

Draft National Unit Specification



Unit title: Care: Human Development and Behaviour (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to investigate different ways of understanding and explaining human development and behaviour, and explain the ways in which these can be applied to care practice. On completion of the Unit, the learner will have an understanding of how life events can affect human development and behaviour, and will be able to explain how a care worker could use psychological theories to understand the behaviour of a service user.

Learners who complete this Unit will be able to:

- 1 Explain aspects of development and behaviour for a service user

This Unit is a mandatory Unit of the Care (National 5) 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*.

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 4)
- ◆ Numeracy (SCQF level 4)

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 Explain aspects of development and behaviour for a service user by:**
 - 1.1 Describing an individual who is using a care service
 - 1.2 Explaining how strands of development differ at two stages of the service user's life
 - 1.3 Describing the effects of a life event on the service user
 - 1.4 Describing two psychological theories
 - 1.5 Explaining how a care worker could use these psychological theories to understand the behaviour of 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.

Further guidance on Assessment Standards:

- 1.1 The candidate may receive guidance and support from the teacher/lecturer as appropriate when choosing the individual to be described. This may take the form of providing a case study or other prompts.
- 1.2 'strands of development' could include social, physical, emotional, cognitive and cultural.
- 1.3 'life event' could include illness, accident, birth, marriage, death, redundancy, retirement.
- 1.4 'psychological theory' could include Bandura's Social Learning Theory, Berne's Transactional Analysis theory, Ellis's REBT, Erikson's Lifespan Theory, Freud's Psychodynamic theory, Maslow's Hierarchy of Needs, Rogers Person Centred Theory or any other relevant theory used to inform current care practice.

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 carried out 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

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

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.