



Accredited

**OCR LEVEL 3
CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN
HEALTH AND
SOCIAL CARE**

**DEVELOPMENT THROUGH
THE LIFE STAGES**

J/600/8954

LEVEL 3 UNIT 4

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

DEVELOPMENT THROUGH THE LIFE STAGES

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AIM OF THE UNIT

The human life span may vary from a few minutes to over a century. Every individual is subject to endless possibilities and a few certainties in life. This unit will look at the stages that make up the human life span and the factors and events that can influence them. Learners will get the opportunity to question the assumptions made about each stage whilst at the same time recognising that there is a progression of development that is biologically directed. They will realise that for some individuals development is either delayed or arrested. Learners will be able to explore the contribution made to our development, both physically and behaviourally, by our genes and how they may influence events far in the future. Learners will realise that there is some choice in how our lives turn out especially in the lifestyles we adopt. They will equally come to realise that our environment, our culture and the influence of others around us will also affect how we develop. Some events in our lives we can expect, though we may choose to avoid them, however others are unpredictable and the learners will discover how these can have life changing consequences, often enriching our experiences. Learners will discover that individuals vary in how they view and approach old age. Although how healthy an individual is plays a part in what they are capable of at this stage of their lives, how they view their past can determine what they make of their remaining years. With the help of our genes, those around us, a modicum of luck and a positive self-esteem we may all be flying gliders, entering marathons, studying for a degree, working or parachuting in our nineties, as in fact some individuals currently do!

PURPOSE OF THE UNIT

Anyone contemplating a career in the health and social care sector may be engaging and working with people of all ages and personalities. Some will be vulnerable, some will be physically and mentally fit, others may be living with varying degrees of disability or impairment. 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 whilst we all share a common biological pattern of development our actual life course may differ considerably from what is expected. They will discover that we are all mosaics resulting from a myriad of influences and that everyone's experiences of life will not only be different but how individuals respond to the various factors and events that shape us will also differ. It is important that learners appreciate that they shouldn't make assumptions about the lives of others or make judgements based on how they themselves would respond to a particular situation.

Learners will therefore start with an overview of the main developmental stages and gain an understanding of terminology such as maturation and developmental milestones. They will look at the social constructs associated with these stages and how increasing life expectancy and increasing standards of living in the developed world may challenge their views.

Learners will investigate a wide range of factors including genetic, environmental and socio-economic influences that contribute to human development. This will allow the learner to explore the nature versus nurture debate.

They will investigate predictable and unpredictable events and study the effects these have on our life course, life span, development and behaviour. With an ever increasing ageing population it is important that learners have knowledge of a range of ageing theories both biological and sociological and how they can be utilised in our later years. They need to be aware of the various changes that occur during this latter part of the lifespan and how genes, lifestyle choices, environmental and occupational influences together with luck all play a part in determining how much we change and how active we may be. The interaction between the physical and psychological factors of the ageing process will be studied and how they affect confidence and self-esteem which in turn may determine how individuals will view their remaining years. This unit encourages learners to view people as unique individuals and therefore to treat them as such.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:		
1 Know stages of growth and development throughout the human lifespan	P1 describe physical, intellectual, emotional and social development for each of the life stages of an individual	M1 describe stereotypical perceptions of life stages and their possible effect on development	
2 Understand potential effects of life factors and events on the development of the individual	P2 explain the potential effects of five different life factors on the development of an individual		D1 analyse the significance of genetic influences as opposed to social factors in human development
	P3 explain the influences of two predictable and two unpredictable major life events on the development of an individual	M2 explain how life factors and events may interrelate to influence an individual's development	
3 Understand physical and psychological changes of ageing.	P4 explain two theories of ageing		
	P5 explain the physical and psychological changes which may be associated with ageing	M3 explain how the effects of life factors and events that occurred earlier in life could impact on an individual's ability to deal with ageing	D2 critically compare the value of ageing theories to individuals in differing health or social care settings

TEACHING CONTENT

1 Know stages of growth and development throughout the human lifespan

- *Life stages*: foetal development; infancy – 0-3 years; childhood – 4-9 years; adolescence – 10-18 years; adulthood – 19-65 years; older adulthood; 65+
- *Definitions*: growth; development; developmental norms; maturation and maturational stages; developmental milestones; life course; life expectancy
- *Development*: holistic development; physical, intellectual, language, emotional and social at each life stage, delayed or arrested development.

