



Care: Human Development and Behaviour (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H218 76

Unit outline

The general aim of this Unit is to enable learners to apply knowledge and understanding of development and behaviour to individuals using care services. They will use psychological theories to explain development at different stages of the life span and use models of transition or loss to explain the effects of life experiences on people. Learners will evaluate a range of psychological theories and explain how they can help a care worker to understand behaviour.

Learners who complete this Unit will be able to:

- 1 Apply knowledge and understanding of development and behaviour to individuals using care services

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 *Unit Assessment Support*.

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:

- ◆ National 5 Care Course or relevant component Units
- ◆ Literacy Unit (National 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 Apply knowledge and understanding of development and behaviour to individuals using care services by:**
 - 1.1 Explaining development at different stages of the life span of an individual, using psychological theories
 - 1.2 Explaining the effects of life experiences on an individual, using models of transition or loss
 - 1.3 Explaining how a care worker could use psychological theories to understand the behaviour of an individual
 - 1.4 Evaluating psychological theories in relation to working with an individual

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 can 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 is provided in *Unit Assessment Support*. 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 are 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

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 as 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

Published: April 2014 (version 2.0)

Superclass: PN

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Page 1 — 'use psychological theories to' added to Unit outline. Page 3 — Assessment Standards 1.1 to 1.4: 'individuals' changed to 'an individual'; Assessment Standard 1.4: 'using care services' deleted.	Qualifications Development Manager	April 2014

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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.