



## Care (National 5)

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## Draft National Course Specification

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**Valid from August 2013**

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

# Contents

<b>Course outline</b>	<b>1</b>
Mandatory Units	1
Recommended entry	1
Progression	2
Equality and inclusion	2
<b>Rationale</b>	<b>3</b>
Relationship between the Course and Curriculum for Excellence values, purposes and principles	3
Purpose and aims of the Course	4
Information about typical learners who might do the Course	4
<b>Course structure and conditions of award</b>	<b>5</b>
Course structure	5
Conditions of award	5
<b>Skills and knowledge</b>	<b>6</b>
<b>Assessment</b>	<b>7</b>
Unit assessment	7
Course assessment	7
<b>Development of skills for learning, skills for life and skills for work</b>	<b>9</b>
<b>Administrative information</b>	<b>10</b>

## Course outline

**Course title:** Care (National 5)  
**SCQF:** level 5 (24 SCQF credit points)  
**Course code:** to be advised

### Mandatory Units

**Care: Values and Principles (National 5)** 6 SCQF credit points

**Care: Human Development and Behaviour (National 5)** 6 SCQF credit points

**Care: Social Influences (National 5)** 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.

### Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by the following or by equivalent qualifications and/or experience:

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

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

## **Progression**

This Course or its components may provide progression to:

- ◆ other SQA qualifications in Care or related subjects
- ◆ further study, employment or training

Further details are provided in the Rationale section.

## **Equality and inclusion**

This Course 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 *Course Support Notes* and the *Course Assessment Specification*.

## **Rationale**

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 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 or into employment. 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 make informed decisions 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 for 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 experiences and outcomes in 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 the Care (National 4) Course, Intermediate 1 Early Education and Childcare (Skills for Work) Course, Intermediate 1 Health Sector (Skills for Work) Course, Literacy Skills at SCQF level 4, Numeracy Skills at SCQF level 4 or equivalent qualifications.

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

## **Course structure and conditions of award**

### **Course structure**

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.

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

This Course has three mandatory Units.

#### **Care: Values and Principles**

In this Unit, learners will have an opportunity to reflect on their personal values and explore the importance for care workers of developing a professional value base, including a non-judgemental attitude. They will explain the importance of legislation, and explore themes of discrimination and anti-discriminatory practice, and apply these to care practice.

#### **Care: Human Development and Behaviour**

In this Unit, learners will investigate different ways of understanding and explaining human development and behaviour, and analyse the ways in which these can be applied to care practice.

#### **Care: Social Influences**

In this Unit, learners will discover different ways of understanding and explaining the ways in which wider social influences can impact on individuals and groups in society and on care practice.

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 the Units and provides an opportunity for integration of Units and assessment.

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

### **Conditions of award**

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.

## Skills and knowledge

Full skills and knowledge for the Course will be given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

- ◆ knowledge and understanding of care needs and care settings
- ◆ understanding and explaining human development and behaviour and the ways in which this can be applied to care practice
- ◆ understanding and explaining the ways in which wider social influences can impact on individuals and groups in society and on care practice
- ◆ reflecting on personal values and understanding the importance of developing a professional value base
- ◆ investigating and analysing information
- ◆ applying knowledge and understanding to care practice

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## Assessment

Information about assessment 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 the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

#### **Care: Values and Principles (National 5)**

The learner will be required to provide evidence of explaining care needs and care settings and understanding the importance for care workers of developing a professional value base.

#### **Care: Human Development and Behaviour (National 5)**

The learner will be required to provide evidence of an understanding of human development and behaviour. Learners will investigate the ways in which this knowledge can be applied to care practice.

#### **Care: Social Influences (National 5)**

The learner will be required to provide evidence of analysing the ways in which wider social influences can impact on individuals and groups in society and care practice.

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](#)<sup>1</sup>. 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 this Course, added value will focus on:

- ◆ breadth
- ◆ application

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<sup>1</sup> Definitions can be found here: [www.sqa.org.uk/sqa/45528.html](http://www.sqa.org.uk/sqa/45528.html)

The Course will be assessed through a [project](#)<sup>2</sup>. The learner will investigate and evaluate the needs of a service user and investigate 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.

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<sup>2</sup> Definitions can be found here: [www.sqa.org.uk/sqa/45528.html](http://www.sqa.org.uk/sqa/45528.html)

## Development of skills for learning, skills for life and skills for work

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

It is expected that learners will also develop broad, generic skills through this Course. The skills that are likely to be appropriate for this Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

### **1 Literacy**

1.2 Writing

1.3 Listening and talking

### **3 Health and wellbeing**

3.5 Relationships

### **4 Employability, enterprise and citizenship**

4.6 Citizenship

### **5 Thinking skills**

5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

## Administrative information

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**Published:** April 2011 (version 1.0)

**Superclass:** to be advised

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.