

National Unit specification

General information

Unit title: Human Development and Social Influences
(SCQF level 6)

Unit code: HD6X 46

Superclass: PM

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Unit purpose

This 0.5 credit Unit has been developed for learners who wish to pursue a career in social services, and is a mandatory Unit of the National Progression Award Social Services and Healthcare. It may also be undertaken as a stand-alone Unit.

The Unit is suitable for learners who have not previously studied aspects of social service or had practical experience in this sector, as well as those who have already gained some experience.

The purpose of this Unit is to provide learners with a framework to understand the main stages of human development and some of the wider social influences that can impact on individuals who are receiving a care service. It will enable learners to review and apply some of the key theories, concepts and models that inform social services practice, and promote awareness of underpinning social services values and principles.

Outcomes

On successful completion of the Unit learners will be able to:

- 1 Explain the main stages of human development and apply a relevant theoretical model which describes human development.
- 2 Explain the ways in which social influences can impact on people and apply a relevant concept or theory to give insight into these processes.

Credit points and level

0.5 National Unit credit at SCQF level 6: (3 SCQF credit points at SCQF level 6)

National Unit specification: General information (cont)

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Recommended entry to the Unit

Entry is at the discretion of the centre. This Unit is suitable for learners who have not previously studied aspects of social services or had practical experience in this sector, as well as those who have already gained some experience. Learners may benefit from previous relevant learning such as National 5 or an equivalent level.

It is recognised that a range of formal and informal prior learning may be relevant, such as:

- ◆ opportunities to carry out research and develop a useful background knowledge base
- ◆ opportunities to think about the needs of self and others
- ◆ skills in review, analysis and evaluation

This Unit is suitable for learners who wish to enter employment in social services settings. It is also suitable for learners undertaking a placement or volunteering in a social services setting.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This 0.5 credit Unit is a mandatory Unit of the NPA Social Services and Healthcare.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This 0.5 credit Unit specification has been designed to ensure 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 forms of evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

National Unit specification: Statement of standards

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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 SQA.

Outcome 1

Explain the main stages of human development and apply a relevant theoretical model which describes human development.

Performance Criteria

- (a) Identify the main stages of human development.
- (b) Explain and apply a relevant theoretical model which describes human development

Outcome 2

Explain the ways in which social influences can impact on people and apply a relevant concept or theory to give insight into these processes.

Performance Criteria

- (a) Identify social influences that can impact on people's wellbeing, and development.
- (b) Explain and apply a relevant concept or theory to give insight into the ways in which social influences impact on people.

Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence is required for all Outcomes and will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence can be generated using a range of techniques. An assessor observation report must be used to support performance evidence.

Outcomes 1 and 2

An appropriate method of assessment for Outcomes 1 and 2 may be the use of structured questions and case studies.

There must be a record of all evidence gathered, including any evidence that is gathered verbally.

National Unit specification: Statement of standards (cont)

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To achieve Outcomes 1 and 2, learners must provide evidence that covers:

- ◆ the main stages of human development
- ◆ **one** theoretical model which describes human development and the application of this to the main stages of human development
- ◆ **two** social influences that can impact on people's wellbeing and development
- ◆ **one** relevant concept or theory to give insight into the ways in which social influences impact on people



National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the study time allocated to this Unit is at the discretion of centres, the notional time period is 20 hours.

Guidance on the content and context for this Unit

This 0.5 Unit introduces learners to some of the main theories and models that inform social services practice and can promote understanding of the main stages of human development and some of the social influences that can impact on people. It will also promote awareness of underpinning social services values.

Outcome 1

This Outcome is intended to enable learners to gain an understanding of the main stages of human development and the way in which theory of human development can promote insight into these stages (such as Erikson's Psychosocial Stages or Ages and Stages Model). This must include the main stages of human development (infancy, pre-school, school age, adolescence, young adulthood, middle adulthood, and maturity) and may also include concepts such as:

- ◆ Resilience and wellbeing
- ◆ Attachment and separation
- ◆ Transition and loss

Outcome 2

This Outcome is intended to enable learners to gain an understanding of the social influences that can impact on the wellbeing and development of people, along with the application of relevant concepts, to provide insight into these processes. This must include a minimum of two social influences to be selected from the following list:

- ◆ The family
- ◆ Education
- ◆ Gender roles
- ◆ Culture
- ◆ Poverty
- ◆ Discrimination
- ◆ Institutionalisation
- ◆ Deviance

National Unit Support Notes (cont)

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While Evidence Requirements specify that one concept relevant to social influences such as self-esteem, self-image, and identity, will be required for assessment purposes, there is an expectation that delivery of learning should include a wider range.

