

	Term 1	Term 2	Term 3
YEAR 10	<p>Component 1: Human lifespan and development – LAA</p> <p>Internal control assessment</p> <ul style="list-style-type: none"> • Identify factors that have had an effect on growth and development of a selected individual. • Outline the ways that different factors have affected growth and development of a selected individual. • Explain how different factors have affected growth and development of a selected individual. • Compare the different factors that have affected growth and development across three life stages for a selected individual. • Assess the changing impact of different factors in the growth and development across three life stages of a selected individual. 	<p>Component 1: Human lifespan and development – LAB controlled assessment</p> <ul style="list-style-type: none"> • Identify sources of support that were available to two individuals experiencing a life event. • Outline what support was given to two individuals experiencing a life event • Explain how two individuals adapted to a life event, using support. • Compare the ways that two individuals adapted to a life event and the role that support played. <p>Assess how well two individuals adapted to a life event and the role and value of support in this.</p>	<p>Component 2: Health and social care services and values – LAB</p> <ul style="list-style-type: none"> • Demonstrate some care values in a health or social care context, using role plays and make notes of your performance • Outline positive aspects of own demonstration of care values and respond to teacher feedback of your role play • Describe positive and negative aspects of own demonstration of the care values and comment on aspects of teacher feedback. • Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate teacher feedback. • Demonstrate the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate teacher feedback.
YEAR 11	<p>Component 3: Health and well – being external exam sat in February</p>	<p>Revision for exam</p> <p>Component 3: Health and social care services and values. Internal control assessment</p>	<ul style="list-style-type: none"> • Outline barriers that would affect the use of one health or social care service for an individual in a given scenario

	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of factors that affect health and wellbeing • Interpret health indicators that can affect patients with different needs • Interpret different health indicators (such as blood pressure, heart rate, temperature etc) <p>Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p>	<ul style="list-style-type: none"> • Identify health and social care services that meet some of the needs of individuals in a given scenario • Outline ways in which health and social care services meet the needs of individuals in a given scenario. • Explain how health and social care services meet the needs of individuals in a given scenario. • Identify barriers that might prevent individuals accessing a health or social care service. 	<ul style="list-style-type: none"> • Explain how barriers could affect the use of one health or social care service for an individual in a given scenario. • Analyse the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome. • Assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome.
Year 12	<p>Preparing for unit 1 external exam</p> <ul style="list-style-type: none"> • A1 Physical development across the life stages • Principles of growth and development throughout all the life stages • Intellectual development across the life stages • The effects and function of memory • Emotional development across the life stages (including attachment and self-esteem) • Social development across the life stages • Factors affecting human growth and development • Major life events that affect development • The physical changes of ageing 	<p>Unit 5: meeting individuals care and support needs</p> <ul style="list-style-type: none"> • Examine principles, values and skills which underpin meeting the care and support needs of individuals • Explain the importance of promoting equality and diversity for individuals with different needs • Explain the skills and personal attributes necessary for professionals who care for individuals with different needs • Analyse the impact of preventing discrimination for individuals with different needs • Assess different methods professionals might use when building relationships and establishing trust with individuals with needs. 	<p>Unit 5 continued</p> <ul style="list-style-type: none"> • Investigate the principles behind enabling individuals with care and support needs to overcome challenges • Explain the strategies and communication techniques used with individuals different needs to overcome different challenges. • Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs. • Assess the strategies and communication techniques used to overcome different challenges faced by individuals with different care and support needs.

	<ul style="list-style-type: none"> • The psychological changes of ageing • The societal effects of an ageing population 	<ul style="list-style-type: none"> • 3 Explain how to incorporate ethical principles into the provision of support for individuals with different needs. • Analyse how an ethical approach to providing support would benefit specific individuals with different needs. • Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs Justify the strategies and techniques used to overcome ethical issues and challenges experienced by individuals with different needs when planning and providing care. 	<ul style="list-style-type: none"> • Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs • Explain why meeting the needs of the individuals requires the involvement of different agencies. • Explain the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of specific individuals • Assess the benefits of multidisciplinary and multi-agency working for specific individuals with care and support needs. • Analyse the impact of legislation and codes of practice relating to information management on multidisciplinary working • Justify how organisations and professionals work together to meet individual needs while managing information and maintaining confidentiality. Evaluate how multi-agency and multidisciplinary working can meet the care and support needs of specific individuals.
Year 13	<p>Preparation for unit 2 external exam</p> <ul style="list-style-type: none"> • The roles and responsibilities of people who work in the health and social care sector 	<p>Unit 14 physiological disorders</p> <ul style="list-style-type: none"> • Investigate the causes and effects of physiological disorders 	<ul style="list-style-type: none"> • Assess care needs of a selected service user with a physiological disorder. • Plan treatment to meet the needs of a selected service user with a physiological disorder

	<ul style="list-style-type: none"> • The responsibilities of people who work in health and social care settings • Specific responsibilities of people who work in health and social care settings • Multidisciplinary working in the health and social care sector • Monitoring the work of people in health and social care settings • The roles of organisations in providing health and social care services • Issues that affect access to services • Ways organisations represent interests of service users • The roles of organisations that regulate and inspect health and social care services • Responsibilities of organisations towards people who work in health and social care settings <p>Working with people with specific needs in the health and social care sector</p>	<ul style="list-style-type: none"> • Describe the types of physiological disorders and effects on body systems and functions • Describe the causes of physiological disorders • Describe the signs and symptoms of physiological disorders • Evaluate the impact of physiological disorders on the health and wellbeing of service users • Compare investigative and diagnostic procedures for different physiological disorders. • Assess the importance of specific procedures in confirming the diagnosis of physiological disorders • Justify the potential benefits of different investigations and treatment options for service users diagnosed with physiological disorders. • Explain the treatment and support available for service users with different physiological disorders. • Compare the types of carers and care settings for service users with different physiological disorders. • Assess the provision of treatment, support and types of care for service users with different physiological disorders. 	<ul style="list-style-type: none"> • Explain how the plan would improve the health and wellbeing of a selected service user. • Plan treatment to meet the needs of a selected service user with a physiological disorder, reviewing as appropriate to improve outcomes. Justify the recommendations in the plan in relation to the needs of the service user and advantages and disadvantages of treatment options.
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