

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7140800 -Session-1990-91
-Superclass- GA

**-Title- AN INTRODUCTION TO HUMAN DEVELOPMENT:
INFANCY TO OLD AGE (x1¹/₂)**

-DESCRIPTION-

Purpose This module is designed to give students an elementary knowledge of human development and behaviour.

It is aimed at students who are working, or who wish to work, in a community/social care setting.

Preferred Entry Level Standard Grade English at 3.

Outcomes The student should:

1. investigate the concept of human development, with reference to development from infancy to old age.
2. explain common human behaviour patterns in the course of development from infancy to old age.

Assessment Procedures Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1 INVESTIGATE THE CONCEPT OF HUMAN DEVELOPMENT WITH REFERENCE TO DEVELOPMENT FROM INFANCY TO OLD AGE

- PCs
- (a) The explanation of the concept of human development as multi-faceted, sequential and varied between individuals is clear.
 - (b) The identification of major features of the normal sequence of human development is accurate.

IA Assignment

The student will be set an assignment covering knowledge of the concept of human development and incorporating major features of development which occur from infancy to old age.

For PC(a), reference must be made to the main areas of development and to the relationship between the sequence and rate of development of individuals; two examples of development as sequential and one example of variation in the rate of development must be given; examples may be suggested from any of the six stages of human development given in the content.

For PC(b), a minimum of two major features for each of cognitive, social, emotional and physical development must be given for each stage of development from infancy to old age ie. birth - 18 months; 18 months - 5 years; 5 years - adolescence; adolescence; adulthood; old age.

This assessment should be carried out as an open book exercise, preferably as part of the ongoing work for the module.

Satisfactory achievement of the Outcome will be based on the student attaining all the PCs.

OUTCOME 2 EXPLAIN COMMON HUMAN BEHAVIOUR PATTERNS IN THE COURSE OF DEVELOPMENT FROM INFANCY TO OLD AGE

- PCs
- (a) The identification of common behaviour patterns which may be seen in the course of development from infancy to old age is correct.
 - (b) The explanation of common behaviour patterns which may be seen from infancy to old age is clear.

IA Case Study

The student will be given case studies to test the knowledge required to identify and explain common behaviour patterns which may be seen from infancy to old age.

This assessment should be carried out as an open book exercise, preferably as part of the ongoing work for the module.

Two to four case studies overall should be given incorporating all 6 stages of development and should each reflect a variety of relationships.

For PC (a) the student should identify one behaviour pattern for each of the individuals in each study; 6 different behaviour patterns in total must be identified across all the studies.

For PC (b), for each behaviour pattern identified in (a), at least one possible reason for the behaviour should be suggested; for each suggested reason, the possible influence of factors such as development, environment, society, culture and life circumstances should be identified. A minimum of one factor for each person should be covered by the student.

Satisfactory achievement of the Outcome will be based on the student gaining all the Performance Criteria.

**The following sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Corresponding to Outcomes 1&2:

As this module is intended only to introduce students to human development, close, in-depth study should be left to other modules.

1. For ease of study, the overall pattern of human development may be subdivided into stages:

eg. birth to 18 months;
18 months - 5 years;
5 years-adolescence;
adolescence;
adulthood;
old age.

The multi-faceted nature of development may be examined by dividing it into areas eg. cognitive, social, emotional and physical development.

Development normally follows recognisable sequences; rates of development may vary between individuals: development may be affected by environment, health and heredity.

2. Common behaviour patterns from infancy through to old age eg. attachment, dependence; curiosity; "gangs" and conformity; growing independence; the search for identity; relationships, marriage, family life; development of intellectual/sporting interests; "middle age"; need for permanent relationships; "empty nest" syndrome; need for achievement; retirement, both active and/or passive; anxiety about being a nuisance; loneliness; fear of death; return to dependence to a greater or lesser degree. These are intended to be suggestions from which the tutor may select or negotiate what is required for the Outcome. Links with development as a cause for behaviour. Other factors which may affect behaviour eg. environmental, health, economic, social, cultural; life circumstances, such as birth of siblings/children, death, marriage, divorce, retirement.
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SUGGESTED LEARNING AND TEACHING APPROACHES

Relating to Outcomes 1 and 2.

The content of this module is aimed at providing the student with an introductory knowledge of human development. The ability and interest of individual students may allow them to pursue their investigations in greater depth than the intended level.

1. Students working in groups might compile information on a selected stage of development, using source material provided by the tutor; each of these projects might form part of a larger class project, resulting in all of the collated information being disseminated to all of the students.

Major features of development might be presented on a chart; students could discuss suitable methods of presentation.

Assessment for Outcome 1 should be ongoing - from the variety of project/assignment work, each student should be able to present the required work for assessment as an individual exercise: clear guidelines, including the performance level, should be given for all projects/assignments.

(If assessment material is presented as part of a joint exercise, a clear indication of each student's contribution must be made).

2. The work for this Outcome might evolve from the work for Outcome 1, in relation to links with developmental factors affecting behaviour. Students working in groups might contribute to the production of case studies, thus providing a bank of material from which to draw for assessment purposes.

If students' work on case studies is to be used for assessment, clear guidelines, including the performance level, must be given; assessment would then be on-going, with evidence of students' performance being generated from the class work.