



## National 5 Care

<b>Course code:</b>	C812 75
<b>Course assessment code:</b>	X812 75
<b>SCQF:</b>	level 5 (24 SCQF credit points)
<b>Valid from:</b>	session 2017–18

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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# Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	40	1 hour and 10 minutes
Component 2: project	80	See course assessment section.

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the fourth curriculum level or the National 4 Care course or equivalent qualifications and/or experience prior to starting this course.</p> <p>In this course, candidates will build on the experiences and outcomes in health and wellbeing and other relevant curriculum areas. Life experience also provides a good foundation for candidates who want to take this course.</p> <p>The course is also suitable as a progression from the National 4 Care course, National 4 Early Education and Childcare (Skills for Work) course, National 4 Health Sector (Skills for Work) course, Literacy Unit (National 4), Numeracy Unit (National 4) or equivalent qualifications.</p>	<ul style="list-style-type: none"><li>◆ other qualifications in Care or related areas</li><li>◆ further study, employment or training</li></ul>

## Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

## Course rationale

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.

Every course provides opportunities for candidates to develop breadth, challenge and application; the focus and balance of assessment is tailored to each subject area.

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

Candidates engage in a range of tasks that will enable them to develop their understanding of individuals and society. They 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.

Candidates develop an understanding of the value base required in the care profession. They have the opportunity to understand and explain influences on human development and behaviour. They 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 candidates to become effective contributors and responsible citizens.

Candidates 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 enable them to progress confidently onto further study or training.

## Purpose and aims

The purpose of this course is to enable candidates 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. Candidates 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 candidates opportunities to investigate care issues and topics of their own choice. Many activities involve collaborative learning as candidates work with others to discuss and present their ideas.

The main aims of the course are to enable the candidate to:

- ◆ develop an understanding of the needs of individuals and an awareness of the care services that can meet these needs
- ◆ develop an understanding of the ways in which positive care practice is based on legislation, values, principles, knowledge and skills
- ◆ develop an awareness of the ways in which social influences can impact on people, and the relevance of this for care practice

- ◆ develop an understanding of explanations for human development and behaviour
- ◆ apply knowledge of psychological theories and sociological concepts to care issues and scenarios
- ◆ develop research and investigation skills to plan, organise, evaluate and present information

## **Who is this course for?**

This course will attract learners who have an interest in Care. They will be interested in the principles which underpin professional care practice. Learners will develop the knowledge, understanding and skills required to recognise the inter-relationship of human development and behaviour, social influences and values and principles in shaping care priorities and practice, to meet the care needs of individuals.

# Course content

This course develops the skills of explaining, evaluating, presenting, planning, task management, research and investigating as well as applying knowledge and understanding.

Each part of the course helps the candidate develop skills and knowledge, which will be integrated and applied to a Care setting.

These parts can be taught in any sequence, although the themes of developing a strong value base and applying this knowledge and understanding to contemporary care practice run throughout the course.

## **Values and principles**

In this course, candidates investigate the health and social care provision available to meet the needs of people requiring care. Candidates explain needs and how methods of assessment are used to identify needs. Candidates gain an understanding of the key features of a positive care environment, and describe the role of legislation. They look at the importance of values and principles in promoting positive care practice.

## **Human development and behaviour**

In this course, candidates apply their knowledge and understanding of development and behaviour to individuals using care services. They develop an understanding of how life experiences can affect people, and will be able to explain how a care worker can use psychological theories to understand the behaviour of individuals using care services.

## **Social influences**

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

Flexibility within the course offers the opportunity for personalisation, as the candidate can choose which care issues and settings to investigate.

This course has been constructed to facilitate a hierarchical arrangement with the National 4 Care course and the Higher Care course.

