



Accredited

**OCR LEVEL 2
CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN
HEALTH AND
SOCIAL CARE**

HUMAN LIFESPAN DEVELOPMENT

R/600/6883

LEVEL 2 UNIT 8

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

HUMAN LIFESPAN DEVELOPMENT

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AIM OF THE UNIT

The human life span varies both in length and in terms of experiences from one individual to another. Some aspects of development are fixed and unalterable whilst others depend on our surroundings and how we interact with those around us. Some events we expect but others seem to come out of nowhere. All these experiences help shape us into the individuals that we become. This unit will allow learners to understand those stages and events that are predictable as well as identifying some that are not. Learners will understand how a variety of factors can affect individuals and their development both positively and negatively and how income is one major example. Learners will gain an understanding of how our environment and the influences of those around us, along with agencies such as the media, affect how we see ourselves and whether we have a high or low self-esteem. Learners will realise that how we see ourselves and the degree of confidence we have can affect how we develop in the future. Whatever our level of self-esteem we are, at various times of our development, vulnerable and reliant on the care of others. Learners will have the opportunity to investigate some of the care needs and how they may vary at different life stages. Learners will also have the opportunity to study some of the principles of care and how these may be used to support and care for individuals as well as helping to foster confidence and independence. This will help learners to understand people who use health and social care services and be able to work with them effectively.

PURPOSE OF THE UNIT

Many learners considering working in the health and social care sectors will care for people of different ages and personalities. Some will be vulnerable, some will be physically and mentally fit, others may be experiencing varying degrees of disability or impairment. This unit will help learners to discover the influences, factors and life events that help shape people into individuals and will help them to understand the differing needs of those individuals.

Learners will realise that whilst we all share a common pattern of development, our actual life course may differ considerably from what we expect as various factors and events, some predictable, others unexpected, influence our

development. Learners will start with a broad overview of the main developmental stages and explore some of the different aspects of physical, intellectual, emotional and social development that occur across them.

Learners will investigate a range of socio-economic and social factors that contribute to our development. They will also investigate predictable and unpredictable events and study the effects these can have on our life span and development.

Learners will study the development of self-concept and how our self-esteem is affected by a range of factors and external agencies. They will have the opportunity to learn how our self-esteem can influence our development during life and how it can be affected at different times by the actions of those around us – either positively or negatively. This, as learners will discover, can be reflected in the care we receive during those times when we are at our most vulnerable. Learners will therefore examine the changing care needs of individuals at different life stages and this could provide them with opportunities to apply their knowledge in practical care situations. This will also provide an opportunity to understand the types of appropriate care available, both formal and informal. They will have a chance to research the various values of care that are the underlying principles of care in a range of settings applicable to different life stages. They will discover how these values are used to support and protect individuals whilst also allowing them choice, respect and dignity. They will learn how these values, together with effective communication, are essential in developing and maintaining a positive self-esteem. Learners will also have the opportunity to relate a humanist theory, such as Maslow's hierarchy of needs, to care provision.

Learners are encouraged to be reflective during the study of this unit and to relate theoretical study to their own life experiences. This will require sensitivity and tact. They may also be able to use work placements to demonstrate the relevance of this unit to human growth, development and care.

The unit therefore provides a sound overview of the development of individuals and their changing care needs and as such is an essential foundation for those entering the care sector. The unit offers a valid progression route to Level 3 study.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		
1	Know developmental changes that occur at different life stages	P1 identify key aspects of physical, intellectual, emotional and social development at each of the life stages		
2	Know positive and negative influences on individuals at different life stages	P2 state positive and negative influences on growth and development	M1 Describe the effects income may have on individuals' development at different life stages	
3	Know factors that can influence an individual's self-concept	P3 state factors that influence an individual's self-concept	M2 Using examples describe how factors can influence an individual's self-esteem	D1 Describe how positive or negative self-esteem could affect individuals' future development
4	Understand different care needs of individuals at different life stages	P4 explain potential differences in care needs of individuals at different life stages	M3 Describe how values of care may support individuals at different life stages	D2 Explain how knowledge of Maslow's hierarchy of needs could be used in the care of individuals at different life stages

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

1 Know developmental changes that occur at different life stages

- Life stages: birth and infancy (0-3 years); childhood (4-10 years); adolescence (11-18 years); adulthood (19-65 years); old age (65+)
- Key aspects of development:
- physical, (e.g. growth, puberty, menopause, ageing);
- intellectual: rapid learning in early years (e.g. language, moral development, problem solving);
- cognitive development throughout life (e.g. Piaget, Vygotsky); possible loss of cognitive function in older people;
- emotional (e.g. attachment/bonding, Bowlby; independence, self-confidence/self-esteem);
- social/cultural (e.g. cooperation; relationships; beliefs; norms).