Guidance on approaches to delivery of this Unit

Learners should be enabled to gain information about the main stages of human development and the impact of social influences. The nature of this Unit means that integration of learning across Outcomes and Performance Criteria may be possible (at the discretion of the teacher/lecturer). A variety of approaches to delivery could be used, including:

- ◆ Case studies (verbal, written, audio visual or electronic).
- ◆ Group or individual project work and exercises: Work of this nature could include use of on line and other resources, to support the development of research skills.
- ◆ Visual, PowerPoint or other types of presentation. For example a short film or PowerPoint presentation could be used as a basis for further guided discussion.
- ◆ Guest speakers: to share knowledge, provide information and encourage or facilitate discussion. For example a social services worker might be invited to share their experiences relating to a particular aspect of human development, societal concept or social influence (within bounds of confidentiality). Guest speakers could potentially provide helpful insights from the perspectives of: social services professionals, service users or informal carers, and thus contribute to the breadth of learning.
- ◆ On line learning — such as available SSSC learning materials

It is not expected or anticipated that all of the above delivery methods be used, and this is not an exhaustive list as other approaches to delivery may also be used.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessments must be carried out under supervision. Assessment methods should reflect delivery methods and could include:

- ◆ **Case studies** (electronic, verbal, written or audio visual, or online) with associated questioning of different types to draw out evidence of knowledge and understanding.
- ◆ **Group or individual projects** which may be presented on paper or electronically and are based on exploratory or investigative work. Where group projects are undertaken, individual learner's evidence will be tracked and recorded by assessors.
- ◆ **Use of online resources/case studies, blogs.**

National Unit Support Notes (cont)

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- ◆ **Posters or leaflets** which may be presented on paper or electronically and have been designed by individuals or groups which illustrate aspects of relevant learning.
- ◆ **Presentations** prepared and delivered by individuals or groups of learners relevant to communication in care relationships. Evidence may be generated using a range of techniques such as: e-portfolio, presentation notes, posters, PowerPoints, blogs
Performance evidence will be based on observation of each individual's contribution, and in the case of group work, their ability to work co-operatively. An assessor observation record must be used to support the performance evidence.
- ◆ **Practical activities, electronic practice simulation** with scenarios contextualised to social service settings.

Outcomes 1 and 2

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessments must be carried out under supervision. An appropriate method of assessment for Outcomes 1 and 2 may be the use of case study material and structured questions. The case study material may be presented to learners verbally, in written format, audio visually or electronically (electronic presentation is a recommended route). A single case study and related questions could be used, or it would be possible to use a separate case study and set of questions for each Outcome.

The questions will elicit evidence of knowledge and understanding in relation to the main stages of human development and a relevant theory, plus the social influences that can impact on people's wellbeing and development and a relevant concept that can give insight into these processes.

The assessment methods discussed for all Outcomes are for guidance purposes, as other methods may prove better suited to learners and the circumstances of assessment. Integration of assessment across the Outcomes and Performance Criteria may be used where this is considered appropriate and to enable holistic assessment.

The issues associated with plagiarism should be discussed with learners. Some written work might be undertaken outside the centre but clear conditions will always be in place to ensure authenticity of evidence. Retention of preparatory or draft work, and any tracking records or e-mail exchanges between learners and teachers/lecturers can help support quality assurance and the internal and external verification processes.

There should be no artificial barriers to learning or assessment. Delivery and assessment will be open to the use of alternative methods to facilitate the inclusion of all learners, and support them towards achievement of this Unit. The nature of learners' needs should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative assessment instruments. Examples could include extensions to the time line for assessments, and use of supportive technology.

National Unit Support Notes (cont)

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Resources

Several relevant web based resources have been identified that may be useful for learners. These can be found on the SQA NPA Social Services and Healthcare web page.

Further resources and information for teachers, lecturers and learners can be accessed via SQA's Ushare site which provides links to open learning resources, including NQ Care.
<http://ushare.education/Ushare/Home>

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

The skills that learners will be expected to develop through this Unit are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be: a successful learner, a confident individual, a responsible citizen and an effective contributor. Specific skill associated with this Unit is listed below and should be built into the learning opportunities where possible.

- 1 Verbal, and written communication
- 2 Information and Communication Technology
- 3 Citizenship
- 4 Employability
- 5 Analysis and evaluation
- 6 Application of learning to practical situations

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Human Development and Social Influences (SCQF level 6)

This section will help you decide whether this 0.5 credit Unit is for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is a mandatory part of the National Progression Award Social Services and Healthcare. The Unit is suitable for you even if you have not previously studied aspects of social service or had practical experience in this sector and it could lead you towards employment in social services, or further study.

The Unit will enable you to learn about the main stages of human development and the social influences that can impact on people, along with some relevant theories, and concepts. It will also raise your awareness of underpinning social services values and principles.

There are two learning Outcomes for this 0.5 Unit, they are:

- 1 Explain the main stages of human development and apply a relevant theoretical model which describes human development.
- 2 Explain the ways in which social influences can impact on people and apply a relevant concept or theory to give insight into these processes.

Assessment for this Unit may involve visual, electronic, verbal and written materials. The submission of these assessment items will help develop your inter-personal and communication skills.

The skills you will develop through working on this 0.5 credit Unit are likely to be useful in any context and are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be: a successful learner, a confident individual, a responsible citizen and an effective contributor.