

UNIT 3: UNDERSTANDING PERSONAL DEVELOPMENT & RELATIONSHIPS (FOUNDATION)

ABOUT THIS UNIT

You will learn:

- the stages of personal growth and development
- what social and economic factors are and how they can affect people
- how relationships can change over time and their effects on personal development.

It is important that you know how people grow and change during their lives to help you in working with them. This unit will help you to find out about different areas of human development and what can affect them.

This unit links with and provides the basic skills, knowledge and understanding needed for Unit 3: Understanding personal development (Intermediate).

This unit will be assessed only through an external assessment. The grade you achieve in this assessment will be your grade for the unit.

WHAT YOU NEED TO LEARN

Human growth and development

You will need to have a basic knowledge of the five main life stages. They are:

- infancy
- childhood
- adolescence
- adulthood
- old age.

You should be able to identify typical growth and development features of each stage.

Factors that affect growth and development

Having learned about growth and development you should learn about, and be able to give examples of, factors that have an effect on personal growth and development. They include:

- physical factors
- genetic factors, eg Down's syndrome, sickle cell trait
- diet
- environmental factors, eg housing conditions
- social factors, eg family, friendships, education, employment, gender, ethnicity
- economic factors, eg income, cost of things that you need, how much money there is for things you want but do not need.

You should be able to recognise examples of how the following might affect personal growth and development:

- health
- employment prospects
- level of education
- self-esteem.

Effects of relationships on personal development

Throughout their lives, people have many different sorts of relationships. These include:

- friendships
- family relationships
- sexual relationships
- working relationships.

You will need to identify the important features of these different relationships. These include:

- dependency
- mutual support
- physical attraction
- power
- protection
- sharing
- barriers to good relationships.

ASSESSMENT EVIDENCE

In the external assessment you need to produce evidence showing your understanding of:

- the main stages of human growth and development
- factors that affect growth and development
- the effects of relationships on personal development.

Pass To achieve a pass your work must show:	Merit To achieve a merit your work must show:	Distinction To achieve a distinction your work must show:
P1 identification of the main features of the five life stages P2 identification of a range of factors that affect growth and development P3 identification of different sorts of relationships P4 identification of important features of different relationships.	M1 a description of how factors at different stages may affect growth and development at different life stages M2 identification of the effect that relationships can have on personal development.	D1 a comparison of the effects of different sets of factors on growth and development D2 an understanding of how relationships may change and how they can affect personal development.

ESSENTIAL INFORMATION FOR TEACHERS

Teaching strategies

A series of diverse case studies offers the most effective way of enabling students' understanding. The purpose of this unit is to enable students to understand that people do not 'just happen'. They need to understand that development is in reasonably identifiable stages and is influenced by external factors. It is also an aim of this unit that students begin to learn something of the nature of relationships, their forms and effects.

You may find it useful to teach this unit before or at the same time as Unit 2: Understanding health and Well-being (Foundation).

It is inevitable that students will have a personalised view of development and relationships. In many ways the role of this unit is to organise, formalise and refine that experience, which is likely to be anecdotal and haphazard. Relating unit content to personal experience can be effective in developing students' awareness and understanding, but it can be difficult to handle both in terms of encouraging students to move from anecdote to objectivity and in terms of personal disclosure of information from students. It may be better to use case studies and illustrative scenarios from soap operas than to rely too heavily on personal experience.

It is important for the external assessment that students are able to identify different factors affecting personal development from simple case studies.

The unit is further developed in Unit 3: Understanding personal development (Intermediate) which requires a greater depth of understanding and analysis.

Human growth and development

Students using either primary or secondary sources can research the five life stages. Students will need to understand different types of development, broadly using the physical, emotional and social categories. They should be encouraged to categorise their primary or secondary research broadly into these groupings.

Physical characteristics of human development may be obvious, but intellectual, emotional and social characteristics can be overlooked. Examples include the need for mental stimulation, and the need to develop independence and social confidence in adolescence. It is often difficult for students to grasp the differences between social and emotional development, and it may be here that personal examples could be the most effective way of encouraging understanding.

A consideration of the physical characteristics of each of the main life stages does not require detailed knowledge of the physiological causes of these characteristics. At this stage, it is more important that students understand that development is about more than physical changes, than that they contrive to allocate features and factors into categories they do not fully comprehend. For example, when considering genetic factors that affect development, there is no need to understand the mechanisms involved, just that the characteristic is inherited. It is more important to understand the effects of this characteristic on physical, emotional or social development.