2 Know positive and negative influences on individuals at different life stages

- Socio-economic factors: income, expenditure, diet, resources, housing, environment, education, access to health services
- Social factors: family, friends, peer pressure, education, media, culture, gender, discrimination
- Predictable life events: (e.g. birth of sibling, going to nursery/school, moving house, employment, marriage, parenthood, retirement, ageing, bereavement)
- Unpredictable life events (e.g. abuse, redundancy, serious injury, serious illness, unexpected bereavement, divorce).

3 Know factors that can influence an individual's self-concept

- Definitions of: Self concept, self image, self esteem.
- Factors that influence self-image and self-esteem (e.g. appearance, gender, age, culture, relationships, abuse, family, friends, peers, income, media, education, emotional health and wellbeing, socialisation, environment).

4 Understand different care needs of individuals at different life stages

- Providing for care: changing care needs at different life stages; use of communication, Maslow's hierarchy of needs, demonstration of the values of care (both the three basic ones and the extended early years values); Every Child Matters; formal and informal care provision.

DELIVERY GUIDANCE

LO1 Learners could begin this unit by working in small groups to investigate specific life stages and then presenting their findings to the whole group using slide shows. DVDs/ videos, followed by worksheets or class discussions, will help to develop understanding as would visits to nurseries, schools and residential homes or day centres. Case studies or biographies reflecting people's life experiences could be used as a starting point for class discussions, as could television dramas and 'soaps'. Class displays showing the human life span could be created showing annotated images of the various stages. Written reports illustrating patterns of development over the life span could also be generated. The learners do not need to understand or identify milestones but just be aware of the key aspects of human development as indicated in the contents section. They need to cover all aspects of PILES in relation to each life stage. This could again be done collectively with individual topics allocated to individuals. If using personal information sensitivity and tact must be employed by all, as must confidentiality if reference is made to visits or placements. Knowledge could be demonstrated through posters, charts, written reports or videoed interviews/case studies. Theories of language development are not expected, neither is an in-depth knowledge of the theories of Piaget, Vygotsky or Bowlby, all of whom are identified in the contents section. Their inclusion is merely to allow the learners to appreciate important aspects of development as indicated by these individuals and to perhaps observe some of their ideas in action –perhaps in a classroom or nursery. Bowlby's attachment theory could be used to link emotional development to later effects in life linked perhaps to bereavement, divorce or abuse.

LO2 Having explored the key aspects of physical, intellectual, emotional and social development that takes place over the life stages the learners need to examine those factors that can influence development. This, too, could be delivered through the use of case studies, media articles from newspapers/magazines, television programmes including soaps, personal reminiscences from visiting speakers/family or interviews conducted sensitively and appropriately with members of the public. Again class displays, timelines and presentations could be prepared or 'scrapbooks' produced that represent an individual's life to date. Some tutors may even remember the television series 'This is your life' and choose to do something similar. Television soaps may be

particularly suitable for demonstrating unpredictable events. It is not required that every factor or agency identified in the contents section be covered but enough factors for the learners to understand their influence. The relevance of income does need to be stressed and its relationship either positively or negatively on resources, diet, housing, location/ environment and access to services needs to be emphasised. The learners need to understand how all these factors affect individuals across all life stages and current concerns over fuel poverty would be a good example.

LO3 A tutor led class discussion would be a good starting point in establishing what the term self concept means and when and how this develops. Class displays or posters could be used to show understanding as could self generated slide presentations. Further discussion and tutor input could allow the learners to distinguish between self concept, self image and self esteem. The use of guest speakers, for example counsellors, the internet and media articles could all be used to generate evidence of factors and influences that affect self image and self esteem. Articles on image, anorexia, bullying, obesity, disability-both physical and mental, culture, religion, gender and age could all be used but again must be treated with care and sensitivity. Surveys of public perceptions on childhood, adolescents and late adulthood could be carried out, analysed simply and presented. If different ages were asked then the views of each age group on another could be represented. These might show up stereotypical perceptions that could be used in life to influence the development of individuals and their self concept/esteem.

