

Sample pages from the Pearson BTEC Tech Award *Health and Social Care Student Book 2nd Edition*

The following sample pages give you an overview of the approach and depth of treatment you can expect from the book and the various learning features the book contains.

Over the page you will find eight pages of Component 1, Learning outcome A. The features presented here include, for each Component:

Introduction

A broad introduction to the Component, highlighting why the topics covered are important for learners to understand, and how the knowledge and skills developed can be applied in the real world of work.

Learning outcomes

A brief statement of the outcomes as given in the official Pearson specification.

For most lessons they also include:

Getting started

A short activity or discussion that will introduce learners to what they will be covering in the lesson.

Key terms

Important words or terms are defined.

Activity

These will help learning about the topic. Learners may be asked to work in pairs, groups or on their own.

Check my learning

This is an opportunity for learners to check back over what they should have learned. It may be a discussion or homework activity.

Did you know?

These include interesting facts that relate to what is being learned, to maintain learner engagement and interest.

Best practice

Hints and tips to embed good or best practice in a real-world or workplace context, to add a workplace dimension and make learning relevant to practice.

The content of this second edition has been thoroughly revised and updated to ensure alignment with the new specification and assessment arrangements for the 2022 BTEC Tech Award qualification.

Important note: These sample pages are taken from early proofs of the book, so may not reflect the exact contents that will be contained in the published book. The published book may include amendments or adjustments made during final proofreading.



Matched to the 2022 specification

Pearson BTEC
Tech Award Level 1/2 (2022)

Health and Social Care

Student Book

L1/2

2nd Edition

COMPONENT

01

Human Lifespan Development

Introduction

Although people pass through the same life stages, have you ever wondered why they may grow and develop at different rates? For example, some women may start the menopause in their 40s and others in their mid-50s. It is important in health and social care to have an understanding of the usual stages and rates of growth and development and how they may be affected.

In this component, you will study the areas of growth and development that contribute to the whole person, including physical, intellectual, emotional and social development. You will reflect on factors that impact on everyone's life, such as lifestyle, culture or relationships with family, and consider the ways they may impact on each area of growth and development.

As people progress through their lives they will encounter life events. These events may be expected, such as starting school, and usually result in a positive effect on development. Other events, such as an accident or death, come as a shock and are likely to have a negative effect on development. You will explore ways that individuals cope with these events and the role of different sources of support to help people adapt to them.

LEARNING OUTCOMES

In this component you will:

- | | |
|----------|---|
| A | Understand human growth and development across life stages and the factors that affect it |
| B | Understand how individuals deal with life events. |



Factors affecting growth and development

GETTING STARTED

Jot down your own notes or work in a small group to discuss factors that could impact on an individual's development. Think about how each factor might assist or slow their development (a positive or a negative impact).



Figure 1.1: A gene is hereditary information that is passed to an individual from their parents and which determines the individual's characteristics – a defective or missing gene from one or both parents may cause conditions that impact on growth and development

LINK IT UP

Find out more about sickle cell disease and cystic fibrosis on page x.

Factors are circumstances that can affect an individual's growth and development. These circumstances may be linked to their health, the way they live their lives or their home environment. Different factors can affect different aspects of an individual's growth and development.

Physical factors

Inherited conditions

Inherited conditions are the result of an abnormality in genes that are passed down from a parent or parents to their child. These inherited conditions can have a direct impact on the individual's growth and development.

You may have heard of the inherited conditions in the table below. Inherited conditions are health conditions that children are born with. They cannot be 'caught' by others. They may affect a child from birth or appear in later life.

Table 1.1: Inherited conditions and their main symptoms

Inherited condition	Symptoms
Sickle cell disease	Individuals have sickle-shaped blood cells – these can block blood vessels, which causes tiredness and severe pain
Cystic fibrosis	A disease in which sticky mucus builds up in the lungs and pancreas causing breathing difficulties and digestive problems
Muscular dystrophy	Causes muscle stiffness or weakness that gets worse over time (a progressive disorder)
Marfan syndrome	A connective tissue disorder that can cause pain in different parts of the body and becomes more severe with age – it may cause heart or eye defects
Huntington's disease	A brain disorder affecting the central nervous system – it usually starts in early to middle adulthood and is progressive, causing an individual to make uncontrolled movements

These conditions may impact on an individual's PIES (areas of development) – Physical, Intellectual, Emotional and Social.

