ul style="list-style-type: none"> • groups give presentations • questions and discussions • teacher-led summary of facts
9-10	<p>Health and safety information</p> <ul style="list-style-type: none"> • individual research tasks to review the Health and safety law poster/leaflet • group discussion on the requirements for first aiders • comparison of health and safety policy documents from different settings

Hour	Topic
11	<p>Specialist input: Accident report book/ forms</p> <ul style="list-style-type: none"> • information required • importance of accuracy • how to complete • completing an accident report form/ book using given information
12	Practice test questions
13	<p>Discussion</p> <ul style="list-style-type: none"> • based on the answer given and considering exemplar answers
14	<p>4.2.2 Safety and security</p> <p>Teacher input:</p> <ul style="list-style-type: none"> • the five key stages of a risk assessment • how a risk assessment is conducted • documentation required to conduct a risk assessment and how it should be completed
15	<p>Video or specialist speaker – how to carry out a risk assessment</p> <ul style="list-style-type: none"> • discussion based on key points
16 – 17	<p>Carrying out a risk assessment</p> <ul style="list-style-type: none"> • using a diagram/drawing carry out a risk assessment of an area • paired work out a risk assessment for an area (this could be based in a setting, e.g. nursery, playgroup, residential home, club etc. and could take place during work experience if this were more appropriate)
18	<p>Teacher input</p> <ul style="list-style-type: none"> • How can risks be reduced? • How do risk control methods promote safety and security for service users? • understanding the Control of Substances Hazardous to Health 1999 regulations
19-20	<p>Individual research into risk reduction methods</p> <ul style="list-style-type: none"> • early warning systems • ways of reducing risks in settings • Personal Protective Equipment (PPE) • training • collecting information and presenting as a 'Guide to Control methods for care settings'
21-22	<p>Safety and security measures</p> <ul style="list-style-type: none"> • Teacher input: an overview of 'The Fire Precautions (Workplace) (Amended Regulations 1997 • Mind mapping <ul style="list-style-type: none"> – fire safety procedures – evacuation of buildings – security against intruders and unwanted visitors
23-24	<p>Fire safety and how to evacuate buildings</p> <ul style="list-style-type: none"> • talk by Fire Officer on fire safety and how to evacuate buildings

Hour	Topic
25	Practice Test Questions
26	Discussion <ul style="list-style-type: none"> of answers and ideas for exemplar answers
27	Preparing for a visit to a care setting <ul style="list-style-type: none"> in groups preparing a questionnaire or interview questions to find out how one setting applies safety and security measures to include fire and protection
28-29	Visiting a care setting in groups <ul style="list-style-type: none"> finding out about safety and security
30	Whole group discussion <ul style="list-style-type: none"> based on the evidence collected in care settings
31-32	4.2.3 Safe moving and handling techniques: Teacher input: <ul style="list-style-type: none"> how to assess the risks how to work with an individual that is to be moved current legislation relating to moving and handling
33-36	Specialist training in moving and handling, e.g. British Red Cross, Training and Learning for Care <ul style="list-style-type: none"> how to use equipment for moving and handling to include: hoists, slide boards, slings, transfer boards/sheets, monkey pole or lifting handle
37-39	<ul style="list-style-type: none"> individual preparation of a 'Guide for Care Workers' to show how to use moving and handling equipment
40	Practice Test Questions
41	Discussion <ul style="list-style-type: none"> answers to practice test and exemplar examples
42	4.2.4 How to Contribute to Infection Control Teacher input: <ul style="list-style-type: none"> major disease causing agents main routes of infection what is meant by the term 'cross infection'
43-44	Group Research <ul style="list-style-type: none"> Group 1: types of infectious diseases and their symptoms in early years settings Group 2: types of infectious diseases and their symptoms in residential settings Group 3: types of infectious diseases and their symptoms in day care settings
45-46	Feedback <ul style="list-style-type: none"> presentation of information collected by each group whole group discussion of findings