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

- *Nature-nurture debate*: the effects of experiences versus heredity; determinism
- *Life factors*:
 - genetic (e.g. cystic fibrosis, PKU, Huntington's disease, Klinefelter's syndrome, Down's syndrome, colour blindness, Duchene's muscular dystrophy, susceptibility to diseases such as cancer, high blood cholesterol, diabetes, personality traits (Eysenck or Cattell))
 - biological (e.g. for example, foetal alcohol syndrome, effects of maternal infections and lifestyle/diet during pregnancy, congenital defects)
 - causes of delayed or arrested development; environmental and socio-economic factors (e.g. pollution, housing, occupations, access to recreational facilities, access to health and social care services, education, income, employment status, lifestyle choices, alcohol, smoking, drugs, diet, exercise, hobbies/sport)
 - social factors such as the effects of others (e.g. parenting styles, family dysfunction, siblings, peer groups, media, bullying, effects of culture, religion and beliefs, effects of discrimination, values and attitudes)
- *Major life events*: Predictable (e.g. starting nursery /school, higher education, leaving home, employment, marriage, parenthood, menopause, retirement); Unpredictable (e.g. birth of a sibling, being placed in care, serious injury, illness, bereavement, divorce, prison, redundancy, insolvency)
- *Effects*: Stress, Holmes-Rahe scale, positive outcomes.

3 Understand physical and psychological changes of ageing

- *Physical changes:* (e.g. menopause; dysfunctions of the cardiovascular system, for example, coronary heart disease, high blood pressure; dysfunctions of the respiratory system, for example, emphysema, chronic obstructive pulmonary disease; dysfunctions of the nervous system, for example, motor neurone disease, Parkinson's disease, dementia; degeneration of the sense organs; degeneration of the nervous tissue; degeneration of the musculoskeletal system, for example, arthritis, osteoporosis; dysfunctions of the digestive system, for example, diabetes, Crohn's disease; increased risk of cancers; changes to skin and appearance)
- *Psychological changes:* (e.g. effects on confidence/self-esteem; effects of ageism; effects of role changes, loss of a partner, retirement, increased leisure time, financial concerns, culture, religion, beliefs; dependency and loss of independence)
- Theories of ageing (e.g. biological theories, social disengagement, activity theory, Erikson's stages of psychosocial development)
- Critically compare; comparison of the value of specific theories to individuals in different health or social care settings (e.g. comparison of the value of theory A in different contexts such as residential care, home help, day care).

DELIVERY GUIDANCE

LO1

This unit needs to begin with an overview of the human life span, the age ranges involved with each stage and the main characteristics of each. Reference needs to be made to increasing life expectancy and how the age descriptors have changed and how they are likely to again. Mention could be made of the earlier onset of puberty due to improved standards of living. A class discussion could also be used to establish perceived stereotypes of what occurs at each stage of development. This is an opportunity to emphasise the biological nature of certain stages, especially the earlier and later ones and to introduce terms such as maturation and milestones. However the discussion is likely to show that not all individuals fit into the general patterns of human development. Children caring for parents, individuals choosing not to form relationships or have children, having children later in life after a career, individuals using medical technology to have children beyond menopause, individuals choosing not to work and individuals in late adulthood studying for degrees, participating in extreme sports and working could all be used to challenge the norms associated with life stages. The concept of a life course could be introduced. Similarly it needs to be understood that often for genetic reasons or as a result of a congenital defect or birth mishap some individuals will display delayed or arrested development.

Tutor led research could be carried out with the learners working individually or in pairs to establish the main points of development across the age ranges for the PILES identified in the contents section. They would not need to cover all the milestones in depth but preferably describe patterns of development. This is best done in continuous prose but some learners may opt for a tabular approach. DVDs, observation, of children for example, use of magazines, images, personal experience and centile charts could all be utilised to provide evidence. Class displays and slide presentations could be employed as a means of feedback and reinforcement. A visit from a health visitor could be used to discuss norms, the importance of developmental checks and reasons for arrested or delayed development. TV programmes and the internet could be used to discuss language development using subject matter such as 'feral' children and case studies such as that of Genie to illustrate theories of language development. This will also link to nature versus nurture that is covered in LO2. Learners will also need to understand that much of development interacts and that

individuals rarely see life unfolding in a number of discrete forms, for example physical, intellectual, language but rather holistically. Learners therefore need to be introduced to this term.

