

## **Pearson BTEC Level 3 Extended Certificate in Health & Social Care**

### **Year 11 Bridging work**

#### **Unit 1 Human Lifespan Development**

Understanding human lifespan development, the different influences on an individual's development and how this relates to their care needs is important when you are establishing your career in the health or social care professions. Health and social care professionals meet and work with a wide range of individuals who have diverse needs. In this unit, you will be introduced to the biological, psychological and sociological theories associated with human lifespan development.

You will explore the different aspects of physical, intellectual emotional and social development across an individual's lifespan. You will examine factors affecting an individual's growth and development such as the environment or genetic inheritance, and consider the positive and negative influences these have on development, including the impact on an individual's concept of self. You will explore the physical effects of ageing and the theories that help to explain psychological changes

You will be assessed by a paper-based examination, lasting for 1 hour 30 minutes that is worth 90 marks. The examination will consist of short- and long-answer questions. The questions are intended to assess your understanding of growth and development throughout an individual's lifespan and how this may be affected by personal and environmental factors, health and the effects of ageing. You will be expected to make reasoned connections between theories and models of human growth and development to demonstrate your understanding. You will give your answers in response to the information you are given in case studies about members of one.



## **Theories of Development**

Throughout Unit 1 Human Lifespan Development, you will learn about different theories of development that can affect growth and development.

### **Cognitive and Language Development**

Cognitive development refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors. Among the areas of cognitive development are information processing, intelligence, reasoning, language development, and memory.

#### ***Piaget's Model of Cognitive Development***

Piaget's model Cognitive development is a child's ability to learn and solve problems, for example, a two month-old baby learning to explore the environment with their hands or eyes or a five year-old learning how to solve simple mathematical problems. One theorist who provided insight into cognitive development was the Swiss developmental psychologist, Jean Piaget.

#### ***Stages of cognitive development***

His research focused on how children acquire the ability to think. He came to the conclusion that children think differently to adults. He suggested that a four-year old cannot use abstract logic (abstract logical thinking) because they are not mature enough (no matter how well they are taught). He observed that infants use egocentric thinking, which means they can only understand the world from their own perspective. Piaget believed that the ability to think logically does not happen until around the age of seven years old when children can use simple logic (concrete logical thinking) to solve problems, for example that the amount of water stays the same when poured into a different shaped container.

Piaget believed that there were four stages of intellectual development which mature or 'unfold' during the early stages of the lifespan. The four stages:

- Sensorimotor birth to 2 years
- Preoperational 2-7 years
- Concrete operational 7-11 years
- Formal operational 11-18 years
- 

#### ***The Development of Schemas***

An important aspect of Piaget's cognitive development theory was the notion that children go through a series of stages of intellectual development. He referred to these stages as schemas. According to Piaget, a schema is a category of knowledge as well as the process of acquiring knowledge. A child develops concepts about the world around them (a state of equilibrium). As they experience situations where new information is presented, their

schemas are upset and they reach a state of disequilibrium. As the new information is accommodated, the original schemas are modified or changed so they again reach a stage of equilibrium. For example, Jack is two years old and loves walking near the farm in his village to see the animals in the fields. Jack has developed a schema for a cow. He knows that a cow is large, has four legs and a tail. When Jack sees a horse for the first time he might initially call it a cow as it fits with his schema of a large animal. Once Jack has been told that the horse is a different animal, he will modify his existing schema for a cow and create a new schema for a horse.

### ***Tests of conservation***

Piaget believes children understand the theory of conservation – that something's appearance may change but that its quantity will stay the same. By the age of seven, they have the ability to understand that when you move liquid from a wide container to a tall thin container it does not affect its volume. Younger children might not understand this and think that the amount of liquid has changed because the appearance of the container it is in. Piaget carried out numerous experiments to test this theory with children.

### ***Egocentrism***

Much of Piaget's preoperational stage focuses on what children are unable to do. Like the concept of conservation, the idea of egocentric behaviour centres on abilities that children have not yet developed. Egocentrism is best described as a young child's inability to see a situation from another person's point of view. They assume that other adults and children see, feel, and hear exactly the same as they do. At nursery, preoperational children engage in parallel play – they play alongside rather than together with other children. They are absorbed in their own world and speech is used to externalise their thinking rather than to communicate with other children.

### **Research Task 1**

Research and create a table of the stages of cognitive development and make notes on Piaget's developments of schema's, Egocentrism and how he used his 'test of conversation'.

#### *Extension task:*

To what extent do you think his theory may be used in explaining children's' thoughts and actions. What do critics say about Piaget's theories? *Write a summary of your findings (500 words).*

<https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

<https://www.youtube.com/watch?v=IhcgYgx7aAA>

<https://www.youtube.com/watch?v=gnArvcWaH6I>

## **Chomsky Learning Acquisition Theory**

Chomsky's model of language acquisition Noam Chomsky (1959) believed that the ability to develop a signed or spoken language is genetically programmed into individuals. This means that all individuals have the ability to understand and use language, regardless of other abilities, and to become fluent in their first language by the age of five or six. Language acquisition device (LAD) Chomsky states that individuals are born with a 'language acquisition device' (LAD) that enables children to recognise and develop the languages they experience. According to Chomsky's theory, children are 'pre-programmed' to acquire language and it evolves naturally in the same way that children have the ability to stand and to walk.

