

## National Unit Specification: General Information

**UNIT** Human Development and Activities of Living (Intermediate 1)

**NUMBER** 7140378

### COURSE

### SUMMARY

This unit is designed to give candidates an elementary knowledge of human development and the activities of living. It is aimed at candidates who have little or no knowledge in this area and are working or wish to work in a care setting.

### OUTCOMES

- 1 Outline the main strands of human development.
- 2 Describe how life events and life experiences can influence development.
- 3 Describe factors which influence activities of living.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates with one of the following qualifications would be useful:

- A standard grade at foundation level in any relevant subject
- Access 3 units in any relevant subject

It is acknowledged that there are a variety of prior learning experiences which are relevant to candidates wishing to undertake a course in care at various levels. These learning experiences include the opportunity to:

- Develop useful background knowledge and understanding
- Consider the needs of self and others
- Develop skills in analysis and evaluation

Such learning experience can be provided by a number of subjects and activities.

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### Administrative Information

**Superclass:** RH

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**CREDIT VALUE**

1 Credit at Intermediate 1

**CORE SKILLS**

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National unit specification: statement of standards

**UNIT** Human Development and Activities of Living (Intermediate 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

### OUTCOME 1

Outline the main strands of human development.

#### Performance Criteria

- a) The different strands of human development are identified correctly.
- b) The different strands of human development are described correctly.
- c) Behaviour which may be seen in the course of development from infancy to older adult is identified.

#### Note on range for the outcome

Strands: physical; social; emotional; cognitive.

Age groups: 0-2 years; 2-5 years; childhood; adolescence; adulthood; older adult.

#### Evidence Requirements

Written and/or oral evidence to ensure coverage of performance criteria. 4 strands should be covered for PCs (a) and (b).

### OUTCOME 2

Describe how life events and life experiences can influence development.

#### Performance Criteria

- a) Life events and life experiences that can influence development are identified correctly.
- b) Possible developmental effects of life events and experiences are described correctly.

#### Evidence Requirements

Evidence to ensure coverage of both performance criteria. This will normally be of a written and/or oral nature. For performance criteria (a) and (b), candidates should identify **four life events/experiences** which could influence developments and describe possible effects on the individual.

## **National unit specification: statement of standards (cont)**

**UNIT** Human Development and Activities of Living (Intermediate 1)

### **OUTCOME 3**

Describe factors which influence activities of living.

#### **Performance Criteria**

- a) Activities of living in relation to client care are identified correctly.
- b) Factors affecting activities of living in a given situation are described correctly.
- c) A specific programme to assist clients maintain specific activities of living is described/explained fully.

#### **Evidence Requirements**

Written and/or oral evidence to ensure coverage of performance criteria. A minimum of 4 activities should be covered for PCs (a) and (b).

## **National unit specification: support notes (cont)**

**UNIT** Human Development and Activities of Living (Intermediate 1)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

This unit is a component unit of the Professional Development Award: Certificate in Care Support Practice.

### **GUIDANCE ON CONTENT AND CONTEXT**

The candidate should gain an understanding of:

- different strands of development in relation to age ranges
- activities of daily living.

#### Outcome 1

Development will be considered from birth to the older adult. Development normally follows recognisable sequences, rates of development may vary between individuals, development may be affected by environment, health and heredity.

#### Outcome 2

Life events and life experiences can be drawn from a wide variety of factors: for example influences related to health and nutrition, eg. illness, poor diet. Opportunity for age - appropriate play in infancy and childhood. Opportunity for taking on social roles in adulthood. Losses, eg. death, divorce, function, redundancy. Factors affecting an individual's ability to cope with life events and life experiences should be discussed, eg. self confidence, age, experience.

#### Outcome 3

Activities of living are the factors which collectively contribute to the complex process of living; breathing, eating and drinking, communicating, eliminating, maintaining a safe environment, personal cleaning and dressing, controlling busy periods of activity, temperature, mobility, working, playing, expressing sexuality, sleeping, dying.

### **GUIDANCE ON TEACHING AND LEARNING APPROACHES**

In delivering this unit candidates should be encouraged to use their own experiences and to apply these to given situations. Source material, such as articles from journals, newspapers, and magazines, may be useful for this unit. Group work should be used to assist candidates gather information for Outcomes 1 and 2 in particular.

Use should also be made of relevant texts, videos, current issues in the media and guest speakers.

## **National unit specification: support notes (cont)**

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### **GUIDANCE ON APPROACHES TO ASSESSMENT**

It is recommended that an integrated approach to assessment is taken with assessment across outcomes and performance criteria if appropriate. Arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of the candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments alternative arrangements can be made as necessary.

All performance criteria could be assessed by means of a matching exercise or restricted response questions.

The instrument of assessment should be two case studies with restricted response questions. At least 6 activities of living should be covered.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).