
Care: Human Development and Behaviour

SCQF: level 5 (6 SCQF credit points)

Unit code: J203 75

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 develop an understanding of how life experiences can affect people, and will be able to explain how a care worker can use psychological theories to understand the behaviour of individuals using care services.

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 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*.

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 4 Care Course or relevant component Units
- ◆ Literacy Unit (National 4)

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
 - 1.2 Describing the effects of life experiences on individuals
 - 1.3 Explaining how a care worker could use psychological theories to understand the behaviour of individuals

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 carried out throughout the Unit. Evidence may be presented for individual Outcomes, or gathered for the Unit.

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
- 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 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*.

Appendix: Unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning and teaching

Learners come from a variety of different backgrounds. Teachers and lecturers should be aware that some topics and issues may be sensitive for individual learners and should be alert to any signs of discomfort or distress. Discretion and professional judgement should always be used by teachers and lecturers, and care should be taken in the choice and delivery of material. It would be appropriate to draw up a code of conduct at the beginning of the Unit to ensure that all learners are aware of the need to maintain boundaries, ask for help if required and show respect to self and others.

Suggestions for learning and teaching on specific areas include the following.

Human development and behaviour

Human development and behaviour is infinitely varied and affected by many things. Human beings both influence, and are influenced by, the culture and society in which they live. They are born with a particular genetic predisposition but the interaction with their environment will affect the way that the genetic blueprint turns out. Learners could look at twin and adoption studies and carry out a project on themselves and their family circumstances and consider how similar or dissimilar they are in looks, health, habits, likes, dislikes, educational attainment to birth, step, adoptive or other relatives/guardians/carers.

Stages of development

The process of development can be explained in a number of ways. Depending on the learning context, the stages considered — such as infancy, childhood, adolescence, adulthood and older adulthood — may vary, but the explanation of the process of moving through milestones and sequences will be the same.

At National 5, concepts should be introduced and explained in detail so that learners will understand the following principles of development:

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

The learner could explore different aspects of development, such as social, physical, emotional, cognitive and cultural, and understand that these vary at different stages of development. Some learners might also want to explore the influence of circumstances from conception and during pregnancy on the development of the individual. Learners could investigate aspects such as:

- ◆ social development: making friends; co-operative play; peer groups; managing sexual relationships; conformity; starting, maintaining and ending relationships; taking on roles (pupil, worker, parent); developing social networks; retirement; grandparenthood
- ◆ physical development: crawling, toddling, walking, running, fine motor skills, puberty, menopause, illness, disability
- ◆ emotional development: development of feelings; expressing and controlling feelings; forming attachments; becoming independent; separation; establishing identity; developing self-esteem; adapting to life events; developing coping strategies; dealing with transition and loss

- ◆ cognitive development: distinguishing fact from fiction; make-believe play; abstract understanding; language development; problem solving; using memory; applying knowledge; short/long term memory loss
- ◆ cultural development: learning a language; learning how to fit in with your family, community and society; awareness of cultural practices, rituals and traditions

Life experiences

The learner could investigate expected and unexpected life experiences, which could include events related to relationships (leaving home, marriage/civil partnership, homelessness, 'coming out', divorce, parenthood, bereavement); health (illness, disability, termination, miscarriage); employment (starting work, redundancy, retirement) or any other relevant areas of life. The effects of life experiences could be explained using terminology such as acceptance, anger, bargaining, denial, depression, numbness, pining, searching, yearning or other relevant terms.

Learners could explore their own and others' lives to consider the experiences and events that were significant and led to changes. Learners may find it useful to look at scenarios from films, books and other sources to look at the impact of events on an individual. Learners could look at the short, medium and long-term effects of such events and the impact this can have on the person and others.

Psychological theories

Care workers draw information from a number of psychological theories to understand and explain behaviour and development of self and others. Psychological theories used to inform current care practice relevant to the learning context could include:

- ◆ Bandura — Social Learning Theory
- ◆ Berne — Transactional Analysis theory
- ◆ Ellis — REBT
- ◆ Erikson — Lifespan Theory
- ◆ Freud — Psychodynamic Theory
- ◆ Maslow — Hierarchy of Needs
- ◆ Rogers — Person-Centred Theory
- ◆ Seligman — Positive Psychology
- ◆ any other relevant psychological theory

Learners could study a number of contrasting theories in order to explore the different ways that each one explains human development and behaviour. Teachers/lecturers should consider the benefits of breadth (learning a little about a number of theorists) or depth (gaining a deeper understanding of a smaller number of theorists) and organise their teaching for their specific group of learners accordingly. Learners should be encouraged to look at current developments in psychological understanding which can be found in relevant psychology and care journals.

Learners do not need to know all aspects of every theory they learn, but will understand that there are aspects of a theory that could be useful when understanding and explaining the behaviour of self and others. Psychological theories could be taught and applied in a range of care and non-care contexts to encourage understanding. Learners often find it easier to apply unfamiliar concepts to their own situation first — in familiar contexts such as the teaching environment, their family, peers or community. Using psychological theories to discuss issues raised in case studies or current in the media is a way of reinforcing learners' understanding.

It is important, if centres teach the Care Course at more than one SCQF level, that different theorists are taught at each level to avoid repetition. It is up to centres to choose which theorists are taught at each level.

Care practice

Learners should have a variety of opportunities to apply the knowledge and understanding from the Unit to a range of settings and scenarios from care practice. An understanding of human development and behaviour is relevant in care practice because it enables the care worker to understand:

- ◆ why an individual behaves in certain ways in certain situations
- ◆ the influence of expected life changes, eg growing up and growing older
- ◆ the influence of unexpected life changes, eg disability after an accident
- ◆ how to respond effectively to service users and others
- ◆ ways of reflecting on, and improving, their practice
- ◆ working effectively as a team member

Thematic approach

The Unit could be taught in a thematic way. For example, themes such as self-concept, attachment, or aggression could be studied and learners could explore a variety of ways in which different psychological theories explain behaviour and development within these themes. Some or all of the themes could be related specifically to care services, and the learner could explore which theories would help workers understand and respond to issues which arise such as lack of motivation, anxiety and depression, difficulty in starting or maintaining relationships, expressing opinions assertively, or any other relevant issues.

Learners might want to approach the Unit by looking at a particular issue such as addiction, mental health, domestic violence or health promotion and investigate the ways in which theories and models help explain development, behaviour and underpin care practice in these areas.

Combining assessment within Units

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

Administrative information

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Superclass: PN

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes Added	Qualifications Manager	September 2018
2.0	Unit code updated	Qualifications Manager	July 2019

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