The ability to use language develops because of maturation – it is the unfolding of an individual's biological potential. Chomsky believes that a child could not possibly learn a new language through imitation alone because the grammar and syntax of the language around them is often highly irregular. For example, an adult's speech is often broken up, and they use slang or jargon and ungrammatical sentence construction. Chomsky believes that babies need to experience other people using language but that they do not need to be trained in order to speak. He noted that even if adults around a child use correct grammar or even correct a child, they will continue to apply plural 'rules', for instance 'deers' or 'geeses', if they have reached that particular stage of language development. Chomsky applied his theory to all languages, not just English, as they all contain nouns, verbs, consonants and vowels

Chomsky believed that there was a critical period hypothesis, which states that first few years of life are crucial for an individual to acquire language when presented with an appropriate stimulus. If language input does not occur, until after this time, the individual will never achieve full command of language. Chomsky believed this critical period hypothesis was around the age of 13, when puberty occurs.

### **Research Task 2**

Research and make notes on Chomsky Learning Acquisition Theory. What are the criticisms of this theory? Read the article of The Story of Feral Child Genie Wiley. Can you apply Chomsky Learning Acquisition Theory to the case of Genie? Write a summary of your findings

<https://www.verywellmind.com/genie-the-story-of-the-wild-child-2795241>

#### *Extension task*

Read the stories of other famous feral children, explain how each child's language was effected?

<https://www.urbo.com/content/modern-cases-of-feral-children-raised-in-the-wild/>

Look at the website to support your research

<https://www.youtube.com/watch?v=7Cgpfw4z8cw>

## **Theories of attachment**

John Bowlby refers to attachment as a deep and enduring emotional bond that connects a child to their primary caregiver. His attachment theory originated during the 1930s. While working as a child psychiatrist treating many emotionally disturbed children, Bowlby began to consider a child's relationship with their mother. Bowlby linked the importance of social, emotional and cognitive development to the relationship that the child had with their mother. He believed that children were biologically pre-programmed to form attachments and that infancy is a critical period for forming positive attachments. This led Bowlby to consider problems associated with early separation from the primary caregiver.

Bowlby observed that children experienced separation anxiety, an intense distress, when separated from their mothers. The child's distress and anxiety did not disappear even when they were being fed by another carer. Bowlby suggested that attachment could be understood as evolving from the caregiver providing safety and security for the infant. According to Bowlby, infants have a universal need to seek close proximity with their caregiver when under stress or feeling threatened.

Mary Ainsworth developed Bowlby's work by devising an assessment called the Strange Situation to observe attachments between baby and mother, to support Bowlby's theory of the importance of social, emotional and cognitive development of the child. Stating, that the more the child is distressed the stronger the attachments, which is essential for building healthy, positive relationships in adult life. If a child, does not show signs of becoming distressed, this could indicate poor quality attachments, affecting an individual's self-concept, and relationships

However, many critics of Bowlby and Ainsworth suggest the theory has been over simplified, and does not take into account factors that could affect attachment, such as:

- Prematurity – premature babies cannot be picked up and comforted
- Post-natal depression – affecting the mother's ability to bond with the child
- Separation – divorce, illness or bereavement, affecting the child's sense of identity
- Disability – certain disabilities such as Autism, Asperger's affect social interactions

### **Research Task 3**

Research theories on attachments and make notes. Watch the video clip on Strange Situation

<https://www.verywellmind.com/what-is-attachment-theory-2795337>

<https://www.youtube.com/watch?v=QTsewNrHUUU> (strange situation)

Complete the case study below – Ibrahim – early attachment

### **Ibrahim – early attachment**

Ibrahim was born two months' prematurely and the midwife quickly realised that he had Down syndrome. Ayesha, Ibrahim's mum, was 47 years old when he was born and had experienced a difficult pregnancy. After the birth, Ibrahim was taken to the maternity intensive care unit. Ayesha experienced a severe bout of postnatal depression. Ayesha's husband Farid worked long hours as a senior pharmacist and her eldest daughter, Samira, was overseas on a gap year before going to university. Tariq, aged 15 had always been very close to his mum and he helped to look after the baby. Tariq was very good at talking and playing with Ibrahim as well as feeding and bathing him and changing his nappies. Ibrahim soon developed an attachment to Tariq and was very upset when his brother was not with him, refusing to take his feed and becoming very distressed.