- Physical development – disorders may affect an individual's ability to take part in physical activities impacting on their coordination, strength and stamina. Sickle cell disease and cystic fibrosis both cause delayed growth. In contrast, those with Marfan syndrome may grow taller than average, with long limbs. Children with muscular dystrophy may be slower to learn to walk and some may need a wheelchair by the time they reach puberty.
- Intellectual – some conditions such as Huntington's disease have a direct impact on thought processes. However all of these conditions can affect learning because children and young people often miss school when in pain, unwell or attending health services. People who are unwell often find that their concentration and ability to make decisions is also affected.
- Emotional – an individual's physical appearance or inability to socialise can affect how they see themselves and may lead to negative self-image. Muscular dystrophy may lead to behavioural disorders in children, such as ADHD (Attention Deficit Hyperactivity Disorder).

- Social – having a health condition may affect an individual's confidence in building friendships and relationships. Conditions that cause a physical disability, such as muscular dystrophy or Huntington's disease, may impact on independence because the individual has to rely on others for care.

Illness and disease

Individuals may experience **chronic** or serious illness during their lifetime that impacts on their growth and development temporarily or in the long term. For example, a child with asthma may miss school, which can affect their learning or reduce their opportunities to take part in physical activity.

KEY TERM

Chronic illness is a health condition that needs to be managed over a long period of time.

Physical development

- May affect the rate of growth in infancy and childhood.
- May impact on the process of puberty.
- In later life, illness may cause tiredness and/or mobility problems; this can make it difficult to take part in physical activity; sometimes it may prevent it altogether.

Intellectual development

- Students may miss school.
- Memory and concentration may be affected, which impacts on decision making.

The impact of disease and illness on growth and development

Emotional development

- May cause worry and stress.
- Individuals may develop negative self-esteem.
- Can result in a loss of independence.
- May result in isolation in older adults.

Social development

- Can restrict opportunities to socialise with others or build wider relationships.
- May cause a breakdown in relationships.

Figure 1.2: Effects of long-term health conditions

ACTIVITY

- Discuss with a partner what you understand by genetic inheritance.
- Choose one of the five inherited conditions that are outlined in Table 1.1. Research your chosen condition to find the possible impact it could have on an individual's PIES.
- Produce a poster, leaflet or set of PowerPoint® slides and present your information to the whole group.

CHECK MY LEARNING

Maya is 17 years old and studying science in the 6th form. She is still experiencing the effects of Long Covid several months after being infected. She has frequent headaches and dizziness. She often feels tired. Give examples of the possible impact of this health problem on each area of her growth and development.

Lifestyle factors

GETTING STARTED

Think of an example of a lifestyle choice you have made and share this with your class. Why did you make this choice?

As individuals become independent they are free to make their own choices in how they lead their lives. The decisions they make directly affect the way they grow and develop.

Lifestyle choices

Lifestyle choices include the food you eat and how much physical activity you get. They also include whether you smoke, drink alcohol or use illegal substances.

Nutrition

Nutrition is provided through our diet (the food we choose to eat). As well as having an obvious impact on health and physical development, poor nutrition also affects concentration.

A healthy diet leads to:

- ✔ normal growth patterns
- ✔ strong bones and healthy muscles
- ✔ good health
- ✔ energy and stamina
- ✔ alertness
- ✔ positive self-image.

An unhealthy diet leads to:

- ✘ delayed growth
- ✘ lack of energy and strength
- ✘ ill health
- ✘ low mood
- ✘ delayed learning / slow thought processes
- ✘ negative self-image.



Figure 1.3: A healthy diet has a balance of foods that contain the nutrients (vitamins, protein and minerals, carbohydrates and fats) that individuals need to grow and develop

Physical activity

Regular physical activity is particularly important for supporting physical development. It helps children to improve their fitness, develop muscles and balance, and to gain coordination. As people get older regular activity helps them to retain their dexterity (fine motor skills) and mobility.