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

LO2

It is not expected that learners need to cover all the examples of factors or influences identified in the contents section. What they do need to have covered is a range of genetic, biological, environmental, socio-economic and social factors in order to appreciate how they can affect development either positively or negatively and how within the population the playing field is far from level. (For assessment purposes this could be limited to five). Throughout this section runs the thread of nature versus nurture and the learners should be clear on what these terms mean and how individuals are the result of an interaction of these 'forces'. The learners may wish to research the story of David Reimer and some centres may have access to the BBC programmes that followed his life. David's case illustrates nature versus nurture very effectively. The same is true of the Genie story referred to in LO1. Learners could be set a number of factors to research and after feedback to the whole group displays could be made. Life stories or case studies could be used, as could the experiences of the learners themselves. Extreme care must be taken when approaching work for this section and especially when going on to deal with life events. Tutors will need tact and diplomacy in order to prevent the inclusion of irrelevant or inappropriate details and the utmost sensitivity must be employed. The learners need to appreciate how factors can interrelate and can have a knock on effect. The learners also need to realise that not everything is clear cut. For example, learners might state that individuals who decide on lifestyle choices with a likely negative outcome have chosen this route but careful consideration needs to be made of the reasons behind this apparent choice.

Predictable and unpredictable events can also be covered through class discussion, individual or paired research and collective displays. As before case studies, personal anecdotes and the lives of individuals highlighted by the media could be used with the same warnings about sensitivity, diplomacy

and confidentiality. Media stories of individuals who have had their lives severely affected by bereavement, illness, coping with genetic conditions, disfigurements, accidents and crime could be used to illustrate the effects of both predictable and unpredictable events. The learners need to appreciate the stress that combinations of events can cause and this could be illustrated by using the Holmes and Rahe social readjustment scale. This again requires tact and sensitivity if used across a class as some individuals may demonstrate high scores. Any case studies chosen to reinforce this section need to be selected carefully. Positive consequences resulting from adverse circumstances need to be emphasised.

Learners may wish to carry out primary research on factors, influences and events using questionnaires and/or interviews. They must observe appropriate ethical procedures.

LO3 Care must be taken in covering this section not to portray old age as a negative experience. Learners need to research and cover the main changes that occur during the stage of late adulthood, and coverage of some of the current biological theories on ageing will reinforce that growing old and ultimately dying is inevitable. However it should be stressed that not all changes and degenerative conditions will affect all individuals to the same extent. Some individuals, in fact, will not appear to be affected at all! The learners will have gathered from LO2 that genetics, the environment and income will all affect health and development as will lifestyle choices. Much of what happens in late adulthood will therefore be influenced by these earlier factors. Emphysema is almost exclusively the result of smoking and whilst higher blood pressure is inevitable in old age as the body loses elasticity in all its tissues the likelihood of coronary heart disease can be the result of both genetics and lifestyle choices. Even earlier healthy options can have a sting in the tail with some sports carrying an increased risk of arthritis in later years.

The learner will also have noted that whilst some developmental effects are the result of definite factors and influences others are down to chance. Individuals may be in an accident or involved in a violent crime simply because they are in the wrong place at the wrong time. Learners may wish to discuss whether even events such as these are determined. The learners need to understand that not all the conditions and changes associated with late adulthood identified are inevitable.

As before the learners could be allocated conditions or changes to research using the internet, books and other sources. Family sources could be used, guest speakers –either practitioners/charity representatives (for example, Mencap, Mind, Age UK) or older people themselves could be invited to address the group and answer questions. Work placement or visits to appropriate settings such as residential homes or day centres could be used but again the issues of sensitivity and confidentiality need to be addressed.

The two main ageing theories need to be covered through either tutor input or independent research. Reference could be made to the study made by Langer and Rodin in 1976 on the effects of choice and enhanced personal responsibility in older people. Visits/ interviews to, or guest speakers from, residential homes could be employed to understand the strategies used to promote health and well being and increase longevity. Use could also be made of Erikson's eight stage psychosocial theory of development with particular emphasis on the final stage of ego-integrity versus despair. This can then reinforce the concept that we are the product of our earlier development and life course.