### **Check your knowledge**

1 Describe what attachment means and explain the importance of attachment in a child's development.

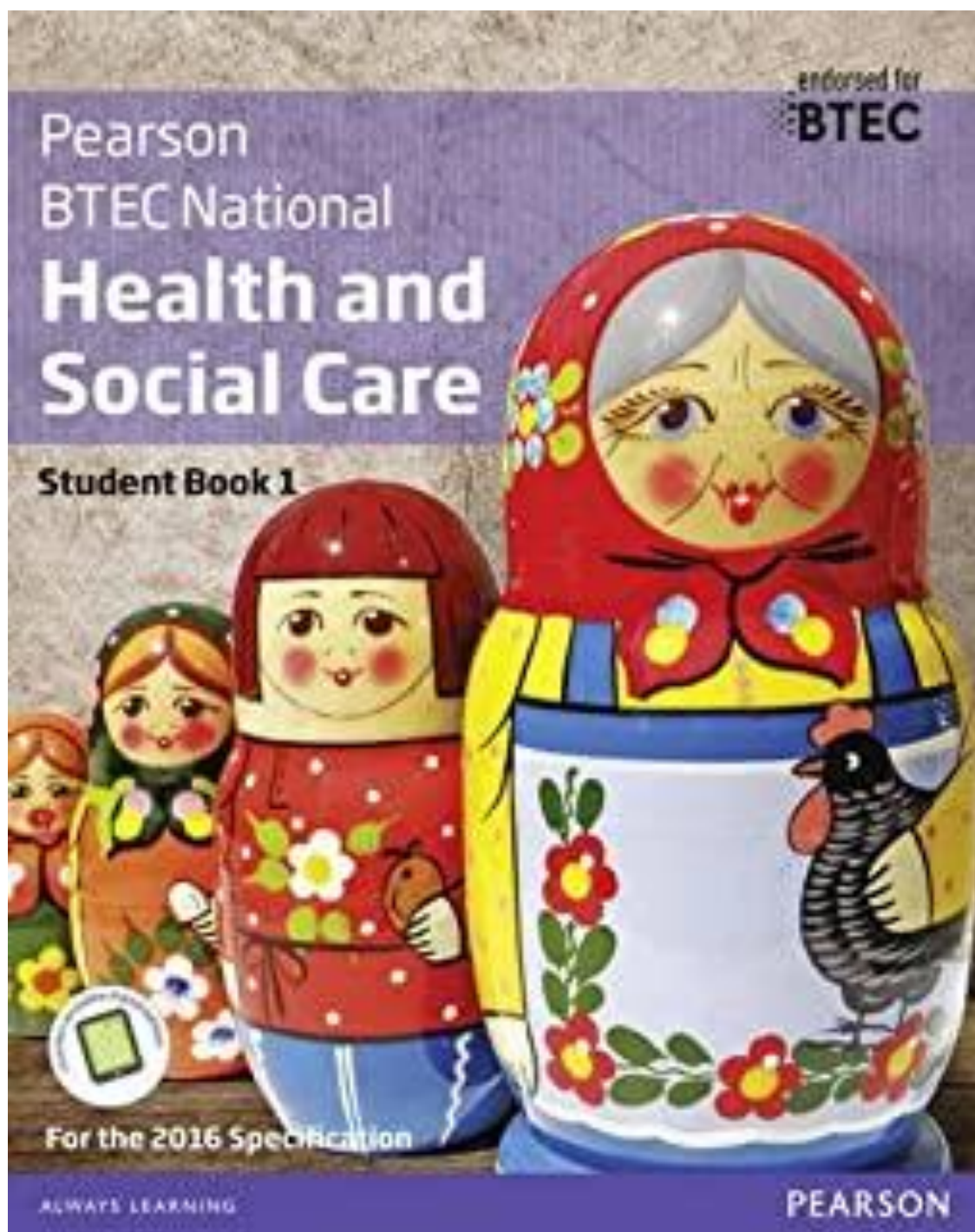
2 Explain three factors that have affected Ibrahim's attachment to his mother. 3

To what extent can Bowlby's theory justify Ibrahim's reaction to being separated from his brother?

### **Research Task 4**

Create revision flash cards on all three theories, highlighting the key points of each theory and the pros and cons.

# Level 3 BTEC Extended Certificate Health and Social Care



Passport to Sixth Form

Name: \_\_\_\_\_



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# What will I be studying?

This course allows you an insight in the many roles available within health and social care from nurses to social workers to child care assistants and beyond they have many key features that we shall explore and apply. You will be studying a range of units which will help you to gain skills that will be valuable in your chosen profession or future study. You will learn about the human body and mind alongside the changes across time. You will learn what it means to work in the sector and what skills and behaviours you will need to develop. We will study the following units; although the final one is subject to change and you may not study them in this order.