LO4 Through discussion the learners need to be made aware that the term care needs does not always mean caring for disadvantaged, impaired or sick individuals. Learners need to think about what the developmental needs are across all stages of the human lifespan and who provides for these needs and how. This could include the role parents, family, playgroups, nurseries, schools, colleges, places of employment, day centres, health services, residential homes and hospices all play in meeting the developmental needs of individuals. The learners can also discover how all these agencies can affect self concept/esteem, either positively or negatively. Posters, charts, leaflets and slide presentations could all be utilised to demonstrate understanding. Class discussions, visits/placements or appropriate guest speakers,

for example early years workers or care assistants, could all be used to show the importance of communication in providing the care needs and developing self esteem positively. Some learners may have encountered work on communication, values of care and even Maslow's hierarchy of needs in previous units or qualifications. If not, then the tutor needs to introduce these fundamentals of care. A detailed knowledge of Maslow is not required nor is a full understanding of self actualisation. Learners merely have to appreciate how various needs should be met in order for individuals to develop to their full potential. A reference should be made to Every Child Matters and its significance. Observations of both the basic values of care and the expanded early years' values could be made through visits or placements to appropriate early years settings, day centres or residential homes. These would also allow a practical investigation of Maslow's hierarchy of needs if this was required. Alternatively practitioners from the early years and care sectors could be interviewed. Reference could be made to the various media exposures of poor quality care in some residential homes and hospitals and how some of these have resulted in arrests and closure. Learners would not be expected to investigate fully formal and informal care but just to be aware of the differences and be able to refer to suitable examples when explaining the differences in care needs over the various life stages.

ASSESSMENT GUIDANCE

P1 This requires learners to identify key aspects of physical, intellectual, emotional and social development at each stage of development and the evidence could be through the use of annotated posters, charts or computer presentations. Tutors should provide statements that any montage or poster is the learner's individual work.

P2 Here learners could use a variety of methods to demonstrate their coverage of the assessment criterion. They could again use charts/posters or slide presentation to identify and briefly describe a range of factors that could have either a positive or a negative effect on growth and development. Alternatively they could use case studies either based on real individuals or fabricated. Real situations could be media generated or based on family or personal experiences. In either situation confidentiality needs to be observed. A further format could involve interviewing known individuals and with their permission recording them appropriately. The learner would then need to summarise in their own words their findings and not merely rely on transcripts or the recorded evidence.

M1 The learner could produce either a written report or a number of case studies to describe how income has a direct effect on development of individuals. It would be best practice if learners considered both the effect of high and low incomes across a number of aspects listed in the contents section, for example, housing, diet, heating, education and access to health services. They would obviously need to consider the effects across a number (recommend minimum of 2) of life stages.

P3 Learners can again start this piece of assessment by using annotated charts/posters or slides first defining self concept and esteem and then stating those factors that can influence their development.

M2 Learners will need to use examples to describe how the identified factors can affect or influence an individual's self-esteem. The learner would not be expected to produce endless examples. A couple done well would be more appropriate. Case studies or interviews could again be used with the same stipulations on their use and the same code of practice. The evidence is likely to be in the form of a written report or word document.

D1 Learners will need to describe the implications of either a positive self esteem or negative one on the individual's

development. Learners would be expected to consider, for example, aspects such as achievement or otherwise in education; ability to make friends and form relationships during adolescence; relationships and employment in adulthood and the ability to cope with ageing and unexpected life events. This too is likely to be in the form of a report.

P4 This could be met by posters, charts or presentations as long as there was sufficient depth to meet the requirement of an explanation. Learners would need to identify and explain any possible differences in the type of care needed by individuals at different life stages. The learners would need to look at the characteristic aspects of each stage as well as considering possible life events – both predictable and unpredictable. Examples the learners might like to consider could be: nursery and other early years care, schooling, role of social services, ante natal care, care in the work place, spiritual care, care resulting from unexpected life events, for example, counselling or medical care, day centres, hospices, domiciliary care and residential care. The evidence could be in the form of a written report or as advice/information leaflets. Learners may wish to include the types of care –formal or informal and the personnel involved but this is not essential. Similarly some learners may wish to make reference to Every Child Matters and why this piece of legislation came about. Media articles on Victoria Climbié and 'Baby P' could be used to illustrate extreme neglect and the importance of legislation and values to ensure care and safety. This would then lead on to M3.

M3 Learners need to describe how the values of care are used to support individuals at different life stages. To achieve this requirement learners would only really need to consider childhood and late adulthood. Evidence is again likely to be a report possibly based on the learner's own observations in placements or on interviews of practitioners. It would be expected that the learners use this to describe how respect, choice, dignity, equality, safety and independence are maintained at the appropriate life stage and how this in turn affects self esteem.

