



Unit 1: Human Lifespan Development

Delivery guidance

Approaching the unit

Learners will be completing this unit, as part of a qualification in health and social care, possibly because they are considering a career in one of the health and/or social caring professions. In order to care for people, learners need to understand how we all develop over time, in the different areas. This unit will support learners in gaining an understanding of the different factors and life events which can affect human development. The unit will provide learners with an understanding of the importance of recognising that different people may require their needs for care met in specific ways, for example due to gender, ethnicity or religious beliefs.

The unit examines factors such as genetic inheritance, the health of the mother during pregnancy, access to healthcare and education and home conditions, which can affect growth and development and life chances. Other factors such as discrimination, prejudice or misunderstandings that have a negative effect on an individual's development, are also considered.

In the unit, learners will gain an understanding of how life events for example, accidents and injuries could cause changes in lifestyle, such as the need for care and support from the helping professions. Other life events, such as changing or leaving school, going to college or starting work, can be positive, giving individual's confidence and supporting them to gain new skills, these are also investigated in the unit.

Overall, the unit will contribute to learners' understanding of the multiple factors, which contribute to the growth and development of individuals.

There are opportunities for group work within the unit, for example in researching topics and participating in class discussions. However, it should be noted, that all assessed work, must be completed individually, by each learner.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore human lifespan development across the life stages	A1 Life Stages A2 Physical growth and physiological change A3 Intellectual and cognitive development A4 Emotional development A5 Social development	This unit is assessed by a Pearson Set Assignment.
B Investigate factors that affect human growth and development across the life stages	B1 Social, cultural and emotional factors B2 Economic factors B3 Physical environment factors	
C Understand how life events can influence the life stages	C1 Life events C2 How manage the changes caused by life events	

Assessment guidance

The unit is assessed by a Pearson Set Assignment (PSA). The assessment is set by Pearson and must be taken under controlled conditions before it is marked by tutors.

There are 30 guided learning hours assigned to the unit, of which 10 hours will be required for assessment.

Set assignments are available from September each year and are valid for one year only.

Delivery must cover all the unit content and prepare learners to produce evidence to meet the assessment criteria and assessment guidance in preparation for taking the PSA. Sample Assessment Materials are available on the Pearson website. These can be used or adapted to help learners prepare for assessment.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction
Learners could be introduced to this unit, by working in small groups to investigate specific life stages and then presenting their findings to the whole group. The use of audio-visual materials, followed by class discussions, will help to develop understanding.
Learning aim, A: Explore human growth and development across the life stages
<p>Learning aim A provides all of the required information, of different stages during human lifespan development and growth. The learning aim also includes potential issues which may arise at each stage.</p> <p>For A1, short taught sessions which include a video clip of specific life stages, will support understanding.</p> <ul style="list-style-type: none">• Handouts giving definitions of the terms 'growth' and 'development', could be given to learners.• Internet and resource searches in groups, using worksheets to note down the main milestones of each stage can prepare learners for assessment• Homework could involve learners discussing their own, early stages of growth and development with primary carers. This could be followed by a class activity, for example producing a wall chart or posters.• Learners will need to be able to identify the age ranges related to each developmental stage and how these link to selected individuals. <p>For A2, short teaching sessions are useful to ensure learners have a good understanding of key terms. e.g. heredity, menopause.</p> <ul style="list-style-type: none">• Group work matching life stage changes to case study individuals could be used to prepare for assessment.• Input by, for example, a health visitor or an early years worker, would enhance learner understanding of how the differences in early human development, included in the 'normal range' occur in different scenarios.• Input by a health or care professionals on specific aspects of e.g., puberty, the menopause would enhance understanding. <p>For A3 and A4, taught sessions to introduce the topics, could be followed by learner internet searches. Learners could select an individual celebrity or associate to research their development at specific life stages.</p> <ul style="list-style-type: none">• An introduction could be a video which demonstrates the effects of prolonged separation on emotional development and attachment in young children. This will need sensitive follow-up by teachers, as the film could show children in distress.• Class discussion around, for example, television drama characters could be used to address issues of self-esteem, the ageing process or bereavement.• The centre counsellor, pastoral support worker or representative of a faith, could be involved in discussions around bereavement. <p>For A5, a video clip showing the different stages of play would introduce learners to the concept of play through development.</p>



- Following this, small group visits to a local day nursery or playgroup, would demonstrate different aspects and stages. Learners could use worksheets to note down examples.
- Scenes from popular television dramas could be used to illustrate different types of relationships.
- Class discussions on loneliness in older age could support learner understanding.
- Learners could work in groups to highlight common causes of loneliness.
- Input from a representative of a charity supporting older people in their own homes, would add realism for learners.