Hour	Topic
47-48	<p>Paired work investigating how to prevent the spread of infection</p> <ul style="list-style-type: none"> • personal hygiene • protective clothing to include PPE • cleaning and sterilising equipment • disposal of waste
49	<p>Presentation of information</p> <ul style="list-style-type: none"> • each pair presenting their findings • whole group discussion following the information session
50	<p>Specialist input: Accident report book/ forms</p> <ul style="list-style-type: none"> • information required • importance of accuracy • how to complete • completing an accident report form/ book using given information
51	<p>Practice past exam questions</p>
52-54	<p>Mock exam (2 hours)</p>
55-60	<p>Review Mock performance (e.g. decoding questions, time management, peer marking, 'model' answers, individual target setting and action planning for external examination)</p>

UNIT 5: CARING FOR PEOPLE WITH ADDITIONAL NEEDS

Hour	Topic
1	<p>Introduction to Unit 5: Caring for People with Additional Needs</p> <ul style="list-style-type: none"> • teacher-led introduction to the content and assessment requirements of the unit • construct a mind map of additional needs through group discussion • discussion: Who are service users with additional needs?
2-4	<p>5.2.1 Common causes of Physical Disability, Sensory Impairment and Learning Difficulties</p> <p>Group work:</p> <ul style="list-style-type: none"> • collect information in groups of three or four different causes of impairment • Group 1: hereditary conditions, chromosomal abnormalities • Group 2: environmental factors • Group 3: accidents, disease related causes • Group 4: birth injury, developmental disorders
5-7	<p>Preparing materials for presentation to other groups</p> <p>Preparation of visual material, for example, fact sheet, posters and handouts about the causes for which they collected information including:</p> <ul style="list-style-type: none"> • description of cause • various conditions linked to the cause • effects on bodily function and development • impact on quality of life
8-9	<p>Common causes of Physical Disability, Sensory Impairment and Learning Difficulties</p> <ul style="list-style-type: none"> • candidates give a presentation to the rest of the group of their findings • questions and discussions • teacher led summary of facts
9-11	<p>Barriers</p> <ul style="list-style-type: none"> • carry out an accessibility study of the local shopping area (wheelchairs could be borrowed from Shopmobility) • candidates work in pairs and are given different routes to follow • each pair record environmental barriers which would affect service users with additional needs that they encounter • observation of social attitudes towards people in wheelchairs could also be noted
12	<ul style="list-style-type: none"> • candidates write a report of suggested improvements which could be sent to shop managers where particular difficulties were noted during accessibility study
12-13	<p>The impact of barriers on service users</p> <ul style="list-style-type: none"> • whole group discussion on the impact of physical and social barriers on service users quality of life • use case studies to raise awareness of barriers

Hour	Topic
14-18	Portfolio building <ul style="list-style-type: none"> collect information for strand AO1 of the Assessment Evidence Grid
19-21	5.2.2 Care Management Process <ul style="list-style-type: none"> arrange a talk from a specialist for example, a Social Worker, Care Manager or Occupational Therapist to give candidates primary information about the care management process if a talk is not possible candidates could interview service providers regarding the care management process and report back to the group on their findings candidates prepare a poster/display which could be used for training practitioners about the care-management cycle
22	Care Management Process <ul style="list-style-type: none"> planning visits to observe care management process in care settings
23-24	Care Management Process <ul style="list-style-type: none"> candidates complete visits to observe care management process in different care settings
25-26	Care Management Process <ul style="list-style-type: none"> whole group discussion based on findings from the visits review of the differences in the care-management process between different settings
27-30	Portfolio building <ul style="list-style-type: none"> collect and produce evidence for strand AO2 of the Assessment Evidence Grid
31-33	5.2.3 Models and approaches <ul style="list-style-type: none"> candidates work in two groups to prepare for a debate: Social Model vs. Medial Model candidates must be prepared to give the benefits of their chosen model and should also prepare arguments against the opposing model; visual aids could be prepared to support their points of view
34	Models <ul style="list-style-type: none"> candidates perform their debate: Social Model vs. Medial Model
35	Models <ul style="list-style-type: none"> whole group discussion and evaluation of the debate
36-37	Attitudes and Values of Society <ul style="list-style-type: none"> discussion of negative social attitudes to impairment and the effects these could have on service users design a guide for service providers to give to new staff about how to treat and respect service users with additional needs
38	Attitudes and Values of Society <ul style="list-style-type: none"> invite speaker from Employment Agency/Connexions to talk to candidates about employment rights of people with additional needs
39	Attitudes and Values of Society <ul style="list-style-type: none"> organise a talk from Special Educational Needs Co-ordinator about access to educational provision for service users with learning difficulties

