

Unit 4: Development Through the Life Stages

Unit code:	J/600/8954
QCF Level 3:	BTEC Nationals
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to enable learners to gain knowledge and understanding of the different stages throughout the human lifespan. Learners will be able to develop an understanding of both the physical and psychological changes of ageing and be able to apply theories of ageing to health and social care provision.

● Unit introduction

Knowledge of human growth and development through the life stages is essential for learners who are considering a career in health or social care; giving them the underpinning information required for either higher education or employment. Learners will investigate the effects of genetic, biological and social factors on human growth and development. They will examine the ageing process, the effects of genetic and biological factors on life expectancy and the differences between the genders. The interaction between psychological and physical factors of the ageing process, and the effects on confidence and self-esteem, are also considered, together with major theories of ageing. The unit will encourage learners to examine the nature-nurture debate applied to individuals, and consider the benefits of enabling and growth promoting climates on the human lifespan. They will consider individuals within the context of their daily lives and the circumstances which surround them.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know stages of growth and development throughout the human lifespan
- 2 Understand potential effects of life factors and events on the development of the individual
- 3 Understand physical and psychological changes of ageing.

Unit content

1 Know stages of growth and development throughout the human lifespan

Life stages: conception; pregnancy; birth and infancy – 0-3 years; childhood – 4-9 years; adolescence – 10-18 years; adulthood – 19-65 years; older adulthood; 65+; the final stages of life

Definitions: growth; development; developmental norms; developmental milestones; life course; maturation; life expectancy

Development: holistic development; physical, intellectual, language, emotional and social at each life stage; potential causes and effects of delayed and arrested development

2 Understand potential effects of life factors and events on the development of the individual

Nature-nurture debate: key principles; biological programming; the effects of experiences versus heredity; maturation theory

Life factors: genetic, eg predisposition to particular conditions, cystic fibrosis, coeliac disease, asthma, brittle bone disease, rheumatic disease; biological, eg foetal alcohol syndrome, maternal infections, effects of diet in pregnancy; environmental, eg exposure to pollution, damp/overcrowded housing, access to recreational facilities, access to health and social care services, bullying, family dysfunction, effects of culture, religion and beliefs, effects of discrimination; socioeconomic, eg income, expenditure, education, values and attitudes, peer groups, employment status; lifestyle, eg nutrition and dietary choices, alcohol intake, use and misuse of substances

Major life events: differences in effect of predictable and unpredictable events; eg the birth of a sibling, leaving home, leaving care, leaving prison, serious injury, illness, starting school/nursery, beginning and changing employment, redundancy, bereavement, marriage, parenthood, divorce; the interrelationship between factors

3 Understand physical and psychological changes of ageing

Physical changes: hormones; menopause; cardiovascular system, eg atherosclerosis, coronary heart disease; respiratory system, eg emphysema, chronic obstructive pulmonary disease; nervous system, eg motor neurone disease, degeneration of the sense organs, degeneration of the nervous tissue, cognitive changes; muscular-skeletal, eg rheumatoid arthritis, osteoarthritis, effects of degenerative disease, muscle wasting due to poor absorption of nutrients; skin, eg loss of elasticity, effects of exposure to ultra violet rays, effects of smoking; the effects of illnesses that are more common in ageing

Psychological changes: effects on confidence; effects on self-esteem; effects of ageism; effects of, eg role changes, loss of a partner, retirement, increased leisure time, financial concerns, culture, religion, beliefs; theories of ageing, eg social disengagement, activity theory; application to current health and social care provision

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe physical, intellectual, emotional and social development for each of the life stages of an individual [IE2; IE4; CT1; CT2]	M1 discuss the nature-nurture debate in relation to the development of an individual	D1 evaluate how nature and nurture may affect the physical, intellectual, emotional and social development of two stages of the development of an individual
P2 explain the potential effects of five different life factors on the development of an individual [IE3; CT4]		
P3 explain the influences of two predictable and two unpredictable major life events on the development of an individual		
P4 explain two theories of ageing	M2 discuss two major theories of ageing in relation to the development of the individual	D2 evaluate the influence of two major theories of ageing on health and social care provision.
P5 explain the physical and psychological changes which may be associated with ageing. [IE1; IE2; IE4; CT2]	M3 discuss the effects on self-esteem and self-confidence of the physical changes associated with ageing.	

