

Summer Independent Learning

Subject/Group	BTEC Extended Diploma in Health and Social Care (Y11-Y12)
Topic	Human Lifespan Development and Meeting Individual Needs
Timescale	15 hours including reading
To be completed by	This work must be completed and handed in to your subject teacher on the first day of term.

Part 1: Background Information/Context - Human Lifespan Development

In this unit, you will explore how people grow and develop across their lives, including physical, intellectual, emotional and social development. You will learn about the different stages of the lifespan and how development is influenced by a range of factors, including genetic, environmental, social and economic influences.

You will study key theories and models that explain development, as well as how life events—both expected and unexpected—can impact individuals. You will also examine the ageing process and how physical and psychological changes can affect health, wellbeing, confidence and self-esteem.

This unit provides essential knowledge for understanding individuals across the lifespan and supports progression into further study and careers in health and social care.

This unit will be externally assessed through a 90-minute exam in January 2027.

****If you have difficulty in accessing IT resources to produce this work, you may complete it by hand, making sure you write clearly and neatly.**

Use reliable and valid sources for your research – *DO NOT use AI and DO NOT copy information directly from a website – this is plagiarism.*

Task 1: Introduction to PIES

This unit uses the abbreviation of PIES to represent the FOUR areas of human development. PIES stands for:

- **P**hysical development
- **I**ntellectual development
- **S**ocial development
- **E**mootional development

Produce a mind map which includes the following information:

- a. A definition for each of the PIES in relation to human development
- b. Examples of how each area of human development can be recognised in each of the life stages:

Birth / Infancy	0 – 2 years
Early Childhood	3 – 8 years
Adolescence	9 – 18 years
Early Adulthood	19 – 45 years
Middle Adulthood	46 – 65 years
Later Adulthood	65 + years

- You can choose to write your examples, draw images, or use photos.

Task 2: Motor Skills

Gross motor skills are large movements that involve using the large muscles of the body e.g. rolling over

Fine motor skills are smaller movements that require more precise dexterity and use smaller muscles e.g. picking up a pencil.

Produce a **leaflet**, with appropriate images, which explains the motor skills developed in children between the ages of 0-5 years old.

- You must include **BOTH gross motor skills and fine motor skills with examples.**

Task 3: Housing

“In 2022, 23% of people living in overcrowded housing indicated that they had experienced psychological distress, compared to 21% living in non-overcrowded housing. The difference was more pronounced in 2019 and 2020.

More people overall have been reporting poor mental health since 2019. This could be due to the effects of the COVID-19 pandemic.” <https://www.health.org.uk/evidence-hub/housing/relationship-between-living-in-overcrowded-homes-and-mental-health> .

As well as overcrowding, people can experience a wide range of housing issues including affordability, housing insecurity, damp and mould, and accessibility issues.

- Use research to find out about these housing issues and the possible effects of these on an individual’s physical and mental health. You should consider adults and children.
- Present your findings in either, a written report (500 - 800 words), a PowerPoint (10–15 slides) or detailed leaflet/poster.

Task 4: Bullying

Bullying can happen at any stage of life. It has a negative effect on everyone involved: the victim, the bully and the onlookers.

- Complete the table to describe these forms of bullying and explain the short-term and long-term effects.

Form of bullying	What this involves	Short-term (immediate) impact	Long-term impact
Verbal bullying			

Emotional bullying			
Physical bullying			
Cyber bullying			

Task 5: Intellectual Development

Intellectual development is about how individuals organise their ideas and make sense of the world around them.

There are 5 aspects of intellectual development.