Hour	Topic
40-42	Environmental barriers <ul style="list-style-type: none"> • small groups to review the access to particular settings • each group feedback their findings
43	Portfolio building <ul style="list-style-type: none"> • prepare documents to collect information e.g. questionnaire, interview questions, drawing information from chosen case study
44-48	Portfolio Building <ul style="list-style-type: none"> • collate the information gathered • draw conclusions
49-51	Portfolio Building <ul style="list-style-type: none"> • assemble the evidence for strand AO3 of the Assessment Evidence Grid
52-53	5.2.4 Profile of a service user with additional needs <ul style="list-style-type: none"> • teacher-led discussion on the methods of support available for service users with additional needs
54-55	Specialist aids and adaptations <ul style="list-style-type: none"> • visit to an Aided Living Centre/supplier of aids and adaptations • candidates evaluate the aids and adaptations available for people with additional needs to use
56-60	Portfolio building <ul style="list-style-type: none"> • collect and assemble evidence for strand AO4 of the Assessment Evidence Grid

UNIT 6: WORKING IN EARLY-YEARS CARE AND EDUCATION

Hour	Topic
1	<p>Introduction to Unit 6: Working in Early-Years Care and Education</p> <p>6.2.1: Care and education provision</p> <ul style="list-style-type: none"> • discuss what is meant by the term 'care and education' • brainstorm different types of early years care and education • discussion: Why are 'care and education' always put together? • the new perspective of 'educare'
2-3	<p>Local provision</p> <ul style="list-style-type: none"> • small group research to identify providers of early-years care and education in the local area • plot care and education providers on a map of the area • evaluation of the type of care and education being offered
4-5	<p>National policies</p> <ul style="list-style-type: none"> • teacher-led introduction to policies which influence the provision of care and education for children in early-years settings • small groups evaluate individual policies • feedback from each group and general discussion
6	<p>Preparing to conduct a survey:</p> <ul style="list-style-type: none"> • What information do we want to collect? • What is the best way to gather the information?
7-8	<ul style="list-style-type: none"> • prepare materials to conduct the survey, e.g. questionnaire
8-9	<ul style="list-style-type: none"> • conduct the survey
10-11	<ul style="list-style-type: none"> • collate the results of the survey
12-13	<ul style="list-style-type: none"> • speakers from early-years services to talk about the different types of job roles and to give an overview of the services
14-17	<p>Portfolio building</p> <ul style="list-style-type: none"> • collect and assemble evidence for strand AO1 of the Assessment Evidence Grid
18	<p>6.2.2 Job roles and responsibilities</p> <ul style="list-style-type: none"> • teacher-led discussion of different job roles available in private sector, statutory provision, voluntary sector and informal groups
19-20	<p>Job roles skills, qualities and qualifications</p> <ul style="list-style-type: none"> • secondary research using interactive programmes, internet, books about two particular job roles to find out about qualifications and skills
21	<p>Candidate self-evaluation:</p> <ul style="list-style-type: none"> • What skills do I have? • For which jobs would my skills be suitable?