# Skills, knowledge and understanding

## **Skills, knowledge and understanding for the course**

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ 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 and their life chances
- ◆ investigating features of positive care practice
- ◆ planning and task management skills
- ◆ researching, investigating, evaluating and presenting information

## Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

<p><b>What candidates must know, understand and be able to do for the course assessment</b></p>
<p><b>Needs</b> Candidates will explain four needs of people requiring care. Needs will include social, physical, emotional, cognitive, cultural or other relevant needs. Candidates will explain the purpose of a care plan and describe the process of care planning.</p>
<p><b>Care services</b> Candidates 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.</p>
<p><b>Stages of development</b> Candidates will explain genetic and environmental influences in human development.</p> <p>Candidates will explain the process of moving through milestones and sequences at infancy, childhood, adolescence, adulthood and older adulthood in relation to:</p> <ul style="list-style-type: none"> <li>◆ stages as general indicators of developmental change</li> <li>◆ development resulting from an interaction of nature and nurture from the individual and their environment</li> </ul> <p>Candidates will explain the effects of life experiences on variations in human development.</p>
<p><b>Psychological theories</b> Candidates will explain four psychological theories used to inform current care practice.</p> <p>Candidates will explain key concepts from the Psychodynamic, Behavioural and Humanistic approaches and how they may be applied to practitioners in a care setting, in order to help understand human development and behaviour.</p> <p>Psychodynamic approach: people are born with instinct and drives; unconscious forces; childhood experiences. Behavioural approach: people are born as 'blank slates'; learning how to behave; antecedents (stimuli), behaviour (responses) and consequences. Humanistic approach: people are born with the potential for growth; uniqueness of individuals; achieving full potential.</p>

**Sociological concepts**

Candidates will gain an understanding of a range of sociological concepts and use them to explain social influences and their impact on individuals on the life chances of individuals using care services. Concepts will include: norms, values and roles; the process of socialisation; the influence of agents of socialisation or other relevant social influences including government; prejudice, stereotyping, labelling; discrimination; marginalisation, disempowerment and exclusion; power and conflict; consensus and dysfunction.

**Positive care practice**

Candidates will research and investigate a range of features of positive care environments to explain how positive care practice can be promoted and how equality is promoted at a personal, organisational and structural level. They will gain an understanding of the role and responsibilities of professional carers working in an accountable way within an organisation. Candidates will investigate the value base and principles of care that professionals work within, and how the principles of care are applied in a care setting.

Skills, knowledge and understanding included in the course are 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.scqf.org.uk](http://www.scqf.org.uk)).

## Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

**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

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.



# Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ 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 enables candidates to:

- ◆ sample and integrate skills, knowledge and understanding from across the course. The project enables candidates to apply knowledge and understanding in a new context using research and investigation skills, and provides them with an opportunity to reflect on their work.

## Course assessment structure: question paper

### Question paper

**40 marks**

The purpose of this question paper is to assess candidates' use of skills, and their knowledge and understanding of concepts, approaches, theories and applications in a care context.

The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding specified in the 'Skills, knowledge and understanding for the course assessment' section, applied within a care context:

- ◆ how care planning and methods of assessment are used to identify needs
- ◆ features of positive care practice, including values and principles
- ◆ the role of legislation in promoting positive care practice
- ◆ psychological concepts, approaches, and theories applied to positive care practice
- ◆ the effects of life experiences on individuals
- ◆ the impact of social influences on the life chances of individuals, using sociological concepts

Some questions may require analysis and evaluation.

The question paper has 40 marks out of a total of 120 marks for the course assessment.

There are three sections to the question paper:

- ◆ values and principles 20 marks
- ◆ human development and behaviour 10 marks
- ◆ social influences 10 marks

Candidates will answer all sections. There are no optional sections to the paper.

The format of the questions will allow a variety of response types across the paper.

### **Setting, conducting and marking the question paper**

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Candidates complete this in 1 hour and 10 minutes.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

# Course assessment structure: project

## Project

**80 marks**

The purpose of this project is to research and investigate the needs of an 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 candidate under controlled conditions.

The project gives candidates an opportunity to demonstrate the following skills, knowledge and understanding specified in the 'Skills, knowledge and understanding for the course' and 'Skills, knowledge and understanding for the course assessment' sections.

- ◆ 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 and their life chances
- ◆ 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 'Skills, knowledge and understanding' section of this Course Specification.

## Project overview

The project has 80 marks out of a total of 120 marks for the course assessment.

This project has three sections:

### Section 1, titled 'Action Plan'

Candidates provide a plan of the work they intend to undertake.

### Section 2, titled 'Responding to the Project Brief'

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

### Section 3, titled 'Evaluation'

Candidates provide an evaluation of the project.

