

Comparison document

(Version 1.2 August 2015 compared to previous version)

National 5 Care Course Assessment Specification (C712 75)

Valid from August 2013

First edition: April 2012, version 1.0

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

| | |
|--------------------------------|---------------------------|
| Course title: | National 5 Care |
| SCQF level: | 5 (24 SCQF credit points) |
| Course code: | C712 75 |
| Course assessment code: | X712 75 |

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

| | |
|---------------------|--------------------------|
| Component — project | 100% of the marks |
| Total marks | 100% of the marks |

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Course
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of a project which samples and integrates skills, knowledge and understanding from across the Units in the Course. The project will enable learners to apply knowledge and understanding in a new context using research and investigation skills, and will provide them with an opportunity to reflect on their work.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of one Component, a project titled 'Care Project'. The project will have three Sections.

Component 1 — project

The purpose of this project is to research and investigate the needs of individuals and individual requiring care and the services that meet these needs, in response to a given brief. Candidates will plan their work, respond to the brief and evaluate their project. Evidence for Sections 1 and 2 will be presented in an appropriate format, under supervised conditions. Section 3 will be completed by the learner under controlled conditions.

The project will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ applying knowledge and understanding of needs and care services
- ◆ applying knowledge and understanding of human development and behaviour and psychological theories
- ◆ using sociological concepts to demonstrate knowledge and understanding of the ways in which social influences can impact on individuals
- ◆ investigating features of positive care practice
- ◆ planning and task management skills
- ◆ researching, investigating, evaluating and presenting information

Further details on skills, knowledge and understanding to be demonstrated in the Course can be found in the 'Further mandatory information on Course coverage' section at the end of this Course Assessment Specification.

The project will have 100% of the total mark.

This project has three Sections:

Section 1, titled 'Action Plan'

Learners will provide a plan of the work they intend to undertake.

Section 2, titled 'Responding to the Project Brief'

Learners will carry out research and investigation based on the project brief and present their findings in an appropriate format. Each brief will give learners an opportunity to demonstrate the skills, knowledge and understanding that they have developed during the course.

Section 3, titled 'Evaluation'

Learners will provide an evaluation of the project.

Candidates will produce a log book throughout the duration of the project. This log must be submitted as a mandatory piece of evidence with the project but will not be marked.

Setting, conducting and marking of assessment

Controlled assessment — project

This project is:

- ◆ set by SQA
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment

SQA will provide briefs for the Care project.

Learners will have a choice of briefs to research and investigate.

SQA will specify the extent of the material to be used for Section 3 and learners will be given an appropriate amount of time to prepare.

Conducting the assessment

Researching and Investigating evidence for the assessment will be conducted:

- ◆ independently by the learner
- ◆ in time to meet a submission date set by SQA

The production of evidence for Sections 1 and 2 will be conducted:

- ◆ under supervision
- ◆ in an appropriate format

The production of evidence for Section 3 will be conducted:

- ◆ under controlled conditions
- ◆ within a specified time
- ◆ with the use of specified resources

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the National 5 Care Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

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| What learners must know, understand and be able to do for the Course assessment |
| Needs Learners will explain two or more needs of people requiring care. Needs will include social, physical, emotional, cognitive, cultural or other relevant needs. |
| Care services Learners will research and investigate three or more services from social, health, child or other care contexts and must include services from the statutory, private and third sectors. |
| Psychological theories Learners will explain two or more psychological theories used to inform current care practice. |
| Sociological concepts Learners will gain an understanding of a range of sociological concepts and use them to explain social influences and their impact on individuals using care services. |
| Positive care practice Learners will research and investigate a range of features of positive care environments to explain how positive care practice can be promoted. They will gain an understanding of the role and responsibilities of professional carers working in an accountable way within an organisation. Learners will investigate the value base and principles of care that professionals work within. |

Administrative information

Published: ~~June 2013~~August 2015 (version 1.42)

History of changes to Course Assessment Specification

| Course details | Version | Description of change | Authorised by | Date |
|----------------|------------|--|------------------------------------|--------------------|
| | 1.1 | Further information and clarification on scope and structure of the Coursework given in the 'Structure and coverage of Course assessment' section. | Qualifications Development Manager | June 2013 |
| | <u>1.2</u> | <u>Clarification of the requirements for the project to be focused on an individual. Further information added regarding the mandatory log book to be submitted to SQA with the project.</u> | <u>Qualifications Manager</u> | <u>August 2015</u> |
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Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version of the Course Assessment Specification.

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