Hour	Topic
22-23	6.2.3 Values and principles of the early-years sector <ul style="list-style-type: none"> teacher-led discussion of the care values applied in early years care and education settings small group evaluation of the importance of the care values plenary sharing of findings
24-25	<ul style="list-style-type: none"> preparing a questionnaire for primary research into job roles and application of care values testing the questionnaire re-organising questions as a result of feedback
26	<ul style="list-style-type: none"> how to observe when in a care setting
27	<ul style="list-style-type: none"> practicing observation skills through simulation or using video materials
28-29	<ul style="list-style-type: none"> visiting an early-years service for observation and research session
30	<ul style="list-style-type: none"> writing up notes from visits
31	<ul style="list-style-type: none"> discussion group using prepared notes: What did we learn?
32	<ul style="list-style-type: none"> preparing detailed information about two job roles
33	<ul style="list-style-type: none"> candidates give a ten minute presentation to the group on job roles or divide into smaller groups to give presentations (e.g. groups of four)
34-35	Portfolio building <ul style="list-style-type: none"> collect and assemble evidence for strand AO2 of the Assessment Evidence Grid
36	6.2.4 The Ways Children Learn and Factors that Affect Performance <ul style="list-style-type: none"> Mind mapping exercise – how do young children learn with examples?
37-38	Children's learning <ul style="list-style-type: none"> teacher input: how children learn individual research by candidates on the ways children learn
39-40	<ul style="list-style-type: none"> candidates independently research a case study on 'how children learn' work in pairs using the case studies to compare how the children in the study group learned and developed
41	<ul style="list-style-type: none"> whole group discussion on how children learn
42-43	Factors that affect performance <ul style="list-style-type: none"> teacher or specialist input: factors that can affect a child's learning group discussion based on the evidence from the input
44	<ul style="list-style-type: none"> individual work by candidates to differentiate between social, environmental and economic factors that affect young children's learning
45	Observing children <ul style="list-style-type: none"> teacher input: how to get the best information when observing children simulation exercises to practice observing others
46	<ul style="list-style-type: none"> observe a group of children to find out about how they learn and what affects their learning in the setting
47	Strategies that aid learning <ul style="list-style-type: none"> whole-group discussion based on the observations about the different ways that children learn and strategies to aid learning teacher input: techniques that can be used to aid learning

Hour	Topic
48-49	Portfolio building <ul style="list-style-type: none"> collect and assemble evidence for strand AO3 of the Assessment Evidence Grid
50	6.2.5 Planning and implementation of an activity <ul style="list-style-type: none"> mind mapping: What type of activity? how to draw up a plan
51	Activities that help children to learn and develop <ul style="list-style-type: none"> teacher-led discussion of the importance of activities to help children to learn and develop mind mapping exercise of suitable activities
52-53	<ul style="list-style-type: none"> deciding on the activity drawing up a plan
54-55	<ul style="list-style-type: none"> preparation for the activity
55	<ul style="list-style-type: none"> carrying out the activity with a child or children
56	<ul style="list-style-type: none"> evaluating the effectiveness of the activity
57-60	Portfolio building <ul style="list-style-type: none"> collect and assemble evidence for strand AO4 of the Assessment Evidence Grid

UNIT 7: HEALTH AS A LIFESTYLE CHOICE

Hour	Topic
1	Introduction to Unit 7: Health as a Lifestyle Choice <ul style="list-style-type: none"> • teacher-led introduction to the content and assessment requirements of the unit • construct a mind map of health and lifestyle choices
2-3	7.2.3 Positive effects of exercise <ul style="list-style-type: none"> • small group research into the positive effects of exercise; each group researching a different aspect: physical, mental, social • groups prepare presentations of findings
4-5	<ul style="list-style-type: none"> • group presentations • plenary discussion of findings
6	<ul style="list-style-type: none"> • individual preparation of questionnaires to use during interviews with fitness-industry professionals
7-8	<ul style="list-style-type: none"> • interviews with fitness industry professionals • write up findings
9 -10	<ul style="list-style-type: none"> • secondary research using books and internet sources on the positive effects of exercise on individuals
11	<ul style="list-style-type: none"> • use of video evidence to assess the effects of exercise on individuals
12-14	Portfolio building <ul style="list-style-type: none"> • collect and assemble evidence for strand AO1 of the Assessment Evidence Grid
15	7.2.1 Nutritional value of food and the dietary function of nutrients <ul style="list-style-type: none"> • teacher input on the nutritional content of food
16-17	Dietary function of nutrients <ul style="list-style-type: none"> • individual research into the dietary function of macro nutrients
18-19	Dietary function of nutrients <ul style="list-style-type: none"> • individual research into the dietary function of micro nutrients
20	7.2.2 Current dietary guidelines to promote the health of individuals <ul style="list-style-type: none"> • teacher-led discussion of individuals who may need to modify their diets because of their religious beliefs or their lifestyle choice
21-22	<ul style="list-style-type: none"> • placement visits to gather information about individuals who have dietary restrictions
23	<ul style="list-style-type: none"> • group discussion of findings during visits
24-25	<ul style="list-style-type: none"> • visiting speakers: specialists to discuss issues of diet
26-28	<ul style="list-style-type: none"> • individual research of the dietary needs of different individuals using secondary sources of text books, internet and diet programmes on computers
29-30	Government guidelines <ul style="list-style-type: none"> • small groups research a different dietary guideline or current trends in eating patterns • preparation of a fact sheet of group findings • group presentations of their findings