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
------------	--	---	--

Essential guidance for tutors

Delivery

The unit should be delivered by a qualified and experienced tutor, with additional input from visiting speakers, if necessary, on issues related to delayed and arrested development. Learners could also be encouraged to contact relevant voluntary agencies such as Mencap, Age Concern and others, to obtain information to enhance their assignment work and increase their understanding of the unit. Whilst taught input is essential, learners should be encouraged to investigate issues through case studies and group discussions. Learners will require access to professional journals and relevant texts, in addition to the standard health and social care textbooks. Tutors should also utilise appropriate DVDs and recordings of relevant television programmes to enhance learning.

The unit should be delivered in as practical a manner as possible, in order to enable learners to connect classroom learning with supporting users of health and social care services. Learners will benefit from including observations conducted on work experience as part of *Unit 6: Personal and Professional Development in Health and Social Care*. A short period at a facility for older people would enable learners to observe the influence of theories of ageing on that provision, for example involvement of residents in activities to engage and stimulate memory. Learners could also be encouraged to relate assessment to personal or family experience where appropriate. Tutors will need tact and diplomacy order to prevent the inclusion of irrelevant or inappropriate details.

Having explored the key aspects of physical, intellectual, emotional and social development that take place through the life stages, learners need to consider the influences of a range of life factors on the development of individuals, including the potential effects of major life events. Case studies could be used to illustrate different issues in relation to the influence of life factors, and as a starting point for discussions.

The physical and psychological effects of ageing could be delivered through a combination of tutor input, learner research, discussion groups and experiences on work placement. Theories of ageing will be introduced, and learners with a particular interest in caring for older people could extend their learning in *Unit 28: Caring for Older People*.

Guest speakers can provide valuable expertise in specialist areas, and offer additional insight to ensure that learners gain the maximum benefit from this unit.

At all times stereotypes, assumptions and labels should be challenged and discussed appropriately in order to give learners the knowledge and understanding required in health and social care.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Learning outcome 1 Taught session: definition of relevant terms; explanation of physical, intellectual, emotional and social with regard to human development. Taught sessions: group work; internet research on the stages of growth and development throughout the human lifespan. Guest speaker: arrested and delayed development; causes and effects; Q&A session.
Assignment 1: The human lifespan (P1, M1, D1) For one famous individual, research and produce a fact file which includes relevant pictures, charts and diagrams to describe each stage of life they have already lived through, and the ones they will. For two of the life stages discuss the nature/nurture debate in relation to their development and evaluate the effects of both genetic inheritance and the environment, referring to the nature/nurture debate and providing a justified conclusion.
Learning outcome 2 Buzz group session: life factors and their effects on individuals; plenary. Taught session: life factors; group work with case studies. Television recording: of major life events, (BBC News); class discussion.
Assignment 2: Life factors and life events (P2, P3) For your chosen famous individual, research and explain the effect of five life factors on their development at two life stages; explain the influence of two predictable and two unpredictable major life events on their development.
Learning outcome 3 Internet searches: with help sheets provided by the tutor; group discussions on physical changes in ageing. Tutor-led class discussion: the psychological changes of ageing. Guest speaker: working with older people; Q&A session.
Assignment 3: Effects of ageing (P4, P5, M2, M3, D2) For your chosen individual, explain the effects of physical and psychological changes as they reach older age and discuss how those changes could affect their self-esteem and confidence.
Unit review and assessment.

Assessment

Although the outline learning plan details three separate assignments, assessment for this unit could be divided into several sections to form one whole assignment, reflecting the human lifespan as being holistic. It is suggested that a central theme is continued throughout the assessment as learners apply the grading criteria and unit content to an individual. Learners could be supported in researching the lifespan of a famous person, someone they encounter during work placement or know personally (as long as permission is granted) and in presenting their assignment as a fact file reflecting their individual interests.