- **Find out what these are and record your findings in the table below:**

Problem solving	
Language development	
Memory	
Abstract thought and creative thinking	
Moral development	

Task 6: Introduction to Piaget (pronounced 'pee-AH-zhay')

Click on the link and watch the following video:

https://www.youtube.com/watch?v=lhcgYgx7aAA&feature=emb_title

(You may need to copy and paste the URL into your web browser)

- **Use the information from the video to complete the table below:**

Stage	Approximate age range when children are in the stage	Things children can do in this stage	Things children find difficult in this stage

Sensorimotor stage			
Pre-operational stage			
Concrete operational stage			
Formal operational stage			

Part 2: Background Information/Context - Meeting Individual Care and Support Needs

In this unit, you will explore the key principles and values that underpin providing effective care and support. You will learn how to plan and deliver person-centred care that meets the needs of individuals in a range of health and social care settings.

You will examine ethical issues involved in personalising care, as well as the factors that can impact both individuals accessing services and the professionals providing care. You will also explore the importance of communication, different approaches to care, and how multi-agency working supports individuals to receive high-quality, coordinated care.

This unit helps develop the knowledge and skills needed to support individuals effectively and is essential for progression into further study or careers in health and social care.

This unit will be assessed through a series of coursework tasks.

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(You may need to copy and paste the URLs into your web browser)

Topic	Task	Watched video clip/s?	Completed task?
1. Equality and diversity	Watch the video clip and then complete task 1 https://www.youtube.com/watch?v=Q6eqOBOqESM		
2. Skills – listening	Watch the video clip and then complete task 2 https://ed.ted.com/best_of_web/foptnjVE#watch		
3. Empathy	Watch the video clip and then complete task 3 https://ed.ted.com/best_of_web/sFgrZpHc#watch		

Task 1: Equality and Diversity

Draw a line between the term on the left and the correct definition on the right.

Term		Definition
Principle		Treating a person or group of people differently from others
Value		All being treated fairly so can access services of equal quality that meet their personal needs
Skills		A strongly held opinion stored in the subconscious mind
Quality		A judgement of what is important in life on which we base our actions and behaviour
Equality		An unreasonable feeling against a person or group of people
Diversity		The beliefs, language, style of dress, ways of cooking, religion, ways of behaving etc. shared by a particular group of people
Discrimination		A basic belief as to how to behave that underpins all our actions
Belief		A personal attribute or characteristic that is part of an individual's personality
Culture		The ability to do something well
Prejudice		A variety or range of differences

- Did you know all these definitions, or did you have to guess some of them?
- Try covering up the right-hand column and see if you can remember each definition.
- Without looking at the answers, write down and explain the difference between **discrimination** and **prejudice**.

Task 2: Skills (listening)

1. What is 'active listening'?
2. What does the process of active listening involve?

Task 3: Empathy

(You may need to copy and paste the URLs into your web browser)

- **Read the articles:**

<https://www.psychologytoday.com/gb/basics/empathy>

<https://www.healthwatch.co.uk/blog/2019-03-13/four-ways-empathy-can-improve-patient-care>

Challenge! <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3411203/>

- **How empathic are you? Complete the quiz to find out!**

<https://psychology-tools.com/test/empathy-quotient>

- **Design an academic poster* to explain what empathy is. Use examples to show why empathy is important in health and social care settings.**

*Find out about academic posters here: <https://www.ncl.ac.uk/academic-skills-kit/assessment/assignment-types/academic-posters/>

Extra Task! Click on the link below to complete the 5 minutes quiz and find your NHS career

<https://www.healthcareers.nhs.uk/FindYourCareer>

Part 3: Background Information / Context - Work Experience in Health and Social Care

In this unit, you will gain valuable first-hand experience of working within a health or social care setting. You will develop an understanding of the roles, responsibilities and skills required by professionals, and how care is delivered in real-life environments.

A key part of this unit is completing 100 hours of work placement in a health or social care setting. This will give you the opportunity to apply your knowledge in practice, build confidence, and develop essential employability skills such as communication, teamwork and professionalism. You will explore the benefits of work experience and how it supports personal and professional development. You will plan for your placement, set goals, and reflect on your progress through a reflective journal, helping you to build self-awareness and understand expectations within the sector.

This unit provides a strong foundation for progression into higher education and careers in health and social care.

This unit will be assessed through a series of coursework tasks.