Social and economic influences on development can sometimes provide difficulty, since students can usually identify social and economic factors, but often find it hard to make the link to effects. It is this area that can produce generalisations and reinforce stereotypes if it is not handled with care. Students may find it helpful to use case studies, whether real or from television, or prepared by the centre. Reference to local circumstances, locations, housing and schools may help in providing relevance.

Effects of relationships on personal development

When studying relationships, their types, features and effects students will inevitably examine their own circle of relationships and the different roles they have in each one. The idea of a multi-faceted relationship with influences and effects is likely to be a new concept for students and one which is likely to require exploration.

In addition to illustrative case studies and scenarios, relationships are an area that can lend themselves to visual representation. This can be done graphically, using diagrams, or using photographs, to propose relationship links, or by working in a group and physically representing the varying nature of relationships, using distance, posture and body language.

Explaining the notion of the effects of relationships is likely to require the use of illustrative case studies, newspaper items or current news stories. Students are likely to understand this concept in its broadest sense, but the level of self-awareness and introspection required to apply this to their own relationships may not be achievable for many students. However, a general understanding of the nature of relationships is a realistic target.

Assessment strategies

When grading student evidence you should consider the following general qualities that distinguish between the three grades:

- increasing depth and breadth of understanding
- increasing coherence, comparison and drawing valid conclusions
- increasing independence and originality.

Pass

To achieve a pass, students need to show that they know about the five life stages identified in 'What you need to learn'. The basic understanding required is of the major stages in development. Much of the physical development will relate to the first 18 years of life. Social and economic factors affecting personal development will be identified but understanding is likely to be limited.

Pass students are required only to identify and describe factors affecting development. The process of identification will require some recognition of their potential to influence development, but pass students are not required to pursue this.

Students should correctly identify a minimum of one example each of physical, social and economic factors. These may come from one or more than one case study. If the students are moving beyond pass they are likely to include more examples, which are correct and used to support explanation.

A student showing the physical, social, intellectual and emotional development in a table or diagram would potentially be demonstrating a basic understanding.

Students need to be able to identify the main types of relationship in given situations. In describing them they will start to identify different characteristics for the different relationships. The understanding required is likely to be identified in a minimum of three different relationships.

Merit

Students will cite sources of their information and it will be clear that the material has not been copied.

To achieve merit, students have to link cause and effect in respect of economic and social factors and development. At this level it is sufficient that students identify the influences that exist. The effects of the influences will have reasonably strong links. For example, it would be sufficient for a student to identify that a low income can have implications for diet, which in turn can affect physical development.

A sound understanding will require more than one link to be established. The amount required is not prescribed. Assessors will have to balance depth of understanding with breadth of understanding when considering merit.

Distinction

Distinction criteria require students to demonstrate synthesis at foundation level.

To achieve a distinction requires students to exercise judgements and make predictions about potential effects. This is quite demanding for foundation students, but is a logical step for the student who has internalised the knowledge of this unit. They may use comparison to help in this analysis or to predict different effects. It is sufficient for a student to explain, for example, that ‘... A is presently studying for a degree, whereas B left school without any qualifications and is presently unemployed. It is likely that A will have a higher paid job and will therefore ...’.

Resources

Case studies may be adapted from publications aimed at young people or health and social care professionals can provide ‘live case study’ information.

Developmental charts and tests will be useful.

Key Skills

This guidance highlights the most relevant Key Skills opportunities in this unit. It contains suggestions only. You will need to check that students have produced all the evidence required to meet part A **and** part B of the Key Skills specifications. Students may need to develop additional evidence elsewhere to meet fully the requirements of the Key Skills specifications.

Guidance is referenced in two ways:

K – keys to attainment

These are Key Skills or aspects of Key Skills which students should achieve as they meet the vocational requirements of the units. Only part B of the Key Skill is highlighted – you will need to check that students achieve part A.

S – signposting

These are opportunities that can be incorporated naturally into the learning programme.

APPLICATION OF NUMBER, LEVEL 1		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> identifying features of growth and development (if using charts/tables to look at physical growth) 	N1.1 Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.	S

COMMUNICATION, LEVEL 1		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> identifying and describing different relationships 	C1.3 Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.	S
WORKING WITH OTHERS, LEVEL 1		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> generating evidence about the factors that affect growth and development and/or the effects of relationships on personal development. NB This type of approach would mean using interviewing or discussion type activities rather than paper-based resources. This has the advantage of also encouraging opportunities for the Communications Key Skill evidence requirements. It would also link with aspects of other health and social care foundation evidence requirements.	Each activity must include tasks for WO1.1, WO1.2 and WO1.3. WO1.1 Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements. WO1.2 Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities. WO1.3 Identify progress and suggest ways of improving work with others to help achieve the given objectives.	S S S