Hour	Topic
31	DRVs <ul style="list-style-type: none"> teacher-led discussion of the importance of DRVs
32-33	Diet-related disorders <ul style="list-style-type: none"> small group research into different diet-related disorders prepare posters to highlight chosen disorders presentation of findings
34-37	Chosen individual <ul style="list-style-type: none"> prepare a questionnaire to use with chosen individual to find out about dietary intake (use a case study if personal interviews are not possible) prepare a chart to record diary of food intake complete questionnaire with individual
38-41	Portfolio building <ul style="list-style-type: none"> collect and assemble evidence for strand AO2 of the Assessment Evidence Grid
42	7.2.4 Health and safety considerations when designing an exercise programme <ul style="list-style-type: none"> teacher input on areas of health and safety which need to be considered when designing exercise programme brainstorm exercise to highlight areas of health and safety
43-44	<ul style="list-style-type: none"> presentation by fitness specialist on principles of exercise, types of exercises, types of fitness, fitness tests, warm-up and cool-down, monitoring techniques
45-46	<ul style="list-style-type: none"> planning and preparation for visits to fitness centre individual research of health and safety considerations, fitness programmes, monitoring techniques
47-48	<ul style="list-style-type: none"> visit to fitness centre observation of health and safety considerations in practice
49	<ul style="list-style-type: none"> group discussion and feedback of findings from visits
50-53	Portfolio building <ul style="list-style-type: none"> collect and assemble evidence for strand AO3 of the Assessment Evidence Grid
54-55	7.2.5 How diet and exercise interrelate to affect health <ul style="list-style-type: none"> teacher input to highlight how diet and exercise can work together to give a healthier lifestyle use of case studies to evaluate the impact of diet and exercise
56-60	Portfolio building <ul style="list-style-type: none"> collect and assemble evidence for strand AO4 of the Assessment Evidence Grid

UNIT 8: COMPLIMENTARY THERAPIES

Hour	Topic
1	Introduction to Unit 8: Complimentary Therapies <ul style="list-style-type: none"> • mind map exercise: What are complimentary therapies? • Who uses complimentary therapies?
2-3	8.2.1 History and development of complimentary therapies <ul style="list-style-type: none"> • small group research: each group taking a different method of complimentary therapy and finding out about the historical perspective, cultural attitudes, how they work alongside orthodox medicine
4-5	<ul style="list-style-type: none"> • each group to prepare a display and presentation on the method of complimentary therapy researched
6-7	<ul style="list-style-type: none"> • group presentations on the complimentary therapies
8-10	<ul style="list-style-type: none"> • visiting speakers/demonstration of different complimentary therapies
11-15	Portfolio building <ul style="list-style-type: none"> • collect and assemble evidence for strand AO1 of the Assessment Evidence Grid
16	8.2.3 Meeting physical, emotional and social needs <ul style="list-style-type: none"> • teacher input on the suitability of different complimentary therapies to meet physical needs
17	<ul style="list-style-type: none"> • use of case studies to develop understanding of different complimentary therapies that could be used to meet acute pain, chronic conditions, dietary disorders
18	<ul style="list-style-type: none"> • group discussion to review findings about the use of complimentary therapies to meet physical needs
19	Meeting emotional and social needs <ul style="list-style-type: none"> • teacher input on the suitability of different complimentary therapies to meet emotional and social needs
20	<ul style="list-style-type: none"> • use of case studies to develop understanding of different complimentary therapies which could be used to meet mental health problems, habitual behaviour, addiction and social isolation
21	<ul style="list-style-type: none"> • group discussion to review findings about the use of complimentary therapies to meet emotional needs
22-23	Interview preparation <ul style="list-style-type: none"> • prepare interview questions to use with chosen service user to find out about their needs, lifestyle, use of complimentary therapy, attitude towards complimentary therapy and beliefs • trial questions • review questions in light of results of trial
24-25	Interview <ul style="list-style-type: none"> • carry out interview with service user
26	8.2.2 Use and provision of complimentary therapies <ul style="list-style-type: none"> • teacher-led introduction to the use and provision of different complimentary therapies
27	<ul style="list-style-type: none"> • candidates prepare interview questions to use with two complimentary therapists
28-29	<ul style="list-style-type: none"> • interviews with complimentary therapists these could be carried out in the settings or with therapists invited into the centre