**Candidates 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.**

The project requires candidates to apply knowledge and understanding in a new context using research and investigation skills, and provides them with an opportunity to plan and evaluate their work.

Prior to starting the project, assessors should ensure that candidates:

- ◆ have had opportunities to develop — and get feedback on — their planning, task management and evaluation skills in other contexts during the course
- ◆ have experience of accessing a range of types of sources of information, and that they understand the importance of checking the validity and reliability of any information they use in their work
- ◆ know how to use source material appropriately within a piece of work and how to provide clear references for all source material that they use

### Preparing for the project and starting the log

Before candidates start their project, they have to undertake some preparatory work and should start writing a log.

Candidates should keep a log from the start of the project. The project starts when the assessor hands out the assessment task to the candidates. The log will be a record of work, with comments and notes on, for example, problems encountered during the project and things that went well. It may be referred to when the evaluation is undertaken at the end of the project. The log, which can be presented in any suitable paper-based format, is submitted to SQA as a piece of mandatory evidence at the end of the project, but will not be marked.

Candidates will be given guidance on the project requirements by their assessor. They will also be given a selection of briefs, provided by SQA, to choose from. Briefs can differ in the way they require candidates to produce their response, but all briefs will focus on the needs of an individual requiring care and on the services that meet those needs. The assessor will provide guidance on the briefs and ensure that candidates are clear about what each brief entails. Candidates will demonstrate the same skills, knowledge and understanding, and meet the same project requirements, whatever brief they choose.

Each brief will give information about the focus for the investigation and a format within which to present findings, for example:

*Produce a report about three services in your local area that meet the needs of an individual requiring care services for the first time.*

Each candidate will choose, with guidance from their assessor, a specific individual to investigate. Candidates should make notes in their log about why they chose the particular individual to study, and any discussion about their choice with their assessor. If the individual chosen for the project is based on a real life person, candidates must change the name of the person and take any other appropriate steps throughout the project in order to maintain

their anonymity. When carrying out the project, care should be taken to ensure that appropriate safeguards and boundaries are established and that privacy, confidentiality and anonymity are maintained at all times. Candidates should always seek guidance from the assessor before approaching anyone for their project. Candidates should not base the project on themselves.

For the brief mentioned above, candidates could choose individuals such as:

- ◆ someone who has developed mental health problems
- ◆ someone who has had a stroke
- ◆ someone moving into a residential home
- ◆ someone diagnosed with diabetes
- ◆ someone who has had a car accident
- ◆ a pre-school child accessing nursery services for the first time

Once candidates have received guidance on the requirements of the project, chosen their brief and agreed the individual for study with their assessor, they are ready to start their action plan.

### **Section 1: Action plan**

In this section, the candidate will make a plan of the work they intend to undertake during their project. They should also consider the types of sources they will use to gather the information needed for the project.

Once completed, the action plan should be handed in to the assessor and no further changes are allowed to be made to it.

If the assessor has any areas of concern about the plan, they should discuss these concerns with the candidate and give them the minimum support necessary to continue with the project, before they start their investigation. This might include comments on aspects such as the proposed timescale, or the amount or types of sources of information the candidate plans to use.

Candidates should make notes about any discussion they have with their assessor in their log and refer back to this when completing their evaluation. The notes must include details of any guidance the assessor gave about the suitability of the action plan.

The candidate is not permitted to re-write or re-submit the action plan, but can choose to act on the guidance received from the assessor. They will be able to write about this in their log and discuss this when producing their evaluation.

The candidate is now ready to move onto researching and presenting their findings in the format required by the brief, keeping regular notes of their progress in their log.

In this section, candidates will carry out an investigation over a period of time into their chosen individual and present their findings in the format required by their chosen brief. The investigation should be carried out independently by the candidate, under the supervision of the assessor.

The investigation should enable the candidate to present their findings in the following areas:

- ◆ the four needs of their chosen individual
- ◆ the development and behaviour of the individual, referring to a feature from four different psychological theories
- ◆ the impact of social influences on the individual, using three sociological concepts
- ◆ features of the positive care environment that meet the needs of the individual, in three services

The findings from the investigation will be presented appropriately within the format required by the brief, such as a background report on an individual, an information booklet, or a report on a social issue.