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(You may need to copy and paste the URLs into your web browser)

Task 1: Skills and Attributes

A **skill** is the ability or talent to do something well.

An **attribute** is a quality which contributes to who you are and helps form your personality.

Jot down below as many skills and attributes you need to work in the health and social care sector.

Skills needed to work in health and social care	Attributes needed to work in health and social care

Task 2: Careers in Health and Social Care

a. Create a spider diagram to identify as many careers as you can think of related to health and social care.

b. Choose two of these careers and produce a fact file for each one to include:

1. Career Overview

- ☐ Name of the job role
- ☐ Brief description of what the role involves
- ☐ Typical workplace(s) (e.g. hospital, care home, community)

2. Key Duties and Responsibilities

- ☐ At least 5 key tasks carried out in the role
- ☐ Daily responsibilities
- ☐ Any specialist duties (if applicable)

3. Skills and Personal Qualities

- ☐ Key skills required (e.g. communication, teamwork)
- ☐ Personal qualities needed (e.g. empathy, patience)
- ☐ Why these are important for the role

4. Qualifications and Training

- ☐ Entry requirements (GCSEs, A-levels, etc.)
- ☐ Required qualifications (e.g. degree, NVQ, apprenticeship)
- ☐ Training routes into the career

5. Working Hours and Conditions

- ☐ Typical working hours (e.g. shifts, weekends)
- ☐ Working environment (e.g. indoors, outdoors, high-pressure)
- ☐ Any risks or challenges in the role

6. Salary and Career Progression

- ☐ Starting salary
- ☐ Experienced salary
- ☐ Opportunities for promotion or progression

7. Advantages and Disadvantages

- ☐ At least 2 pros of the job
- ☐ At least 2 cons of the job

8. Real-Life Example or Case Study

- ☐ A short example of someone in this role OR a typical scenario
- ☐ Explanation of how they support individuals

9. Job Impact

- ☐ How the role supports individuals
- ☐ Impact on society or community

★ Extension

- ☐ Compare the two careers (similarities and differences)
- ☐ Reflect on which career you would prefer and why

Part 4: Read a Book

How often do you read a book for pleasure?

What stops you from choosing to read a book?

Why read? Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability
- Text comprehension and grammar
- Breadth of vocabulary
- Positive reading attitudes
- Greater self-confidence as a reader
- Pleasure in reading in later life
- General knowledge
- A better understanding of other cultures
- Community participation
- A greater insight into human nature and decision-making

Over the summer, we would like you to read at least one book (this can be fiction / non-fiction and does not have to be related to Health and Social Care). Be prepared to give feedback to the rest of your class in September; you might want to prepare a flashcard to help.

We have books available in college (see your teacher on induction day) or you can borrow books from your local library, for free, once you have registered. You can also buy books from charities shops, often for under £1.

<https://www.wakefield.gov.uk/libraries-and-local-history/your-local-library/>

<https://www.barnsley.gov.uk/services/libraries/>

Learning Resources

Pearson and Tutor2u have produced several learning resources which will be useful for you. They have textbooks and revision guides designed to help you complete the course and achieve success in the exams and coursework. The resources include:

BTEC National Level 3 Health and Social Care Student Book 1

Publisher: Pearson

Author: Marilyn Billingham, Pamela Davenport, Hilary Talman, Nicola Matthews, Beryl Stretch, Elizabeth Haworth

ISBN: 9781292126012

BTEC National Level 3 Health and Social Care Student Book 2

Publisher: Pearson

Author: Carolyn Aldworth, Nicola Matthews, Sue Hocking, Pete Lawrence, Marjorie Snaith, Mary Whitehouse, Elizabeth Haworth

ISBN: 9781292126029

BTEC National Level 3 Health and Social Care Unit 1 Knowledge Book

Publisher: Tutor2u

SKU: 14-4130-30301-01

BTEC National Level 3 Health and Social Care Unit 2 Knowledge Book

Publisher: Tutor2u

SKU: 14-4130-30309-01