UNIT 9: CARING FOR OLDER PEOPLE

Hour	Topic
1	<p>Introduction to Unit 9: Caring for Older People</p> <ul style="list-style-type: none"> mind map: Who are older people? What is the life span for people who are in the older age group? What needs do they have?
2-3	<p>9.2.1 The effects of ageing on body systems</p> <ul style="list-style-type: none"> use of anatomical model for broad discussion of body systems the circulatory system – structure and function individual research into three dysfunctions of the circulatory system that could occur in older people
4-5	<p>Group Work</p> <p>Groups of three or four collect information on the following:</p> <ul style="list-style-type: none"> Group 1: the respiratory system and possible dysfunctions in older people Group 2: the muscular skeletal system and possible dysfunction in older people Group 3: the nervous system and possible dysfunction in older people Group 4: the digestive system and possible dysfunction in older people
6-7	<p>9.2.1 Effects of Aging on Body Systems</p> <p>Prepare materials for a presentation to other groups:</p> <ul style="list-style-type: none"> all groups produce visual material, e.g. posters, handouts and leaflets about the system for which they collected information all groups prepare overheads and handouts based on the information collected
8	<p>9.2.1 Effects of Aging on Body Systems</p> <p>Giving the presentation:</p> <ul style="list-style-type: none"> two groups giving presentations questions and discussions teacher-led summary of facts
9	<p>9.2.1 Effects of Aging on Body Systems</p> <p>Giving the presentation:</p> <ul style="list-style-type: none"> two groups giving presentations questions and discussions teacher-led summary of facts
10	<p>9.2.1 Effects of Aging on Body Systems</p> <p>Sensory impairment:</p> <ul style="list-style-type: none"> teacher input: Which organs are included? What dysfunctions are most likely to occur in older people? the structure and function of the eye

Hour	Topic
11	<p>9.2.1 Effects of Aging on Body Systems</p> <p>Structure and function of the ear:</p> <ul style="list-style-type: none"> teacher input: information about the structure and function of the ear revision of dysfunctions of the ear
12	<p>9.2.1 Effects of Aging on body Systems</p> <ul style="list-style-type: none"> paired work: List four physical impacts that could result from the aging process. What could have contributed to these? whole group discussion from the results of the paired work
13-14	Practice external assessment questions
15-16	<p>9.2.2 Social emotional and Economic Aspects of Aging</p> <ul style="list-style-type: none"> teacher-led discussion of the changes which occur to older adults preparation of individual questionnaires to research the changes associated with aging
17-18	<p>9.2.2 Social emotional and Economic Aspects of Aging</p> <ul style="list-style-type: none"> completion of questionnaires analysis of results
19	<p>9.2.2 Social emotional and Economic Aspects of Aging</p> <ul style="list-style-type: none"> presentation of results to whole group group discussion of findings
20-21	<p>9.2.2 Social emotional and Economic Aspects of Aging</p> <ul style="list-style-type: none"> use of case studies/newspaper articles to apply knowledge and understanding of the changes which occur How does the media convey the image of older people? Look at newspaper articles or case studies. whole group discussion about the concept of aging What lifestyle changes do older people experience? How are these changes likely to affect them?
22-23	<p>9.2.2 Social emotional and Economic Aspects of Aging</p> <p>Roles of older people</p> <p>Paired work:</p> <ul style="list-style-type: none"> list the roles older people have; give an example of each <p>Whole group:</p> <ul style="list-style-type: none"> share and discuss information How does life expectancy affect older people? How can losing a partner affect older people?