D2 Learners would need to expand on M3 further with a basic exploration of Maslow's hierarchy of needs. The emphasis is on how practitioners demonstrate this model in addressing the needs of individuals in their care at different life stages. The importance of communication in meeting these needs should be emphasised and how this too can affect self esteem. Recent exposure of bullying and neglect in the care sector could be used to support the learner's explanation. The evidence could again be based on interviews and/or case studies and is likely to be a word document.

SUGGESTED ASSIGNMENTS

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

Criteria	Assignment title	Scenario	Assessment
P1	Key aspects of development typical for each stage of the human lifespan covering all aspects of PILES.	The production of a display or magazine that illustrates and identifies key aspects of development.	An illustrated report, case study, posters or timeline that describes physical, intellectual, language, emotional and social development across each stage of the human lifespan from birth to late adulthood.
P2, M1	An investigation of the possible effects, both positive and negative, of factors and life events on human growth and development.	A case study or magazine article on those factors or events that have shaped an individual's development and that have influenced the individual's self concept.	An illustrated report or case study (either separate or a continuation of that above) which explains the effects of both income and social factors and both predictable and unpredictable life events on human development.
P3, M2, D1	An investigation into those factors that affect an individual's self concept and esteem.		A report or presentation on self concept, how it is formed and influenced by a range of factors and events and the consequences for future development of both high and low self esteem.
P4, M3, D2	An investigation into the differing care needs of individuals at different life stages.	A series of leaflets giving advice on available care for a range of individuals at differing life stages.	A report that explores the different care needs required at different life stages and how values of care and Maslow's hierarchy of needs can help meet these needs and foster a positive self esteem.

RESOURCES

Textbooks

- Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006)
ISBN 9780435463328
- Clarke L – *Edexcel Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 9780748770724
- Fisher A, Seamons S, Wallace I and Webb D – *GCSE Health and Social Care: Student Book* (Folens Publishers, 2003) ISBN 9781843033646
- Gresford P – *Case Studies in Health and Social Care* (Heinemann, 1997) ISBN 9780435452735
- Lindon J – *Early Years Care and Education* (Thomson Learning, 2002) ISBN 9781861527226
- Mackean D G and Jones B – *Introduction to Human and Social Biology* (John Murray, 1987)
ISBN 9780719541674
- Mackean D G – *Human Life* (John Murray, 1988) ISBN 9780719545009
- Meggitt C and Bruce T – *Child Care and Education* (Hodder Arnold, 2002) ISBN 9780340846285
- Meggitt C and Sunderland D – *Child Development: An Illustrated Guide* (Heinemann, 2000)
ISBN 9780435420567
- Meggitt C and Thomson H – *Human Growth and Development for Health and Social Care* (Hodder Arnold, 1997) ISBN 9780340683620
- Meggitt C – *A Special Needs Handbook for Health and Social Care* (Hodder Arnold, 1997)
ISBN 9780340683606
- Minett P – *Child Care and Development* (John Murray, 2001)
ISBN 9780719586101
- Page M (editor) – *The Human Body* (Dorling Kindersley, 2005)
ISBN 9780751335149
- Walsh M and De Souza J – *Collins Health and Social Care for Intermediate GNVQ* (Collins Educational, 2000)
ISBN 9780003291032
- Walsh M – *Health and Social Care for GCSE: Teacher's Resource Pack* (Collins Educational, 2002)
ISBN 9780007138142
- Windsor G and Moonie N (editor) – *GNVQ Health and Social Care: Intermediate Compulsory Units with Edexcel Options* (Heinemann, 2000) ISBN 9780435456009

Journals

- Child Care, Health and Development* (Blackwell Publishing)
Health Service Journal (Public Sector Management)
Community Care
Nursery World
Nursing Times
National Geographic Magazine

Websites

- www.communitycare.co.uk Community Care magazine
www.dh.gov.uk Department of Health
www.nursingtimes.net Nursing Times
www.nhs.uk/conditions

DVDs

- Baby It's You*
Cognitive Development
Language development
Feral Children

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 3: Individual Needs in Health and Social Care

Unit 11: The Impact of Diet on Health

LINKS TO NOS

HSC24 Ensure your own actions support the care, protection and well-being of individuals

- a – Relate to and support individuals in the way they choose
- b – Treat people with respect and dignity
- c – Assist in the protection of individuals

Partial coverage of:

HSC23 Develop your knowledge and practice

- a – Evaluate your work
- b – Use new and improved skills and knowledge in your work

HSC21 Communicate with and complete records for individuals

- c – Communicate with individuals



CONTACT US

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