



Unit 1: Human Lifespan Development

Delivery guidance

Approaching the unit

This unit will help learners to discover the influences, factors and life events that shape people into the individuals they are. Learners will realise that while we all share a common biological pattern of development, our actual life course may differ considerably from what is expected. Health and social care practitioners need to develop a knowledge base for working with people in every stage of their lives and this unit will lay the foundations for that journey of learning. Much of the learning can take place using interesting and practical activities. In some cases, using a workplace for observations will provide relevant and useful information. Additional input from visiting speakers on issues related to delayed and arrested development may also be valuable.

Delivering the learning aims

Learning aim A allows learners to develop knowledge and understanding about the different stages that people pass through in the course of life and the common features related to these life stages. This can be achieved using a variety of strategies, including case studies relating to individuals in different life stages with differing developmental histories, appropriate video clips to animate the case studies, timelines and associated mind maps to link the physical, intellectual, emotional and social development of individuals in different life stages and with differing developmental histories, and guest speakers, such as health visitors, to help learners understand developmental milestones. Learners should make use of current media, such as contemporary news articles, documentaries or storylines from appropriate drama productions, and should have access to teaching staff such as biology, sociology and psychology tutors to guest lecture on specific topics.

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Learning aim B allows learners to investigate the range of factors affecting human growth and development and how these are interrelated. These will include biological/genetic, socio-economic and lifestyle factors and predictable and unpredictable events. A variety of strategies can be used, including case studies relating to factors that may affect individuals in different life stages, with appropriate video clips; timelines and associated mind maps to link these factors with differing developmental histories; and guest speakers, such as social workers and public health employees, to help learners understand how differing factors may affect an individual's development. Learners should make use of current media, such as contemporary news articles, documentaries or storylines from appropriate drama productions.

Learning aim C allows learners to investigate the physical, psychological and societal effects of ageing and how these effects can be interrelated. These will include degenerative effects, changes in role and circumstance, and changing healthcare provision needs. This can be achieved via a variety of strategies, including case studies relating to factors that may affect individuals in different life stages, appropriate video clips to animate the case studies, and guest speakers, such as social workers, care home managers and appropriate others engaged in the voluntary sector, to help learners understand how differing effects of ageing can influence the individual. Learners should use current media, such as contemporary news articles, documentaries or storylines from appropriate drama productions.



Assessment model

| Learning aim | Key content areas | Recommended assessment approach |
|---|--|---|
| <p>A Examine how humans grow and develop across the life stages</p> | <p>A1 Physical growth and development across the life stages</p> <p>A2 Intellectual growth and development across the life stages</p> <p>A3 Emotional growth and development across the life stages</p> <p>A4 Social growth and development across the life stages</p> | <p>This unit is assessed by a Pearson Set Assignment.</p> |
| <p>B Examine the factors affecting human growth and development across the life stages</p> | <p>B1 The nature/nurture debate related to factors</p> <p>B2 Genetic factors that affect human growth and development</p> <p>B3 Environmental factors that affect human growth and development</p> <p>B4 Social factors that affect human</p> | |

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| | <p>growth and development</p> <p>B5 Economic factors that affect human growth and development</p> <p>B6 Major life events that affect development</p> | |
| C Investigate the effects of ageing on individuals | <p>C1 The physical changes of ageing</p> <p>C2 The psychological changes of ageing</p> | |

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 90 guided learning hours assigned to the unit, of which 12 hours will be required for assessment.

Set assignments are available from September each year and are valid for one year only. Learners will receive a set assignment containing information that will contextualise the assessment activities to be undertaken using scenarios that are relevant and supportive of their studies in health and social care.

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

You could introduce learners to this unit by asking them to suggest any influences, factors and life events they can think of that might shape people into the individuals they are. The following tasks are designed to get learners to think about the factors that have an impact on human lifespan development.

Learning aim A: Examine how humans grow and develop across the life stages

- For A1, A2, A3 and A4 learners create a fact file about a favourite celebrity, looking at the growth and development of that individual and expected growth and development should they live through all the life stages.
- This fact file is created through the entire teaching period of this topic and will serve as a useful revision tool.
- It will include:
 - the individual's physical, intellectual, emotional and social development across the life stages
 - timelines to show how the above development may have affected the individual both positively and negatively
 - links to assessments of that individual by developmental theorists, such as Piaget, Vygotsky, Skinner.
- Learners should be encouraged to use this fact file as an example of human lifespan development, while relating it back to the taught content.

Learning aim B: Examine the factors affecting human growth and development across the life stages

- Learners will continue their fact file about a favourite celebrity, considering factors that may have affected this individual's growth and development or that may affect it in the future.
- The fact file is created through the entire teaching period of this topic and will serve as a useful revision tool.
- It will include:

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- for B1, the individual's development in relation to the nature/nurture debate
- for B2, actual or potential genetic factors that may have affected that individual
- for B3, actual or potential environmental factors that may have affected that individual
- for B4, actual or potential social factors that may have affected that individual
- for B5, actual or potential economic factors that may have affected that individual
- for B6, expected or unexpected major life events that may have affected that individual's development.

Learning aim C: Investigate the effects of ageing on individuals

- Learners will complete their fact file about a favourite celebrity, looking at the potential effects of ageing. If they have chosen a celebrity who has not yet reached later adulthood, learners will be expected to hypothesise as to these effects on their chosen celebrity in the future. This fact file is created through the entire teaching period of this topic and will serve as a useful revision tool. It will include:
 - for C1, the physical effects of ageing on their chosen individual
 - for C2, the psychological effects of ageing on their chosen individual
 - for C1 and C2, the social effects of ageing on their chosen individual, including any potential health and social care provision.

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

This unit links to:

- Unit 3: Enquiries into Current Research in Health and Social Care
- Unit 4: Principles of Effective Care
- Unit 5: Principles of Safe Practice in Health and Social Care
- Unit 6: Promoting Public Health

Resources

Textbooks

Meggitt, C – *Child Development – An illustrated Guide, Birth to 19 Years*, (Pearson, 2012) ISBN 9780435078805

Stretch, B and Whitehouse, M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907463

Tassoni, P – *BTEC Level 3 National in Children's Play, Learning and Development Student Book 1, Revised Edition* (Pearson, 2014) ISBN 9781447970965

Website

www.simplypsychology.org

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.