You will notice how much children love to take part in physical play. Physical activity is also important for mental wellbeing. It releases chemicals like endorphins and serotonin. These chemicals work to improve mood and reduce stress. You may also hear people say how activities such as dancing or gardening give them a 'feel-good factor', which leads to improved self-image.

CHECK MY LEARNING

Physical activity is important for all ages.

Research different types of physical activity that are beneficial for:

- improving the strength of children's large muscles
- improving and maintaining the mobility of older people.

Other lifestyle choices

Here are some of the other lifestyle choices that individuals make.

Smoking can lead to:

- a lack of fitness
- social exclusion if friends are non-smokers
- an increase in stress and anxiety
- delayed growth of an unborn child if the smoker is pregnant.

Alcohol – the government gives advice on a safe amount to drink. Using more alcohol than the safe limits:

- can affect your decision making, causing you to take part in poor or risky activities
- may lead to ill health
- may lead to aggression, which can affect relationships.

Substance misuse can only have a negative effect. It:

- affects memory and decision making (intellectual ability)
- may lower self-esteem
- may cause mood swings that could affect relationships
- could cause infertility.

However, the correct use of prescription drugs is important for maintaining health and development for those with health conditions.

Our lifestyle choices also include whether we have unsafe or safe sex.

- Unsafe sexual practices can result in unwanted pregnancy and sexually transmitted diseases.
- Developing trust and safe sexual practice in an intimate relationship can lead to emotional security.

ACTIVITY

Making healthy lifestyle choices is important for all-round healthy development.

- 1 Work in groups to discuss what you understand by a 'healthy' diet and what you understand by an 'unhealthy' diet. List your ideas in two columns, using these headers: 'A healthy diet can...' and 'An unhealthy diet can...'
- 2 Select one lifestyle choice made by individuals. Choose from: physical activity, smoking or substance misuse (alcohol, illegal substances and prescription drugs). Work in pairs to produce an outline design for a web page or health magazine that gives advice on making healthy choices.



DID YOU KNOW?

Alcohol and substance misuse can cause individuals to lower their inhibitions. This can lead to risky behaviour such as unsafe sexual practices, or driving under the influence of alcohol or drugs.

LINK IT UP

To find out more about the positive and negative impact of lifestyle choices, go to Learning outcome A in Component 3.

CHECK MY LEARNING

Think back to some of the lifestyle choices you have made and list them. Identify the importance of making healthy lifestyle choices for your own emotional and social development.

Emotional and social factors

GETTING STARTED

In small groups, discuss how your mood affects your school work.

KEY TERM

Physiological means relating to the function of different parts of the body.

Emotional factors

Emotional factors are about an individual's feelings. Emotions change as a result of things that happen in life. For example, if something upsets you it may affect how you perform in sport, make decisions or respond to your friends.

How emotional factors can impact negatively and positively on growth and development

Fear is a natural response to danger. The danger may be real or even imagined. Fear causes **physiological** changes such as a fast heart rate and sweating palms. Individuals also respond to fear in an emotional way and this can vary. They may choose to face the fear or decide to remove themselves and become isolated.

Anxiety and worry are emotions that individuals may feel as a response to stress. Stressful situations could include being given too much work, not having enough money for everyday living, having to take exams or being ill.

Individuals sometimes feel upset and sad. These emotions are usually a response to something bad that has happened. When we're upset we may not be able to think properly and may struggle to make decisions. Being sad for no obvious reason may be linked to anxiety or depression.

Grief and bereavement describe the response individuals show when they experience loss, usually due to the death of someone close to them or, occasionally, the break down of a relationship. Grief and bereavement can cause individuals to feel emotions such as overwhelming sadness, anger or exhaustion. Some people may also feel quite numb and unable to function (learn, work or relate to others) as normal.