For P1, learners could begin their fact file by describing the life stages through which the individual has already passed and those they will. The file could include relevant pictures, graphs and charts, and learners will require tutor guidance to ensure a professional approach. M1 would require a discussion of the nature/nurture debate in relation to the development of the individual. D1 will require an evaluation of the effects of both nature and nurture on two stages of development for the chosen individual, referring to the relevant debate and providing justification for conclusions as to the comparative importance of the effects of both.

For P2, learners could extend their fact file to explain the effect of five life factors on the individual at two particular life stages. For P3, learners need to explain the influences of two predictable and two unpredictable major life events on the development of the individual. P2 and P3 could be completed before M1 and D1, depending on how the tutor decides to deliver the unit.

For P4, the fact file will need to include an explanation of two theories of ageing. To achieve M2, learners will need to discuss the two major theories of ageing in relation to the development of the individual they are researching.

For P5, learners could further extend their fact file to include an explanation of the physical and psychological changes which may be part of the ageing process. This will require research to find relevant information as their chosen individual may not be at this stage. M3 will require a discussion of exactly how these changes may affect the individual's confidence and self-esteem, bearing in mind their current lifestyle.

For D2, learners will reflect on the health and social care sector to evaluate how the ageing process and the theories of ageing they have researched can influence health and social care provision.

Learners should be encouraged to incorporate the higher grades rather producing additional pieces of work. Tutors are encouraged to signpost opportunities for the achievement of Level 2 Functional Skills in ICT and English within the assignments.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, M1, D1	The human lifespan	You are an investigative reporter on a celebrity magazine. You have been asked to discover all that you can about the development of a famous person of your choice.	Fact file to include relevant pictures, graphs and charts.
P2, P3	Life factors and life events	Your editor at the magazine has now asked you to research the life factors and life events that have influenced the development of this celebrity.	Fact file to include relevant pictures, graphs and charts.
P4, P5, M2, M3, D2	Effects of ageing	Your editor is very impressed with your work and has asked you to imagine that your chosen individual is now growing older. Will they still travel as much? Will they still like to be photographed? What kind of health and social care services will they require?	Fact file to include relevant pictures, graphs and charts.

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

Learners will require access to library facilities, including relevant texts, professional magazines and journals, CD ROMs, current newspapers and ICT facilities.

Employer engagement and vocational contexts

Learners will benefit from a period of work experience, where possible, with either older people or groups of individuals with complex needs, to enable them to observe an enabling approach to providing support.

Visits to appropriate settings such as a day nursery for young children would also enhance learning. Guest speakers who work in the statutory, private and voluntary sectors will be useful, particularly with regard to issues relevant to older people.

Indicative reading for learners

Textbooks

Meggitt C – *Child Development: An illustrated Guide* (Heinemann, 2006) ISBN 9780435420482

Squires G (editor) – *BTEC National Diploma Children's Care, Learning and Development* (Heinemann, 2007) ISBN 978045499099

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 1* (Heinemann, 2007) ISBN 9780435499150

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Magazines

Community Care

Nursery World

Nursing Times

Websites

www.communitycare.co.uk

Community Care magazine

www.dh.gov.uk

Department of Health

www.nursingtimes.net

Nursing Times

Delivery of personal, learning and thinking skills

The following table identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	[IE2,4] describing the various life stages and the potential effects of life factors on human development; describing the changes which may be associated with the ageing process [IE3] explaining the potential effects of different life factors on the development of an individual
Creative thinkers	[CT1,2] describing the stages of the human lifespan; explaining changes associated with the ageing process [CT4] explaining the potential effects of different life factors on the development of an individual.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT to produce work in a variety of formats for assignments
Manage information storage to enable efficient retrieval	storing relevant documents, articles and incomplete work in folders
Follow and understand the need for safety and security practices	storing work onto a pen drive and using a password for security
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	selecting information from a variety of internet sites
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	accessing websites and evaluating their relevance for use in assignments
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	collating web-based information for presentation in assignments
Present information in ways that are fit for purpose and audience	presenting assignments in a variety of formats
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using email to contact relevant organisations in order to obtain information for assignments
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in buzz groups and class discussions questioning visiting speakers
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	conducting literature reviews to select relevant information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing information sheets, information booklets writing essays and case studies.