Learners may be asked to draw at random, from two separate piles, (a) an individual with specific characteristics and (b) a typical health or social care setting. Learners might be asked to enter into discussions that compare ageing theories and their value (or lack thereof) to their specific combination of individual and setting.

ASSESSMENT GUIDANCE

P1 could be evidenced by means of a written report, a case study, annotated posters or a slide presentation as long as there is enough depth to meet the assessment descriptor. As stated in the guidance section patterns described well are preferable to tables as these really only identify milestones. The learner may opt to study one person who may be known to them, be a media figure or a fabrication. They could use this case study to illustrate the various stages and milestones or features. For M1 the learners would need to reflect on the expected norms of each stage and could possibly make use of primary evidence such as a survey of public perception of life course expectations. Descriptions of how development may be steered towards these social constructs could be related to education, marriage/stable partnerships, careers and families and how some individuals feel pressurised to conform to these expectations whilst others choose not to. Stereotypes of all age groups could be explored and conclusions drawn on their accuracy. Case studies/media articles relating to choices that are contrary to the general perception can be utilised.

P2 This assessment criterion is intended to make learners think about nature versus nurture and comment on their significance in affecting development. The learner could then augment this section with further reference to case studies or examples such as David Reimer and Genie. They could make assessments on the importance of each in the selected examples but they are not expected to reach an overall judgement as to whether either nature or nurture is more important.

This criterion requires the learner to explain the potential or possible effects of five life factors on an individual. This could be the same individual specified in P1 or it could be a generic account. Learners may choose to base all the factors and life events explored in the assessment of LO2 on the same individual or various individuals. It is likely to be a written report although other formats are equally valid as long as the depth of explanation is there. The choice of factors is left to the learner with tutor guidance. It would be preferable that the factors chosen reflected the range of influences listed in the contents section therefore one genetic, biological, environmental, socio-economic and social factor should be included. To attain D1 the learner would need to provide evidence of a further exploration of genetic influences. This could be evidenced through an extension to any written work or further posters/leaflets/slide presentations. It would be expected that the learner

goes beyond just further examples of conditions that follow Mendelian patterns of inheritance but instead explores the role of genes in sculpting us physically, making us more or less prone to certain cancers or dysfunctions and influencing our behaviour/personality. To meet the requirements of the learning outcome these influences then need to be related back to human development. So for example, if the learner was to describe how, according to Eysenck, genes make individuals introverted or extroverted, stable or neurotic they would then need to explain how these traits affect both our development and our ability to cope with life events, especially unpredictable ones. The learner would also need to explore a number of social factors such as upbringing, income, environment, culture/religious beliefs and discuss their contribution to development.

P3 As with P2 this could involve separate work illustrated by reference to different individuals or a continuation of the original case study based on one. Any format is suitable as long as an explanation and not a simple description is provided. The learner needs to choose two each of predictable and unpredictable life events. For M2 the learner needs to emphasise how life factors and events will often interrelate with further consequences. An examination of case studies such as Martine Wright –one of the survivors of the July 2005 tube bombings- will show how one incident can have many affects both positively and negatively on development and will bring into play other developmental influences that previously were not an issue. Other examples might involve loss of a wage earner and how that impacts on the development of those left behind. How the evidence is provided will depend on the format chosen to date and could either be a continuation or augmentation.

P4 This is likely to be evidenced separately from the work covered to date. Whilst there are several theories mentioned in the contents section it would be best practice to direct learners to choose the disengagement and activity theories for their relevance and application to the provision of care in the health and social care sector. The evidence presented could be an extended write up of a visit to a residential home or day centre and/or of interviews with carers/practitioners/older people. If the learner's evidence is based on interviews then it should be in the form of a summary in their own words and not merely a transcript.

