

National Unit Specification: general information

UNIT Sociology and Psychology for Care (Intermediate 1)

CODE F17T 10

COURSE Care (Intermediate 1)

SUMMARY

This is a mandatory Unit in the *Care (Intermediate 1)* Course but it can also be taken as a free-standing Unit. It is suitable for candidates who have not previously studied care issues and also for candidates who wish to progress to further study of care.

The purpose of the Unit is to provide candidates with an introduction to basic ideas in sociology and psychology which are relevant for care workers. They will also be introduced to the strands and stages of development and how behaviour changes at different stages of an individual's lifespan. Finally, they will consider how life events can have a major impact on human behaviour.

OUTCOMES

- 1 Explain why sociological and psychological ideas are relevant in care settings.
- 2 Describe how development occurs from childhood to older adulthood.
- 3 Explain the ways life events can influence human behaviour.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade in Social and Vocational Studies at Foundation level
- ◆ Access 3 Modern Studies
- ◆ Access 3 Social Studies

Administrative Information

Superclass: PK

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National Unit Specification: general information (cont)

UNIT Sociology and Psychology for Care (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Sociology and Psychology for Care (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

Explain why sociological and psychological ideas are relevant in care settings

Performance Criteria

- (a) Describe basic sociological ideas
- (b) Describe basic psychological ideas
- (c) Explain why these ideas are relevant in care settings

OUTCOME 2

Describe how development occurs from childhood to older adulthood

Performance Criteria

- (a) Describe the strands of human development
- (b) Describe the stages of human development from childhood to older adulthood

OUTCOME 3

Explain the ways life events can influence human behaviour

Performance Criteria

- (a) Describe a life event that may influence human behaviour
- (b) Explain how this event may affect human behaviour

National Unit Specification: statement of standards (cont)

UNIT Sociology and Psychology for Care (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit Specification.

Written and/or oral evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria for the Unit. The evidence must be produced under closed-book, supervised conditions within a time limit of **one** hour. 80% of the total marks available must be awarded for knowledge and understanding, with the remaining 20% of the marks being awarded for analysis, application and evaluation.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit.

The use of a cut-off score may be appropriate for this assessment.

Each assessment should sample across the mandatory content of the Unit and contain questions which require candidates to generate evidence in relation to:

- ◆ **three** basic sociological ideas
- ◆ **three** basic psychological ideas
- ◆ **two** reasons why these ideas are relevant in care contexts
- ◆ **two** strands of human development
- ◆ **two** stages of human development
- ◆ **one** life event that influences behaviour
- ◆ the effect of **one** life event on human behaviour

If reassessment is required, it should sample a different range of mandatory content.

The standard to be applied, the breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

UNIT Sociology and Psychology for Care (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit Specification

This is a mandatory Unit in the *Care (Intermediate 1)* Course and it can also be delivered as a free standing Unit.

Outcome 1

Candidates will learn some basic sociological and psychological ideas about socialisation and human development and behaviour. An in-depth study of these ideas is not required. The following gives an outline to this initial study. Teachers/lecturers should use examples to show how these ideas fit into the development of the potential carer.

Sociological ideas such as:

- ◆ what is meant by sociology
- ◆ what is meant by society and how there are different parts of society in Britain
- ◆ what a multicultural society is and how this affects the way we think and behave
- ◆ what makes us part of society and how we learn our role and status in our society
- ◆ what part socialisation plays in forming a place for the individual in society

Basic psychological ideas such as:

- ◆ what is meant by psychology
- ◆ how the behaviour we learn is important in fashioning our lives
- ◆ the link between behaviour and development, using examples to show this
- ◆ other factors that affect our psychological development, ie money, genetics, culture

The ideas of sociology and psychology are relevant to the care worker in that they enable the care worker to understand:

- ◆ why an individual speaks, acts and behaves in certain ways
- ◆ the effects of sociology and psychology on the life experienced by the service user
- ◆ the influence of unexpected life changes, eg disability
- ◆ the influence of normal life changes, eg old age
- ◆ the influences of other cultures
- ◆ the influences of other parts of society

National Unit Specification: support notes (cont)

UNIT Sociology and Psychology for Care (Intermediate 1)

Outcome 2

Candidates will cover human development in stages from childhood to old age. At this level, general concepts should be introduced broadly and explained simply.

Candidates will need to learn about the strands of human development and consider these strands at the various life stages from childhood to old age.

The development of a child during **Childhood** may be considered as follows:

Developments at Childhood			
Physical	Cognitive	Emotional	Social
How our bodies change: <ul style="list-style-type: none"> ◆ growing ◆ continued development of movement and co-ordination 	Making sense of the world: <ul style="list-style-type: none"> ◆ beginning to distinguish fact from fiction ◆ make-believe play ◆ dramatic play 	Developing a sense of self: <ul style="list-style-type: none"> ◆ being more independent ◆ playing 	Moving outwards from the family: <ul style="list-style-type: none"> ◆ making friends ◆ co-operative play and games with rules

The development of an individual during **Adolescence** may be considered as follows:

Developments at Adolescence			
Physical	Cognitive	Emotional	Social
How our bodies change: <ul style="list-style-type: none"> ◆ growing and changing ◆ puberty 	Making sense of the world: <ul style="list-style-type: none"> ◆ abstract understanding 	Developing a sense of self: <ul style="list-style-type: none"> ◆ issues related to separation and independence ◆ issues related to sexuality 	Moving outwards from the family: <ul style="list-style-type: none"> ◆ parents ◆ peer groups ◆ friendships based on sexual attraction ◆ conforming and being independent