During unit one, **Human Lifespan Development**, you will focus on:

- Understand the different influences on an individual's development and how this relates to their care needs.
- You will be introduced to the biological, psychological and sociological theories associated with human lifespan development.
- You will explore the physical effects of ageing and the theories that help to explain psychological changes.
- **How you will be assessed: this is a paper based exam, that lasts for 1 hour 30 minutes, that is worth 90 marks. There is a variety of short- and long- answers. The questions are designed to test your knowledge on individual's development, the factors that affect this and the theories that explain this.**

During unit two, **Working in Health and Social Care**, you will focus on:

- You will be introduced to the roles and responsibilities of health and social care practitioners and the organisations they work for.
- You will see how a wide range of roles, including doctors, nurses, physiotherapists, occupational therapists, social workers, youth workers, care workers and other professionals, work together to ensure that the individual needs of vulnerable people are met.
- **How you will be assessed: this is a paper based exam, that lasts for 1 hour 30 minutes and worth 80 marks. There will be four sections and include short- and long- answers. The questions are intended to assess your understanding of how health and care services who need professional support. Each section will relate to a different service user group, for example the frail elderly, people with learning disabilities, people with mental health problems or people with long-term illnesses.**

During unit five, **Meeting Individual Care and Support Needs**, you will focus on:

- You apply knowledge in order to provide the care and support that meets the needs of an individual in a health and social care environment, for this you need to understand the principles and practicalities that are the foundation of all the care disciplines.
- You will need to consider ethical issues that may arise and challenges the individual may face in order to provide personalised care.
- You will reflect on the different methods used by professionals working together in a multi-agency team to provide a package of care and support that meets individual needs.
- **How you will assessed: by a series of assignments set at school. You will provide practice assignments to help you prepare for the final assessment. You will need to check that your work first meets all the pass criteria before moving on to merit and then finally distinction criteria.**

The final unit will also be a series of assignments based on in class work exploring a specific aspect of health e.g. physiological or psychological care. You will need to look at case studies as you did in unit five and use your knowledge to explain their behaviour or condition leading to treatment plans.