Hour	Topic
23-25	<p>9.2.2 Social emotional and Economic Aspects of Aging</p> <p>Changes in Health needs</p> <p>Small group work:</p> <ul style="list-style-type: none"> • How do older people's health needs change? • What is the difference between formal and informal carers? • Give five examples of formal care workers and list the settings where they would carry out their work. • Give four examples of informal carers and for each list two different tasks each could do. <p>Teacher-led discussion from the findings</p>
26-27	<p>Practice external assessment questions</p>
28	<p>9.2.3 Service provision for older people</p> <ul style="list-style-type: none"> • mind map: What are the main groups of service provision available to older people?
30-34	<p>9.2.3 Service provision for older people</p> <ul style="list-style-type: none"> • group work; different service provision for each group: What service do they provide? What is their purpose? Which professional care workers deliver the care?
35	<p>9.2.3 Service provision for older people</p> <ul style="list-style-type: none"> • whole group discussion based on the group work evidence collected
36-37	<p>Practice external assessment questions</p>
38	<p>9.2.4 Professional Care Workers</p> <ul style="list-style-type: none"> • teacher input: care values – what they are and what they mean <p>Group work:</p> <ul style="list-style-type: none"> • Group 1: maintaining confidentiality: Why is this important? How can this be achieved in care settings? • Group 2: promoting equality and diversity: Why is this important? How can this be achieved in care settings? • Group 3: promoting individual rights and beliefs: Why is this important? How can it be achieved in care settings?
39	<p>9.2.4 Professional Care Workers</p> <ul style="list-style-type: none"> • draw together evidence from each group in a whole group discussion
40	<p>9.2.4 Professional Care Workers</p> <p>Other ways of supporting service users:</p> <p>Group work:</p> <ul style="list-style-type: none"> • Group 1: how can care workers support service users through communication? • Group 2: how can care workers support service users to make appropriate lifestyle choices? • Group 3: how can care workers provide stimulation and challenge? <p>Each group to provide at least two ways that support can be provided.</p> <ul style="list-style-type: none"> • whole group discussion of findings

Hour	Topic
41-42	<p>9.2.4 Professional Care Workers</p> <ul style="list-style-type: none"> invite professional care workers into the centre to lead group discussion on the application of care values in their day-to-day tasks.
43-44	<p>9.2.3 Service provision for older service users</p> <p>9.2.4 Professional Care Workers</p> <ul style="list-style-type: none"> plan visits to care settings in groups of three or four <p>Purpose:</p> <ul style="list-style-type: none"> to collect information about the type and purpose of care provided to find out how the values of care are applied in the day to day tasks carried out by care workers to find out how care workers support service users through communication to find out how care workers provide stimulation to maintain quality of life to find out how service users are supported to make effective lifestyle choices <p>Teacher:</p> <ul style="list-style-type: none"> to check all internal rules and regulations are in place to check all rules and regulations applying to the care settings have been observed
45-47	<p>9.2.3 Service provision for older service users</p> <p>9.2.4 Professional Care Workers</p> <ul style="list-style-type: none"> visits in groups to different service providers
48	<p>9.2.3 Service provision for older service users</p> <p>9.2.4 Professional Care Workers</p> <ul style="list-style-type: none"> whole group discussion based on finding from the visits
49-50	Practice exam questions
51	<p>9.2.4 Legislation</p> <ul style="list-style-type: none"> teacher-led discussion of the impact of current legislation on the provision of care for older people
52-54	<p>9.2.4 Legislation</p> <p>Group research and presentation of facts dividing legislation between five groups of candidates</p> <p>Each group to research a particular legislation and feedback to the rest of the group on:</p> <ul style="list-style-type: none"> Content of the legislation Effectiveness of legislation
55	<p>9.2.4 Legislation</p> <p>Review of Codes of Practice and charters to determine how service providers implement the requirements of legislation</p>
56-57	Mock exam (2 hours)
58-60	Review Mock performance (e.g. decoding questions, time management, peer marking, 'model' answers, individual target setting and action planning for external examination)