✕SQA

Care: Human Development and Behaviour

SCQF: level 6 (6 SCQF credit points)

Unit code: J22G 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 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 5 Care Course or relevant 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.*

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

A wide variety of learning and teaching approaches could be used to deliver this Unit. This section of the *Unit Support Notes* provides advice and guidance and some examples of approaches that could be used. At all times, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating.

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 specific areas of learning and teaching include:

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. Every person is born with a particular genetic predisposition but the interaction with their environment will affect the way in which that genetic potential develops.

Life events and models of loss and transition
Development and behaviour is affected by life events which may be expected or unexpected and could be experienced as positive or negative. Models of transition or loss which could be used to explain these events might include:

♦ Adams, Hayes & Hopson
♦ Kubler-Ross
♦ Murray-Parkes
♦ Worden

Exploring similarities and differences between models of loss and transition will enable learners to see the short, medium and long term effects of such events and the impact this can have on the person and others.

Life events could include events related to relationships (marriage, divorce, parenthood), change in health status (illness, disability), employment (starting work, redundancy, retirement) or any other relevant areas of life.

Learners could explore their own and other's lives to consider the events that were significant and led to changes. They may find it useful to look at scenarios from films, books and other sources to look at the impact of events on an individual. It might be appropriate, with guidance, to devise a questionnaire and interview another person about a life event. This would have to be treated with sensitivity and could be focused on events such as moving house, having a child or the transition to secondary school, college or employment.

Psychological theories
Learners will have the opportunity to gain an understanding of a range of psychological theories which explain human development and behaviour and are used to inform current

care practice. They will have the opportunity to evaluate the strengths and weaknesses of these approaches when working with service users.

Learners could study a number of contrasting psychological theories in order to explore the different ways that each one explains human development and behaviour. Learners should be encouraged to look at current developments in psychological understanding which can be found in relevant psychology and care journals.

Teachers/lecturers should consider the benefits of breadth (learning some key features from 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.

Theories could include:

♦ Cognitive Development — Jean Piaget
♦ Developmental theory — Jerome Kagan
♦ Existential Psychology — Rollo May
♦ Group dynamics — Bruce Tuckman
♦ Hierarchy of Needs — Abraham Maslow
♦ Individual Psychology — Alfred Adler
♦ Lifespan Theory — Erik Erikson
♦ Moral Development — Lawrence Kohlberg
♦ Mindset — Carol Dweck
♦ Person Centred Theory — Rogers
♦ Positive Psychology — Martin Seligman
♦ Psychodynamic theory — Sigmund Freud
♦ Rational Emotive Behaviour Therapy — Albert Ellis
♦ Social Learning Theory — Albert Bandura
♦ Social Psychology — Kurt Lewin
♦ Transactional Analysis — Eric Berne
♦ or any other relevant psychological theory

Learners do not need to know all aspects of every theory they learn, but could explore the 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. For example, in a non-care context, Transactional Analysis could be used to explore the life scripts that learners and teachers/lecturers adopt in a classroom situation. A care context could involve using Rogers to understand a young homeless person who has difficulty motivating themselves due to low self-esteem, then looking at a behavioural model that provides a framework for the person to set goals to change their situation.

Care practice
Learners will have the opportunity to make links from their learning to their personal situation and apply this knowledge and understanding 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, rather than focussing on psychological theories and models of loss and transition. 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 and models of loss 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.

Learners could link their learning in this Unit with that in the Care: Social Influences Unit when looking at a theme such as prejudice or discrimination; comparing and contrasting sociological and psychological explanations for behaviour and the formation of attitudes.

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
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
3.0	Level changed from Higher to SCQF level 6. Unit support notes added. Assessment standard threshold added.	Qualifications Manager	September 2018
4.0	Unit code updated	Qualifications Manager	July 2019

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.