In their work, candidates should reference at least three different types of sources used during the investigation. Types of sources include books or journals/magazines, people, websites, or other relevant sources. Once completed, candidates should hand their work to their assessor.

When writing their log during this section, candidates could comment on things such as whether they kept to their timescales, any obstacles they encountered, or any changes they made to their planned tasks and why.

The candidate is now ready to prepare for, and produce, their evaluation, referring to their action plan and log where appropriate.

### **Section 3: Evaluation**

In this section, candidates will re-read their action plan and log and think about how their project went.

Candidates are allowed to take only their action plan and log into the classroom when producing their evaluation. Candidates may refer to these documents when evaluating what went well and what did not work when carrying out the project, and what they would do differently in the future. They will also consider how they might use the knowledge and understanding gained from the project in the future. The action plan and log book must be submitted to the assessor with the completed evaluation.

## **Setting, conducting and marking the project**

This project is:

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

Evidence is submitted to SQA for external marking.

All marking is quality assured by SQA.

SQA provides briefs for the Care project. Candidates have a choice of briefs to research and investigate.

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

## **Assessment conditions**

### **Time**

This assessment will be carried out over a period of time. Candidates should start their project at an appropriate point in the course.

The project is conducted:

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

The production of evidence for sections 1 and 2 is conducted:

- ◆ under supervision
- ◆ in an appropriate format

The production of evidence for section 3 is conducted:

- ◆ under controlled conditions
- ◆ within 1 hour
- ◆ with the use of specified resources

### **Supervision, control and authentication**

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

The 'Action plan' and 'Responding to the brief' sections will be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place. For example:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ photographs, film or audio evidence

The production of the evaluation section will be conducted under controlled conditions. This means that:

- ◆ candidates must be in direct sight of the assessor (or other responsible person) during the period of the assessment
- ◆ candidates must not communicate with each other
- ◆ candidates should have access to only their action plan and their log
- ◆ the evaluation must not be marked following submission
- ◆ no feedback should be given to candidates following submission
- ◆ candidates must not be allowed to amend their evaluation following submission

## **Resources**

During the 'Action plan' and 'Responding to the brief' sections of this assessment, there are no restrictions on the resources to which candidates may have access.

During the producing of the 'Evaluation' section, candidates should have access to only their action plan and their log.

## **Reasonable assistance**

Candidates must undertake the project independently.

However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance.

Reasonable assistance prior to the formal assessment process includes:

- ◆ ensuring candidates are clear about the requirements of the project and providing opportunities for candidates, as a group, to ask questions about the requirements
- ◆ discussing with each candidate the suitability of their choice of individual to be investigated, before they start the project

Assessors can provide the minimum guidance required on the candidate's plan **after** the candidate has completed and handed in their plan in order to allow the candidate to progress to the next stages of the assessment. The candidate should make notes about any guidance



received from the assessor in their log. It is the responsibility of the candidate, not the assessor, to monitor their plan as they work through their project.

At any stage in the project, reasonable assistance does not include:

- ◆ directing candidates to specific sources to be used
- ◆ providing model answers
- ◆ providing any feedback on drafts, including marking
- ◆ monitoring whether individual candidates are keeping to their plan or not

## **Evidence to be gathered**

The following candidate evidence is required for this assessment:

- ◆ the candidate's action plan
- ◆ the candidate's evidence of responding to the brief
- ◆ the candidate's evaluation
- ◆ the candidate's log

## **Volume**

Evidence which meets the requirements of the project component will be between 3,000 and 4,000 words, excluding references, footnotes and appendices. All three sections of the assessment are included within the word count. The candidate must provide the word count for the completed project, excluding appendices, footnotes and references. If the word count exceeds the maximum by more than 10%, a penalty will be applied.

Footnotes and appendices should only be used to support information included in the project (for example tables of figures, graphs, statistics, questionnaires, transcripts of interviews, pictures) and cannot be used to add information that should be submitted as part of the word count.

## **Grading**

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

### **Grade description for C**

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

### **Grade description for A**

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

# Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

# Further information

The following reference documents provide useful information and background.

- ◆ [National 5 Care subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

# Administrative information

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**Published:** April 2017 (version 1.0)

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## History of changes to course specification

Version	Description of change	Authorised by	Date

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