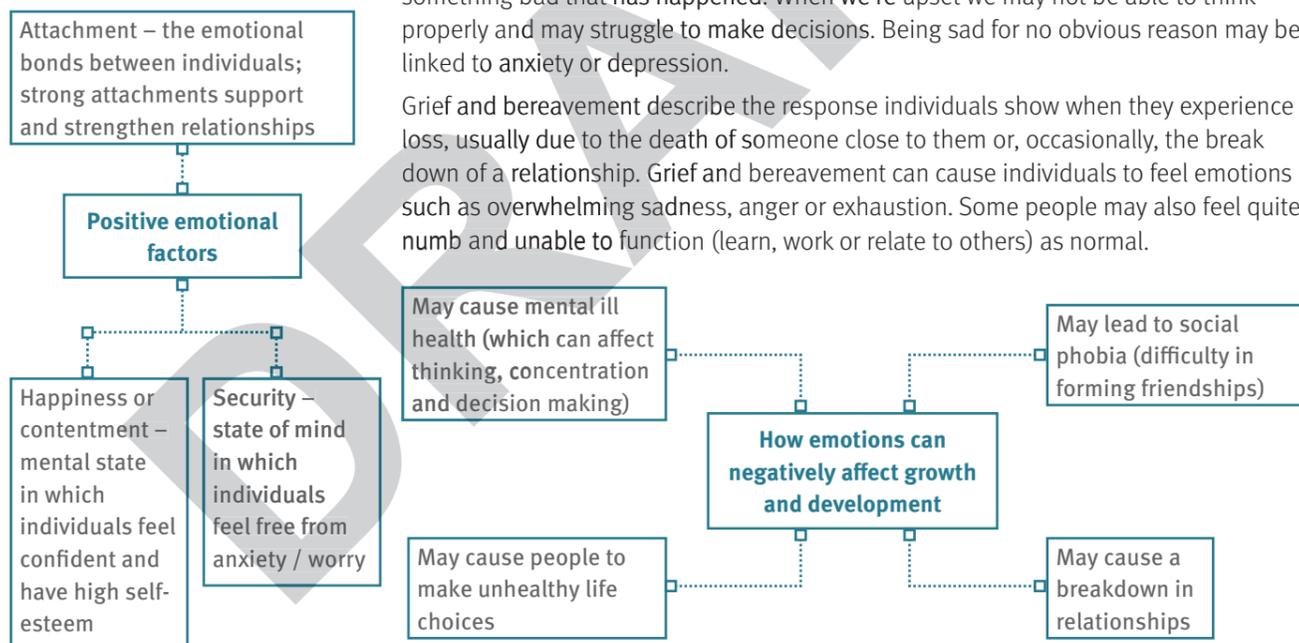


Figure 1.4: Emotional factors can affect growth and development in positive and negative ways

Social factors

Recent experiences during the COVID-19 pandemic have helped us to appreciate and understand how important relationships are for our emotional wellbeing. Relationships are supportive bonds we form with others, including our friends, family, peers and colleagues.

Relationships

Family relationships begin with the attachments we make from birth. They usually start with parents and then extend to wider family members – grandparents, aunts and uncles. Relationships change as we get older and gain more independence.

Friendships are first formed in nursery and school with people who share our views, ideas and interests. As we get older and develop, these friendship circles change and widen.

By early adulthood, individuals move into higher education and the workplace, building relationships with peers (someone who is from the same social group) and colleagues (a person that works alongside them).

Relationships may be supportive or unsupportive.

Supportive relationships:

- ✔ help us to become independent
- ✔ allow us to share worries or concerns
- ✔ connect us with positive **role models**
- ✔ provide emotional security and trust.

Unsupportive relationships may involve:

- ✘ a lack of parental care
- ✘ rivalry or jealousy
- ✘ a lack of interest in achievements
- ✘ a lack of trust
- ✘ control of life choices or ideas.



Communication and trust is important for building positive relationships with colleagues

Social inclusion and exclusion

Social inclusion means feeling part of a group, being heard and feeling valued. It has a positive impact on emotions by raising self-worth and self-esteem.

Social exclusion or isolation means not being part of a group or community. Exclusion has a negative impact because it can make an individual feel anxious and insecure, or lead to negative thoughts and unhealthy lifestyle choices. Individuals may feel excluded because they are isolated due to being unemployed, retired or because of illness or disability. It can also happen when an individual is deliberately excluded (discriminated against) because of their race, gender / gender identity or sexual orientation.