Teacher input and support will be needed in order to prevent learners personalising the topics and becoming distressed.

Learning aim B: Investigate factors that affect human growth and development across the life stages

Learning aim B is about the different factors which have an influence on human growth and development.

The learning aim could be introduced to learners with a brief definition of heredity and environmental influences on growth and development. Worksheets for learners to add their own characteristics under 'heredity' and 'environment' could lead to a class discussion.

The importance of the use of correct addressing terms and inclusive language must be emphasised to learners.

- For B1, short teaching sessions with inclusion of video clips on specific impairments will support learners, e.g. hearing or visual impairments.
- Input from a member of the centre support staff on supporting individuals with a hearing or visual impairment would enhance learner understanding.
- Video clip followed by class discussion on the effects on social and emotional development of e.g. a public health event that temporarily reduces social freedoms.

For B2, a class discussion with learners discussing the effects of their own culture/faith has had on their own development could introduce the topic.

- Show a television documentary/series that follows child development over time, followed by class discussion, e.g. BBC TV '*Child of our Time*'.
- Use case studies for group work, deciding on the different gender expectations.
- Individuals could select a role model and then list their attributes, followed by class discussions.

For B3 and B4, discussions to define 'poverty' as a concept would support learners understanding.

- Class discussions of the published wealth of celebrities, e.g. football players, pop stars, and the effects on lifestyle and health
- Video clips of poverty in different countries due to climate change, authoritarian mismanagement, natural disasters
- Use of case studies demonstrating the effects of pollution on health, followed by class discussions.



Learning aim C: Understand how life events can influence life stages

Learning aim C investigates the different life events which affect how individuals develop at different life stages. Learners will examine ways in which one life event, could affect individuals differently.

For C1, learners may wish to include personal experiences in the discussion; however, learners will need to also develop an understanding of wider issues, rather than concentrating solely on their own circumstances.

- Video examples from selected television dramas could be useful here, dependent upon the suitability of the content.

For C2, a class plenary on the different types of support available, will clarify the level of learner understanding.

- Use of television/video examples on the role of different professionals
- Teaching session on definitions of 'emotional resilience'
- Input from the centre counsellor/member of faith/pastoral support on developing emotional resilience and self-help techniques
- Use of case studies working in groups, for learners to assess the benefits of different types of support.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 5: Vocational Experience in a Health or Social Care Setting
- Unit 6: Cultural Diversity in Health and Social Care
- Unit 9: The Impact of Diet on Health
- Unit 10: Social Influences on Health and Wellbeing

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International Level 2 Qualifications in Health and Social Care. Check the Pearson website at: ([qualifications.pearson.com/endorsed-resources](https://www.pearson.com/qualifications)) for more information as titles achieve endorsement.

Textbooks

Berk L - *Child Development, (9th Edition), {Pearson, 2017}, ISBN93325BB888888888885202*

Current information about stages of child development

Berk L - *Development Through the Life Span, {{9th Edition}}, {Pearson, 2014}, ISBN 9780134419695*



Journals

Journals on support for individuals at different life stages, such as:

Community Care

Journals on the effects of life events and pollution on health and development, such as:

Nursing Times

Videos

Suitable for 14-16year olds; coping with stress, such as:
childline.org.uk/toolbox/videos/managing-stress-anxiety

Video on cystic fibrosis; contains upsetting footage, such as:
bbc.co.uk/bitesize/clips/zpdyr82

Video telling personal stories about living with sickle cell disease, such as:

b-s-h.org.uk/education/lectures-and-videos/patient-perspective-the-journey-of-pain-in-sickle-cell-disease/

Video on the effects of culture on development, such as:
enhancetv.com.au/video/child-of-our-time-babies/23645

sciencelearn.org.nz/videos/827-ill-health-and-pollution

This website includes information about useful videos on children's growth and development
pathways.org/growth-development/4-6years/videos/

This set of 5 films demonstrate the effects of separation from parents, on young children. It can be used to stimulate class discussions on attachment and bonding.

robertsonfilms.info/young_children_in_brief_separation.html

jrf.org.uk/video/this-is-poverty

Websites

Support for individuals who have Down's syndrome, such as:

ds-int.org

This site gives examples of the different types of support and care available.

scie-socialcareonline.org.uk

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.