



Higher  
Course  
Specification



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# Higher Care Course Specification (C712 76)

**Valid from August 2014**

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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).

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## Course outline

**Course title:** Higher Care

**SCQF:** level 6 (24 SCQF credit points)

**Course code:** C712 76

### Mandatory Units

**H21C 76 Care: Values and Principles (Higher) 6 SCQF credit points**

**H218 76 Care: Human Development and Behaviour (Higher) 6 SCQF credit points**

**H21A 76 Care: Social Influences (Higher) 6 SCQF credit points**

**Course assessment 6 SCQF credit points**

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. 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, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ National 5 Care Course or relevant component Units
- ◆ Literacy Unit (National 5)

### Progression

This Course or its Units may provide progression to:

- ◆ HNC Social Care, HNC Health Care or other related subjects at SCQF level 7
- ◆ Higher Childcare and Development or other related subjects at SCQF level 6
- ◆ 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*.

## **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 that will 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 will 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. They 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. 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 effective contributors and responsible citizens.

Learners will develop their thinking skills by applying knowledge from a range of topics from the social sciences to contemporary care issues and scenarios. The insights gained from the Course will enable them to progress confidently onto further study or training.

## **Purpose and aims of the Course**

The main purpose of this Course is to enable learners to understand and explain 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 and social care. 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 to enable the learner to:

- ◆ develop a detailed understanding of the needs of individuals and an awareness of current care services that could meet these needs
- ◆ develop a detailed understanding of the ways in which positive care practice is based on legislation, values, principles, knowledge and skills
- ◆ develop a knowledge and understanding of the ways in which social influences can impact on people and the relevance of this for care practice
- ◆ develop a detailed understanding of explanations for human development and behaviour
- ◆ apply knowledge of psychological and sociological theories to contemporary care issues and current care contexts
- ◆ develop skills of investigating, analysing, evaluating and presenting information

### **Information about typical learners who might do the Course**

This Course will attract learners who have an interest in Care. The Course is suitable as a progression from the National 5 Care Course, Intermediate 2 Early Education and Childcare (Skills for Work) Course, Intermediate 2 Health Sector (Skills for Work) Course or equivalent qualifications. Life experience also provides a good foundation for learners who want to take this Course.

# Course structure and conditions of award

## Course structure

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

Each Unit of the Course helps the learner to 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 (Higher)**

In this Unit, learners will investigate the health and social care provision that is available to meet the needs of people requiring care. Learners will analyse needs and explore the role of the care planning process in identifying needs. Learners will gain an understanding of the key features of a positive care environment, and explain the role of legislation, including specific pieces of legislation. They will also explore the importance of values and principles in promoting positive care practice.

### **Care: Human Development and Behaviour (Higher)**

In this Unit, learners will apply their 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 loss or transition 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.

### **Care: Social Influences (Higher)**

In this Unit, learners will analyse the ways in which social influences can impact on people, and the relevance this has for care practice. They will use sociological theories to explain social influences and the impact these might have on people's life chances. Learners will also analyse actions taken in society to improve the life chances of individuals using care services.

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 knowledge and understanding to contemporary care scenarios 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 the National 4 Care Course and National 5 Care Course.

## 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, knowledge and understanding

Further information on the assessment of the skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. The skills, knowledge and understanding are:

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

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)).

# Assessment

Information about assessment for the Course is included in the *Course Assessment Specification*, which provides 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 judgments are consistent and meet national standards.

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

### **Care: Values and Principles (Higher)**

The learner will be required to provide evidence to show they can investigate how care services meet the needs of individuals. They will analyse the needs of individuals using care services, and explain the role of the care planning process in identifying needs. They will explain features of positive care practice and analyse the ways in which positive care environments help to meet the needs of individuals.

### **Care: Human Development and Behaviour (Higher)**

The learner will be required to provide evidence to show they can apply knowledge and understanding of human development and behaviour. They will explain development at different stages of the life span using psychological theories, and use models of loss or transition to explain the effects of life experiences on people. Learners will evaluate a range of psychological theories and explain in detail how they can help a care worker to understand behaviour.

### **Care: Social Influences (Higher)**

The learner will be required to provide evidence to show they can analyse how social influences affect individuals using care services. Learners will use sociological theories to explain how social influences can impact on individuals and their life chances. They will analyse actions taken in society to improve the life chances of individuals.

## 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.

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<sup>1</sup> Definitions can be found here: <http://www.sqa.org.uk/jargonbuster>

In this Course, added value will focus on:

- ◆ breadth
- ◆ application

The Course will be assessed through a [project](#)<sup>2</sup>. Learners will investigate the needs of individuals requiring care and the services that meet these needs. Learners will be able to choose from project briefs provided by SQA. They will respond to their chosen brief and produce a report on their findings. Learners 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.

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<sup>2</sup> Definitions can be found here: <http://www.sqa.org.uk/jargonbuster>

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

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

## **1 Literacy**

1.2 Writing

## **3 Health and wellbeing**

3.5 Relationships

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

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

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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## History of changes to National Course Specification

| Course details | Version | Description of change   | Authorised by                      | Date       |
|----------------|---------|---|------------------------------------|------------|
|                | 2.0     | <p>Page 4 — Minor amendments to clarify the Purpose and aims of Course section.</p> <p>Page 4 — Information about typical learners who might do the Course section: final paragraph deleted.</p> <p>Page 5 — Course structure and conditions of award and Course Assessment sections: skills developed through the Course and requirements of the Units clarified.</p> <p>Page 6 — List of Skills, knowledge and understanding: 'planning and developing task management skills' deleted.</p> <p>Page 8 — Course assessment section: requirements of the project clarified.</p> | Qualifications Development Manager | April 2014 |
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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.

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