Discrimination

Discrimination means being treated unfairly because of a particular characteristic, for example, skin colour, age or gender. It can leave individuals feeling powerless over their lives. Discrimination causes anxiety and depression, preventing individuals from reaching their potential. It may be used as a form of bullying.

Bullying

Bullying is the misuse of power over another person. It may involve causing physical harm to the person or emotional distress with words. It is common to see bullying happen via electronic communication (**cyberbullying**). Bullying can happen to people of all ages. In childhood it can prevent children from learning and making friends. At all ages it causes fear, stress and anxiety. Confidence and self-esteem can also be severely affected.

ACTIVITY

- 1 Draw yourself in the centre of a piece of paper. Around this image, note people with whom you have an attachment, for example family, friends, peers, etc.
- 2 Outline ways that your development is supported by each of the people you have identified.
- 3 Choose a soap character or someone in the news. Describe emotional and social factors that may have affected their growth and development. Suggest how these factors may continue to impact them in their next life stage.

KEY TERMS

Role models are people that individuals admire and strive to be like.

Cyberbullying is the use of electronic communication to send messages that intimidate or threaten.

BEST PRACTICE

It is important to challenge discrimination when we are aware of it happening.

LINK IT UP

Read more about discrimination and bullying on page xx.

CHECK MY LEARNING

In a group, discuss the factors that help you to feel contented and secure. Outline how they affect your emotions (feelings) and the ways this can impact on your growth and development.

Assessment practice

At the end of each learning outcome, the following features will be provided to help with assessment preparation:

How you will be assessed

A description of the type of assessment which will be set for this learning outcome.

Tip

A hint or tip that will help learners with their assessment.

Checkpoint

This feature is designed to allow learners to assess their learning. The 'strengthen' question helps them to check their knowledge and understanding of what they have been studying, while the 'challenge' questions are an opportunity to extend their learning.

Take it further

This provides suggestions for what learners can do to further the work they've done in the practice assessment.

Assessment activity

This is a practice assessment that reflects the style and approach of an assignment brief. In Component 3, tasks in the assessment activity features will be similar to those learners should expect in their external assessment.

Learning outcome A: assessment practice

How you will be assessed

When you have completed Component 1 your teacher will give you an assignment to complete. It will include four tasks. The first two tasks relate to Learning outcome A:

- For Task 1, you will demonstrate your knowledge and understanding of the PIES growth and development through the life stages.
- For Task 2, you will demonstrate your knowledge and understanding of the impact of specified factors on the PIES growth and development of an individual (or individuals) at different life stages.

CHECKPOINT

Strengthen

- Identify the four areas of development.
- What is the age range for each life stage?
- Produce a leaflet or set of PowerPoint® slides that explain one cultural factor and how it may impact on the development of an individual in a) childhood and b) later adulthood.

Challenge

- Produce a fact sheet for parents explaining why adolescents may find it difficult to deal with their emotions.
- Produce a report explaining why illness may impact on an infant's intellectual and physical development.

ASSESSMENT ACTIVITY

LEARNING OUTCOME A

Ask a family member or friend for permission to write about their development. Remember to treat any information you are given as confidential. Do not share it with anyone else without the person's permission, and ask them whether they are happy for you to use their name in your report. (Alternatively, you may choose a fictional person or another person that you know about.)

- Give an account of each area of your chosen person's growth and development over three life stages.
- Give reasons why different types of factor may have affected their growth and development.
- Compare the factors to identify the level of impact each has had on the person's growth and development at each life stage.
- Produce a report about the possible impact of different factors on the person's growth and development at each life stage.

In your response, you should include examples of at least three factors you have learned about in Learning outcome A.

TIPS

It is not always possible to know how factors have affected a person or might affect them in a future life stage. Instead, consider what is *likely* to happen.

TAKE IT FURTHER

Check through your responses and see if you can recognise how factors may impact on growth and development differently at different life stages. For example, the influence of lifestyle on young adults.

Contents

To help you with your planning, we have reproduced on the following pages the full contents list of the *Health and Social Care Student Book 2nd Edition*.

Each double-page spread in the book represents a one-hour lesson. Each Component subheading in the contents list therefore represents a one-hour lesson. This means that you can use this contents list to plan out how the learning can be spread over the class or contact time you have available.

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Acknowledgements

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