# NETFLIX

Babies



Marriage Story



Louis Theroux: Extreme love, Dementia



Five Feet Apart



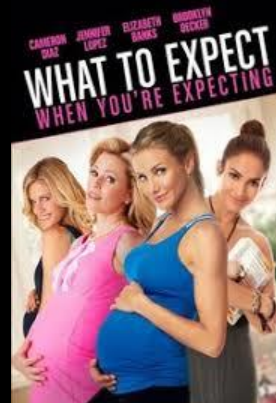
Brain on Fire



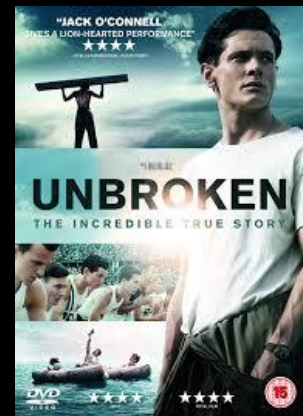
Theory of Everything



What to expect when you're expecting



Unbroken



Girl, interrupted



Call the Midwife



13 Reasons Why



Pandemic: How to prevent an outbreak



Recommended Watching for Health and Social Care



# Beyond NETFLIX

Elizabeth is Missing



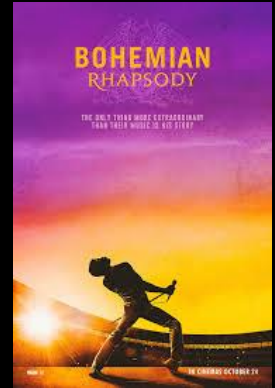
Rio & Kate: Becoming a Step family



Jesy Nelson: Odd one out



Bohemian Rhapsody



BBC iPlayer

DVD

Confessions of a Junior Doctor



Born to be different



Secret life of... Year Olds



Still Alice



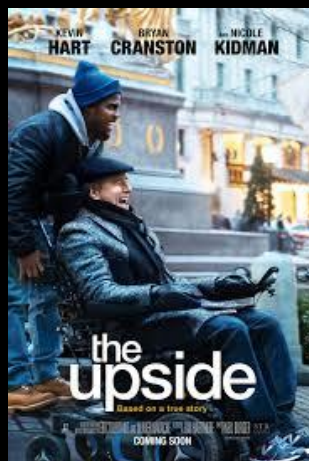
4 On Demand

DVD

The Children Act



The Upside



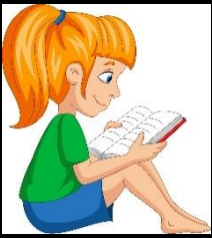
Beautiful Boy



Miss you Already



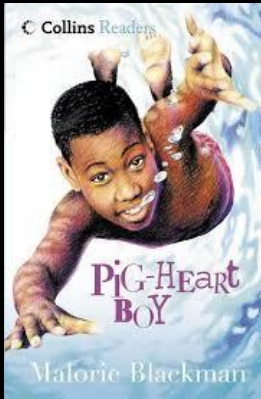
Amazon Prime



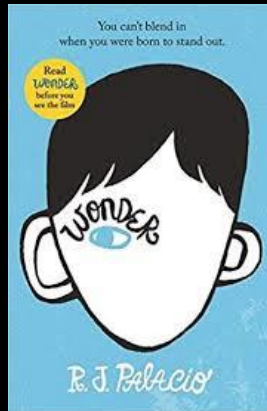
# Beyond NETFLIX

Further Reading

**Pig Heart Boy** by Malorie Blackman



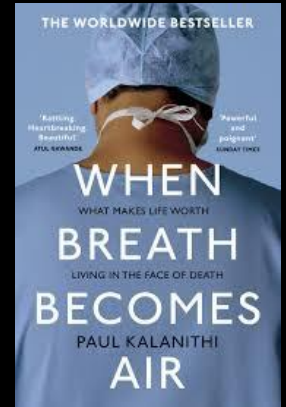
**Wonder** by R.J. Palacio



**This is Going to Hurt** by Adam Kay



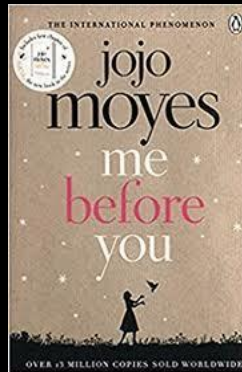
**When Breathe becomes Air** by Paul Kalanithi



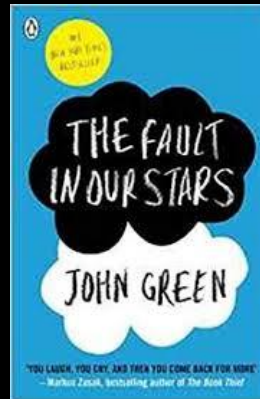
**The Hate U Give** by Angie Thomas



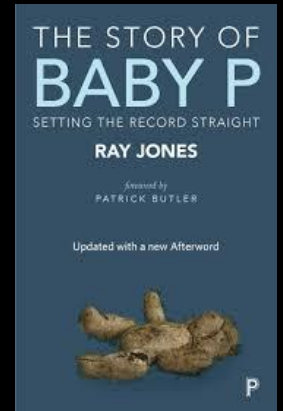
**Me Before you** by Jojo Moyes



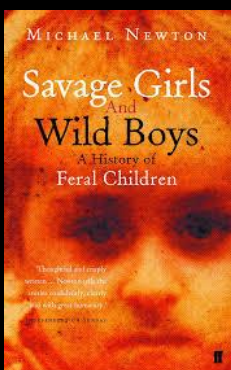
**The Fault in Our Stars** by John Green



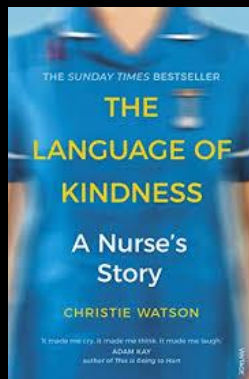
**The Story of Baby P** by Ray James



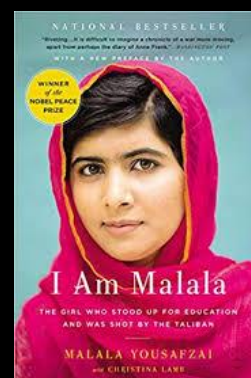
**Savage Girls and Wild Boys** by Michael Newton



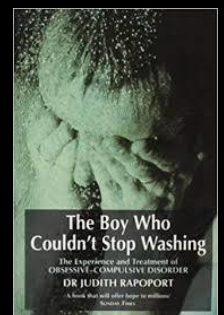
**The Language of Kindness** by Christie Watson



**I am Malala** by Malala Yousafzai



**The Boy Who Couldn't Stop Washing** by Dr Judith Rapoport



## Recommended Reading for Health and Social Care

Yes some of these are also films, if you prefer!



# Health and Social Care in the Media



It is important to make the public realise about the issues which are prevailing in society relating to health and social care. One way in which public awareness is raised about health and social care in general and issues that exist within the health and social care sector is through the media.

Your task is to pick...

- x2 Films
- x1 Book
- x2 Documentaries

You will then be asked to write an essay with the following title: **‘Discuss the portrayal of Health and Social Care within the media’**

You must watch/read some of the examples on the previous slides you have picked and create notes to help with your essay. Consider the following:

- What issues, if any, are being raised in the stimulus?
- How does the stimulus present H&SC?

