

# Draft National Unit Specification



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**Unit title:** Care: Human Development and Behaviour (Higher)

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is for the learner to use psychological theories to understand and explain human development and behaviour, and evaluate the ways in which these theories are applied to care practice. Learners will use models of transition or loss to explain the impact of life events on development.

Learners who complete this Unit will be able to:

- 1 Investigate aspects of development and behaviour of service users

This Unit is a mandatory Unit of the Higher Care Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Course Assessment Specification for the Higher Care Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Care Course.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Care (National 5) Course or relevant component Units
- ◆ Literacy Unit (SCQF level 5)
- ◆ Numeracy Unit (SCQF level 5)

## Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Investigate aspects of development and behaviour of service users by:**
  - 1.1 Describing an individual who is using a care service
  - 1.2 Describing the effects of a life event on the service user, using a model of transition or loss
  - 1.3 Explaining how a care worker could use two psychological theories to understand the behaviour of a specific service user
  - 1.4 Evaluating these two psychological theories in relation to working with the service user

### Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments undertaken throughout the Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

- 1.2 Writing
- 1.3 Listening and talking

## **3 Health and wellbeing**

- 3.5 Relationships

## **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.