

Draft National Unit Specification



Unit title: Care: Social Influences (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is for the learner to develop an understanding of the process of socialisation and the ways in which wider social influences can impact on individuals and groups in society. Learners will gain an understanding of inequality and investigate ways in which to challenge inequality experienced by service users.

Learners who complete this Unit will be able to:

- 1 Investigate social influences in two cultures
- 2 Investigate ways to promote equality and diversity for service users

This Unit is a mandatory Unit of the Care (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides 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 Added Value Unit Specification for the Care (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Care (National 4) 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:

- ◆ Literacy (SCQF level 3)
- ◆ Numeracy (SCQF level 3)

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Investigate social influences in two cultures by:

- 1.1 Investigating socialisation in two different cultures
- 1.2 Describing the influence of two agents of socialisation in these cultures

Outcome 2

The learner will:

2 Investigate ways to promote equality and diversity for service users by:

- 2.1 Using sociological concepts to describe inequality
- 2.2 Describing the impact of inequality on a specific group of service users
- 2.3 Investigating one thing in society that has been done to promote equality and diversity for this group of service users

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.

Further guidance on Assessment Standards:

- 1.2 Agents of socialisation could include family, media, religion, education.
- 2.1 Sociological concepts could include prejudice, stereotype and discrimination.
- 2.2 The candidate may receive guidance and support from the teacher/lecturer as appropriate when choosing the service user group to be investigated. This may take the form of a providing a case study or other prompts.

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

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

1.3 Listening and talking

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

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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Superclass: to be advised

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 to ensure they are using the most up-to-date version of the Unit Specification.