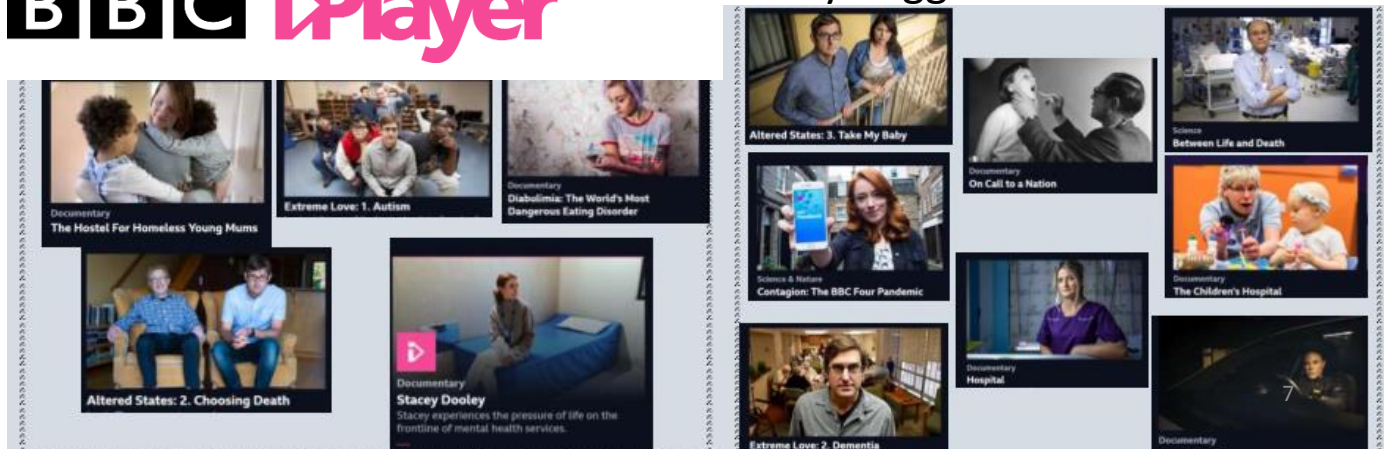
Is the stimulus informative/helpful and why?

- Are there any quotes/scenes etc that stand out to you and why?
- How effective is the stimulus in raising public awareness about H&SC/Issues?

This list is NOT exhaustive there may be other questions/ideas you wish to consider as you watch or read.



Documentary Suggestions:




# Learning Log

Record here any additional reading/viewing you are undertaking in order to show what you have been completing in order to prepare you for the course. Use the reading list on the previous slides you have been given for guidance on what you could you watch/read/

Date	Title	Summary of content	My thoughts

# GLOSSARY

**Task:** Research and define the following words which are central to the Modern Britain unit. Then, draw a symbol to summarise the term and help you remember it.

Term	Definition	Symbol
Adolescence	An important status change following the onset of puberty during which a young person develops from a child into a adult.	
Advocate		
Attachment		
Care package		
Clinical Commissioning Groups (CCGs)		
Development		
Discrimination		
Diversity		
Empathy		
Ethical		



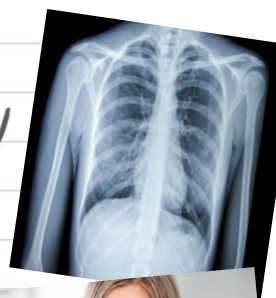


Term	Definition	Symbol
Fine Motor Skills		
Growth		
Holistic Approach		
Milestone		
Nature		
Nurture		
Risk Assessment		
Safeguarding		
Self-Concept		
Self-Esteem		10

Research a list of Health and Social Care jobs/ medical terms for each letter of the alphabet

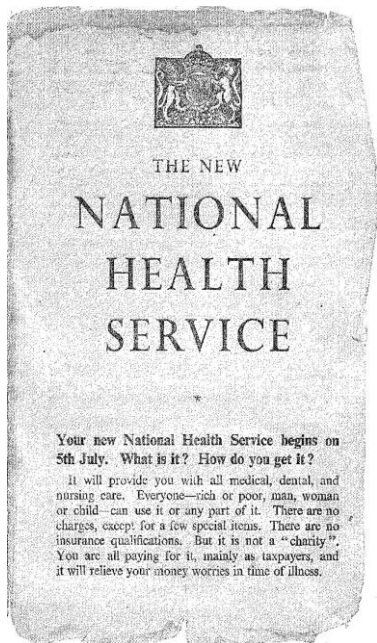


A B C D E F G H  
I J K L M N O P  
Q R S T U V W  
X Y Z ! ?



A  
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W  
X  
Y  
Z



## History of the NHS

Make a leaflet outlining the history of the NHS

Include sections on:

- Healthcare before the NHS
- When/ why the NHS was produced
  - What the NHS does
  - Significance of the NHS
  - How is the NHS different in other countries



