



Higher Care — draft Course rationale and summary

May 2011



This edition: May 2011, draft version 1.0

Published by the Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, Glasgow G2 8DQ
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www.sqa.org.uk

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Course rationale

Background

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

This Course meets Curriculum for Excellence values by enabling learners to understand and explain the way an individual is influenced by, and influences, the world in which they live.

Learners will engage in a range of tasks which enable them to develop their understanding of individuals and society. They will recognise that each individual has a unique blend of abilities and needs, and understand the qualities and skills required to sustain different types of relationships.

Learners will develop an understanding of the value base required in the care profession and gain an insight into the importance of non-judgmental attitudes and anti-discriminatory practice. This knowledge and these skills will be relevant for future experience in learning, life and work and will enhance the ability of learners to become responsible citizens.

Learners will have the opportunity to understand and explain influences on human development and behaviour. They will also gain an understanding of the social, physical, emotional, cognitive and cultural needs of people who use care services. The Course also includes the opportunity for personal development as learners will develop the ability to reflect on their own situation and increase their self awareness.

Learners will develop their thinking skills by applying knowledge from a range of topics from the social sciences to contemporary care practice. The insights gained from the Course will enable them to progress confidently onto further study. The ability to provide explanations for, and reflect on, the behaviour of self and others will enable learners to become effective contributors in a number of learning, life and work settings.

Purpose and aims of the Course

The main purpose of this Course is for learners to understand why people use care services and to develop the knowledge and value base required for working in contemporary care practice in settings such as health care, social care and childcare. Learners will develop knowledge, understanding and attributes that will help them to support the health and wellbeing of others.

Active learning and personalisation will be promoted by giving learners opportunities to investigate care issues and topics of their own choice. Many activities will involve collaborative learning as learners work with others to discuss and present their ideas.

The main aims of the Course are that the learner understands:

- ◆ that positive care practice is based on legislation, values and principles
- ◆ the need to develop a professional value base through personal development, self reflection and increased awareness of self and others
- ◆ the ways in which wider social influences can impact on individuals, groups and care practice
- ◆ a range of factors which might influence an individual's development and behaviour
- ◆ the ways in which both knowledge and care values form the basis of positive care practice

Information about typical learners who might do the Course

This Course will attract learners who have an interest in Care. In this Course, learners will build on the principles and practice papers for health and wellbeing and other relevant curriculum areas. Life experience also provides a good foundation for learners who want to take this Course.

The Course is also suitable as a progression from:

- ◆ Care (National 5) Course
- ◆ Intermediate 2 Early Education and Childcare (Skills for Work) Course
- ◆ Intermediate 2 Health Sector (Skills for Work) Course
- ◆ Literacy Skills at SCQF level 5
- ◆ Numeracy Skills at SCQF level 4
- ◆ equivalent qualifications

The following skills will be developed in this Course: explaining care needs; reflecting on self and others; analysing, evaluating and presenting information; research and investigation skills; and applying knowledge and understanding to care practice.

Course summary

Course title: Higher Care

SCQF level 6 (24 SCQF credit points)

Course outline

Mandatory Units

Care: Human Development and Behaviour (Higher) (6 SCQF credit points)

Care: Social Influences (Higher) (6 SCQF credit points)

Care: Values and Principles (Higher) (6 SCQF credit points)

Course assessment

(6 SCQF credit points)

This Course includes six SCQF credit points for 40 additional programmed hours to allow preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

Course structure and conditions of award

This Course develops the skills of understanding, reflecting, analysing, and investigating as well as applying knowledge and understanding.

Each Unit of the Course helps the learner develop skills and knowledge which will be integrated and applied in the Course assessment.

Flexibility within Units will offer the opportunity for personalisation, as the learner can choose which care issues and settings to investigate.

The Units are designed to stand alone or be taught in any sequence, although the theme of developing a strong value base and applying this knowledge and understanding to contemporary care practice runs through all Units and provides an opportunity for integration of Units and assessment.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

Care: Human Development and Behaviour (Higher)

In this Unit, learners will use psychological concepts and theories to understand different ways of explaining human development and behaviour. They will consider the ways in which this understanding can be applied to care practice.

Care: Social Influences (Higher)

In this Unit, learners will use sociological concepts and perspectives to understand and explain the ways in which different social influences can impact on individuals and groups in society and on care practice.

Care: Values and Principles (Higher)

In this Unit, learners will have an opportunity to reflect on their personal value base and understand the importance for care workers of developing a professional value base. They will analyse the role of legislation and explain the ways in which legislation impacts on care practice. They will explain how anti-discriminatory practice can be applied in care settings.

This Course has been constructed to facilitate a hierarchical arrangement with Care (National 4) and Care (National 5).

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Assessment

Information about assessment standards for the Course will be included in the *Course Assessment Specification* which will provide full details including advice on how a learner's overall attainment for the Course will be determined.

Unit assessment

All Units are internally assessed against the requirements shown in Unit specifications.

They will be assessed pass/fail within centres.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must 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 the Higher Care Course, added value will focus on:

- ◆ breadth
- ◆ application

In this Course, the added value consists of breadth and application of skills and knowledge. The Course will be assessed by a [project](#)², in which the learner will investigate and evaluate the needs of a service user, and analyse the care services available for the service user. The learner will draw on and apply skills and knowledge learned throughout the Course. The project will be sufficiently open and flexible to allow for personalisation and choice within a chosen care context.

¹ Definitions can be found here: www.sqa.org.uk/sqa/45528.html

² See link above for definition.