P5 may continue with the single case study if that option has been chosen, or could be treated as a free standing exercise. Depending on the age of the individual involved the evidence for P5 may explain the actual changes that have occurred to that individual or suggested predictions as to future changes. Evidence could be based on interviews from either primary or secondary sources, textbooks or the internet and could take the form of illustrated written work, posters, leaflets or slide presentations. Film evidence could be used to support work if there is permission from those involved. Yet again sensitivity and confidentiality issues must be considered. There are a number of training films available that could be used to demonstrate the psychological effects of ageing and how they are best addressed. There is currently a lot of focus on care for older people and the learners will need to ensure any work carried out in relevant settings is not perceived by the carers as having a hidden agenda. Any questions addressed to residents would need to be objective and unbiased. The number of physical and psychological changes that need explanation is not specified and so it is left to the discretion of both tutor and learner.

M3 is asking for the learner to explain how life factors and events during an individual's life have affected their development and thus their ability to cope with the possible challenges of old age. These events and factors can be both positive and negative and it is suggested that the learner perhaps chooses two factors and two events. This again could relate to a specific individual, a number of individuals or be a generic account. It could again be based on interviews. There is no assessment requirement to relate M3 to Erikson's psychosocial theory though some learners may wish to make reference to it. Those learners could use results from interviews or observations to state whether their individuals have achieved a negative or positive resolution of Erikson's eighth dilemma. They could then postulate on the types of resolution presented at earlier stages and the role any developmental factors or life events in them being either successful or unsuccessful.

Two ideas for presenting evidence produced for this learning outcome are:

1. Information and possible advice to be given to an individual about to enter late adulthood. The information would relate to the physical and psychological changes whilst the advice offered would demonstrate an understanding of the ageing theories and especially the activity theory. (Learners are given an opportunity to expand on this in D2 where they need to compare the value of ageing theories to individuals in differing settings. Learners may wish to examine how carers and practitioners apply theory to care in trying to maintain activity, cognitive development and independence in later years.
2. This again relates to media articles relating to the poor quality of care received by some elderly residents or patients and the learner may wish to draw on these for part of their evidence. They may wish to produce a guide for newly trained care staff on how ageing theories can be utilised to promote quality care and foster positive self-esteem and independence in the individuals under their care.

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, M1	A description of patterns of development typical for each stage of the human lifespan covering all aspects of PILES.	A holistic case study of one individual from birth to adulthood describing their development and explaining how life factors and life events have shaped their 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, D1	An investigation of the possible effects of genetic, environmental, socio-economic and social factors on human development.		An illustrated report or case study (either separate or a continuation of that above) which explains the effects of five life factors, two predictable life events and two unpredictable life events on human development.
P3, M2	An investigation into the effects of both predictable and unpredictable life events on human development.		
P4	Explanation of the disengagement and activity theories of ageing.	The learner provides an individual with a guidance leaflet that explains the changes and challenges of late adulthood with suggested strategies on how to deal with them. Alternatively the learner produces a guide for training new staff involved in the care of individuals in late adulthood.	A written report or guidance leaflet that explains two theories of ageing and explains the physical and psychological changes associated with ageing.
P5, M3, D2	An exploration of possible physical and psychological changes associated with ageing.		Written work or slides explaining the effects of life experiences on shaping individuals' attitudes to late adulthood.
			Written work or slides that compare ageing theories and their value to individuals in different health and social care settings.

RESOURCES

Textbooks

Beckett C and Taylor H - *Human Growth and Development* (Sage Publications Ltd 2010) ISBN 1847871798

Livingstone T - *Child Of Our Time* (Bantam Press 2005) ISBN: 0593054008

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

Rayner E, Joyce A and Twyman M - *Human Development* (Routledge 2005) ISBN 158391112X

Sigelman C - *Life-Span Human Development* (Wadsworth; International Ed edition 2008) ISBN 0495506184

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

Seamons S *Applied Health & Social Care: A2 Student Book OCR* (Folens, 2007) ISBN: 1850082480

Stretch B *A2 GCE Health and Social Care Student Book for OCR* (Heinemann,2006) ISBN 97804353529

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

Thomson H and Meggitt C - *Human Growth and Development for Health and Social Care* (Hodder and Stoughton 2002) ISBN 0 340 683627

Thornton S - *Understanding Human Development: Biological, Social and Psychological Processes from Conception to Adult Life* (Palgrave Macmillan 2008) ISBN 9781403933065

Journals

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

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 17: Research methodology for health and social care

Unit 21: Caring for older people



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