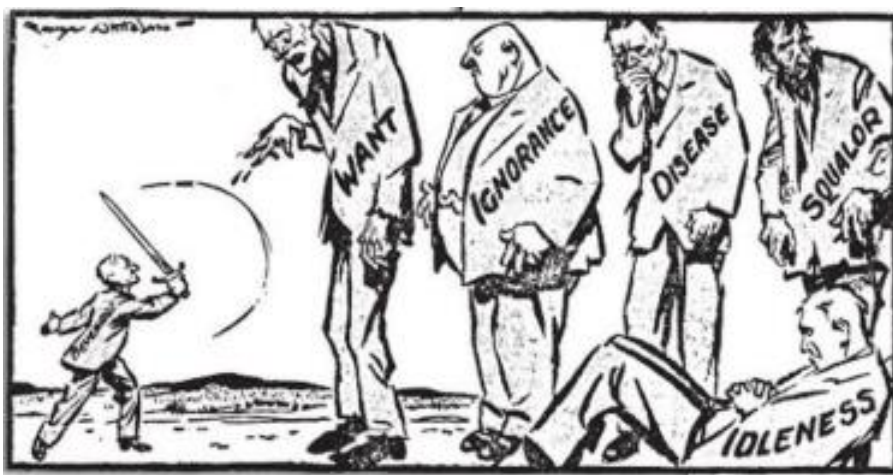
### The Beveridge Report, 1942

In 1942, a plan had been presented by William Beveridge, a senior civil servant, detailing key areas for post-war reconstruction, aimed at establishing a national system of welfare for the people. It identified 'five giants' that were to be overcome: want, disease, ignorance, squalor and idleness.

When the Beveridge Report first appeared, it was welcomed by all the parties. There was broad agreement that protection needed to be provided for all members of society, and so when Labour came to power in 1945, they implemented the proposals in this report, thereby establishing the welfare state, a system which all governments after 1951 accepted in its essentials. This common acceptance became known as **consensus**.

Giant	The 1945 Labour Government's Solution
Want	To be ended by National Insurance. The National Insurance Act created a system whereby the government, employers and employees all paid for insurance which would pay out in the event of unemployment, sickness, maternity and retirement.
Disease	To be ended by a comprehensive health service. The National Health Service Act provided free medical and hospital treatment for all (the NHS).
Ignorance	To be ended by an effective education system. The Labour Party continued to support the Conservative's 1944 Butler Education Act which provided free education within grammar schools, technical schools or secondary schools.
Squalor	To be ended by slum clearance and rehousing
Idleness	To be ended by full employment

The idealism that inspired the government's welfare programme came at a heavy financial cost, which added to the financial burdens it inherited in 1945.



## Research task



Chose a professional from the following:

- Midwife
- Paramedic
- Paediatric nurse
- Nutritionist
- Physiotherapist

You could choose your own idea from health and social care roles if you prefer.

Create a fact file for your chosen job role

You could include:

- A day in the life of.....
- General roles and responsibilities
- Routes into the role/ qualifications required
  - Skills & qualities
  - Average pay
  - Where they work
  - Who they work with

And anything else you think may be suitable



On 'The front line' .....

- What does it mean when people talk about being 'on the front line'?

Government declares a 'pandemic' .....

- What does it mean when people talk about the situation as a pandemic?

Job Role	Definition	Roles and Responsibilities	How do they respond in a pandemic?
District Nurse			
Auxiliary Nurse			
Palliative Care			
Phlebotomist			
Domiciliary Carer			
Adult Social Worker			



# True or False?

Colour code the statements in order to show if they are true or false.

☐

True

☐

False

A district nurse will only work with the elderly.

A palliative care nurse will get involved with everyone who gets coronavirus.

Adult social workers support people with poor mental health.

Domiciliary carers provide care in the home.

Only phlebotomists are allowed to take blood.

Auxiliary nurses help support other nurses to do their roles.



# Optional Extension Task:

## Health and Social Care in a Pandemic.

At the moment, we are living through a time when health and social care services are needed more than ever! Those who have chosen this as a profession have stepped up to look after those affected by the COVID-19 pandemic. You will be seeing on the news constant stories about the amazing work that is going on in the British NHS and Care system and this task is your opportunity to find out more about pandemic control in the area and also the work of the World Health Organisation (WHO) in organising a global response. This will require you to research and understand why the steps have been taken around us and how this fits into the global picture.

*As this is an extension task you can complete as much of this as you like or are able to but this level of thinking and also detail will help build the skill required for distinction or distinction\* in your level 3 course.*

### **Task 1 – What is the role of health promoters?**

You will need to read through the following information and complete some research in order to explain the roles of the following organisations in maintaining the health of the population:

**World Health Organisation (WHO).**

**Department of Health**

**Public Health Agency**

**Clinical Commissioning Groups (CCGs)**

**Health professionals**

*Find out about the organisation of public health promotion within MK.*





# The role of Health Promoters

## Aims

Health promoters aim to improve the health of individuals and the population and reduce health inequalities globally, nationally and locally.

## Global health promotion

The World Health Organization, within the United Nations promotes and protects good health worldwide, by providing information about disease outbreaks, co-ordinating crisis intervention and the response to humanitarian emergencies; establishing International Health Regulations and an international system of classifying diseases.