The development of an individual during **Adulthood** may be considered as follows:

Developments at Adulthood			
Physical	Cognitive	Emotional	Social
How our bodies change: <ul style="list-style-type: none"> ◆ stamina ◆ bulk development ◆ menopause 	Making sense of the world: <ul style="list-style-type: none"> ◆ applying knowledge 	Developing a sense of self: <ul style="list-style-type: none"> ◆ identity and roles ◆ adapting to life events ◆ transition and loss ◆ self-fulfilment ◆ stress 	Making relationships: <ul style="list-style-type: none"> ◆ forming partnerships ◆ taking on roles (partner, worker, parent) ◆ changes in these roles ◆ social networks

National Unit Specification: support notes (cont)

UNIT Sociology and Psychology for Care (Intermediate 1)

The development of an individual during **Older Adulthood** may be considered as follows:

Developments at Older Adulthood			
Physical	Cognitive	Emotional	Social
How our bodies change: ♦ gradual loss of abilities ♦ maintaining fitness	Making sense of the of the world: ♦ wisdom ♦ possible short-term memory loss ♦ may take longer to absorb new information	Developing a sense of self ♦ issues relating to identity ♦ adapting to life events ♦ transition and loss ♦ self fulfilment	Making relationships: ♦ changes in social roles (retirement, grandparenthood) ♦ maintaining social networks

Outcome 3

Candidates should understand that life events may influence behaviour.

Relevant events can be drawn from a wide variety of factors and may include the following:

- ♦ relationships: marriage, divorce, separation
- ♦ employment events: starting and leaving work
- ♦ losses: death, divorce, redundancy, retirement
- ♦ starting and leaving education
- ♦ major illness/disability

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and, demonstration and candidate centred learning. A variety of methods could be used to help candidates learn by integrating their theoretical knowledge with the development of practical skills, for example:

- ♦ practical exercises in small groups
- ♦ investigations
- ♦ group/paired role plays
- ♦ the discussion of case studies in groups or pairs
- ♦ worksheets
- ♦ individual, paired or group research using a variety of resources such as the internet
- ♦ using audio/visual materials as a stimulus for class or group discussion
- ♦ use of candidates' own experiences

A number of the topics could be explored initially by candidate investigations especially if they have access to a good library and the Internet. The mass of information may confuse and so teacher/lecturer exposition to bring the basic ideas together is useful.

National Unit Specification: support notes (cont)

UNIT Sociology and Psychology for Care (Intermediate 1)

In teaching sociological and psychological concepts and strands of development teacher/lecturer exposition will be needed combined with candidates working in smaller groups on issues relating to development stages.

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

At Intermediate 1, it is appropriate to teach the stages of human development by age group. However it is important that candidates should begin to recognise the following general principles:

- ◆ age groups are general indicators of developmental changes that do not always occur in discrete stages
- ◆ development results from an interaction of the individual and the environment

In Outcome 3 teachers/lecturers may wish to consider as examples:

- ◆ the effects of moving to residential care
- ◆ the effects of marriage breakdown
- ◆ the effect of being ill and confined to a wheelchair

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix to this Unit both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence teachers/lecturers must look for.

An appropriate Instrument of Assessment would be a single closed-book test, lasting no more than one hour, which may contain structured, short answer and restricted response-type questions. The test may make use of case study material as a tool to help candidates focus on the question(s) posed. Care should be taken to ensure that sufficient time is allowed for remediation and reassessment, if required.

The NABs illustrate the national standard for the Unit. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB require restricted and extended responses. Sampling of content within the Outcomes and Performance Criteria is acceptable and should be adopted as good practice. Evidence Requirements detail the extent of sampling involved and the NABs illustrate this.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: appendix to the statement of standards

UNIT Sociology and Psychology for Care (Intermediate 1)

This appendix is part of the statement of standards, ie requirements that are mandatory.

Outcome 1

Basic Sociological ideas:

- ◆ what is meant by sociology
- ◆ what is meant by society and how there are different parts of society in Britain
- ◆ what a multicultural society is and how this affects the way we think and behave
- ◆ what makes us part of society and how we learn our role and status in our society
- ◆ what part socialisation plays in forming a place for the individual in society

Basic psychological ideas:

- ◆ what is meant by psychology
- ◆ how the behaviour we learn is important in fashioning our lives
- ◆ the link between behaviour and development using examples to show this
- ◆ other factors that affect our psychological development, ie money, genetics, culture

The ideas of sociology and psychology relevant to the care worker in that they enable the care worker to understand:

- ◆ why an individual speaks, acts and behaves in certain ways
- ◆ the effects of sociology and psychology on the life experienced by the service user
- ◆ the influence of unexpected life changes, eg disability
- ◆ the influence of normal life changes, eg old age
- ◆ the influences of other cultures
- ◆ the influences of other parts of society

Outcome 2

- ◆ Strands of development: physical, cognitive, emotional, social
- ◆ Life stages: childhood, adolescence, adulthood, older adulthood

Outcome 3

Life events that can influence human behaviour and how they affect behaviour:

- ◆ relationships, eg marriage, divorce, separation
- ◆ employment events, eg starting and leaving work
- ◆ losses, eg death, divorce, retirement
- ◆ starting and leaving education
- ◆ major illness/disability