National, regional and local health structures in England include the

- Department of Health
- Public Health Agency
- Clinical Commissioning Groups (CCGs)
- Health professionals

In England, the Department of Health (DH) leads, shapes and funds health and care while Public Health England protects and improves the nation's health and well-being, and reduces health inequalities. Local authorities are responsible for public health and do this through health and well-being boards which include representatives for all CCGs in the area, among others. Health and well-being boards assess the needs of their local community through Joint Strategic Needs Assessments (JSNAs) then agree priorities in Joint Health and Well-Being Strategies (JHWSs). Together JSNAs and JHWSs form the basis of commissioning plans for public health for CCGs.

***Task 2: Why do you think is necessary for local authorities to have control over the needs of the people in their area? For instance, think about the people living in Milton Keynes and then compare that to the population living in Exeter; do they have the same needs? What would their focus for health be on?***

*Have a look at Somerset CCG, they are having a funding crisis due to the high proportion of elderly residents needing care.*

# Approaches to promoting public health and well-being

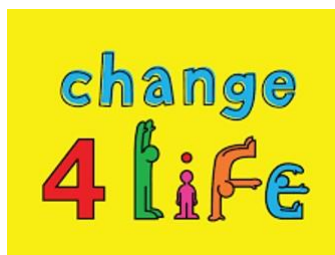
Promoting public health and well-being includes:

1. Monitoring the health status of the community and identifying those most at risk, e.g. children, unemployed, older people, minority ethnic groups.
2. Health surveillance programmes.
3. Targeted education and health awareness and health promotion programmes.
4. Socio-economic support to reduce health inequality between individuals and communities, e.g. winter fuel payments, free school meals, housing support.
5. Improving access to health and care services.
6. Co-ordinating national and local services.
7. Disease registration to inform of health trends and for strategic health planning.
8. Statutory duty to notify certain communicable diseases e.g. measles, tuberculosis (in this case COVID-19).

**Task 3 – Find examples of the British Government and relevant agencies putting these measures into practice; e.g. what have they done for those receiving free school meals? How have they identified those most at risk and supported them?**

**Task 4: Compare Britain's response to at least one other country and its response to the pandemic. Assess the strengths and weaknesses in each approach to looking after public health.**

Challenge: Look at least 3 news articles from a variety of sources and consider what they say about the British approach to the pandemic. Do you think it could have been improved? Justify your suggestions.



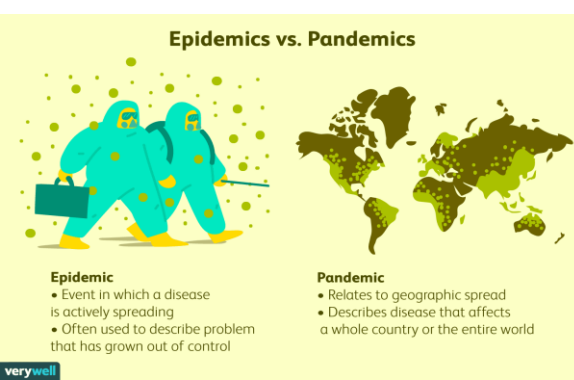
# Pandemic Phases

2018 marks the 100th anniversary of one of the largest public health crises in modern history, the 1918 influenza pandemic known colloquially as “Spanish flu.” The intensity and speed with which it struck were almost unimaginable – infecting one-third of the Earth’s population, which at the time was about 500 million people. By the time it subsided in 1920, tens of millions people are thought to have died. By 1952, it was decided that an influenza surveillance system was needed for the “collection, correlation, and distribution of information regarding occurrence, epidemiology and laboratory findings”. This is known as the Global Influenza Surveillance and Response System (GISRS). It was predicted that the next pandemic would most likely be caused by influenza.

This has lead WHO to conduct and watch outbreaks of strains of flu and cold across the world and create detailed reports on the readiness of countries and also to map out the stages of a pandemic and main actions to be taken in order to minimise the impact of this type of event.

**Task 5: Below is a link to the WHO pandemic phase descriptions; use these alongside research on the response to the COVID-19 Pandemic in order to complete the table on the next slide.**

[https://www.who.int/influenza/resources/documents/pandemic\\_phase\\_descriptions\\_and\\_actions.pdf](https://www.who.int/influenza/resources/documents/pandemic_phase_descriptions_and_actions.pdf)



Phase	WHO Suggested Actions	UK Actions	Effectiveness of response	Recommendations for future pandemic planning
1				
2				
3				
4				
5				
6				
Post Peak				

# Passport to Sixth Form

## Check list

Use this list to make sure you have everything you need to hand in in September in order to start your Level 3 BTEC in Health and Social Care.

☐

Essay about representations in the media, page 7.

☐

Complete at least 6 sections of the learning log, page 8.

☐

Completed glossary of key terms, page 9-10.

☐

Filled in A-Z of Health and Social Care, page 11.

☐

Leaflet on the history of the NHS, page 12.

☐

One in depth fact file on a role within the Health and Social Care sector, page 13.

☐

Completed front line roles table, page 14.

☐

Highlighted true or false sheet, page 15.

☐

*Optional, Extension task – Current events – Health and Social Care in a pandemic, page 16*