

## 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 2,500 and 3,500 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](#)

# Appendix 1: course support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and coursework.

## Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

The skills, knowledge and understanding stated in the *Course Specification* will be developed throughout the course. Some topics may offer more opportunities than others for the development of skills, knowledge and understanding as suggested in the table below.

- ✓✓✓ Plenty of opportunities
- ✓✓ Some opportunities
- ✓ Limited opportunities

Skills, knowledge and understanding within the course	Values and principles	Human development and behaviour	Social influences
Apply knowledge and understanding of care needs and care services	✓✓✓	✓✓	✓✓
Apply knowledge and understanding of human development and behaviour and psychological theories	✓✓	✓✓✓	✓✓
Use sociological concepts to demonstrate knowledge and understanding of the ways in which social influences can impact on individuals	✓✓	✓	✓✓✓
Investigate features of positive care practice	✓✓✓	✓✓✓	✓✓✓
Planning and task management skills	✓✓	✓✓	✓✓
Research, investigate, evaluate and present information	✓✓	✓✓	✓✓

# Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching for National 5 Care. It is recommended that teachers and lecturers build a learning programme which engages candidates in their learning. Candidates should be encouraged to understand the inter-relationships that exist between care values and principles, social influences, and human development and behaviour in a variety of care settings.

Teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. Candidates should be encouraged to develop planning and task management skills throughout the course. Teachers and lecturers should give candidates appropriate support and guidance to help them develop these skills.

Active learning should be facilitated by encouraging candidates to use the internet, professional journals and other sources for individual, paired or group investigations. Candidates may be set tasks such as researching a particular topic, reviewing and evaluating a number of sources and selecting the most relevant/useful material.

There are many websites for care-related subjects and candidates should be guided to look for credible sources such as those from the government, public organisations or service providers. Such activities may have many benefits including increased motivation and development of web research skills, evaluative skills, independent learning and specific areas of knowledge. Whether integrated into class time, or set as homework tasks, IT-based activities work best when they are structured and have clear learning objectives.

Use of video and audio material, visits and guest speakers may also be useful to bring the issues to life and prompt group discussion and debate, or examples could be drawn from the candidate's own experiences, where appropriate.

Candidates should be gradually encouraged, as far as possible, to research topics themselves in the library, online, in newspapers, magazines and journals, and to demonstrate initiative and creativity. The benefits of collaborative learning, peer support and peer feedback can be substantial, therefore group work, both in class and for homework tasks, is to be encouraged. Candidates could reflect on their experiences, by keeping a learning log, as this may promote insight into their own learning.

Candidates learn best when they understand clearly what they are trying to learn and what is expected of them, are given feedback about the quality of their work and what they can do to make it better, are given advice about how to make improvements, and are fully involved in deciding what needs to be done next and who can give them help if they need it. Therefore, teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ deliver effective feedback
- ◆ encourage peer-assessment and self-assessment
- ◆ question effectively, using higher order questioning when appropriate

Candidates come from a variety of different backgrounds. Teachers and lecturers should be aware that some topics and issues may be sensitive for individual candidates and should be alert to any signs of discomfort or distress. Discretion and professional judgement should always be used by teachers and lecturers, and care should be taken in the choice and delivery of material. It would be appropriate to draw up a code of conduct at the beginning of the course to ensure that all candidates are aware of the need to maintain boundaries, ask for help if required and show respect to self and others.

A wide variety of learning and teaching approaches could be used to deliver this course. Candidates will have the opportunity to integrate their knowledge and understanding from the course and should be encouraged to demonstrate initiative and synthesis of learning wherever appropriate.

The topics can be taught in any order, but the values and principles topic provides an overview of the caring role and care contexts, and this could provide a good introduction to the course. Sociological concepts and psychological theories can be linked back to the needs and services that are investigated in the values and principles topic. Concepts and theories are taught in order to provide underpinning knowledge and understanding of service users and care services. Candidates should demonstrate an ability to understand theories and concepts relevant for care.

Given the central aim of applying any theoretical knowledge and understanding to a care context, there is ample opportunity throughout the course to make links between individual development and behaviour, the social influences on this behaviour, and the implications of this for care services.

Learning about Scotland and Scottish culture will enrich the candidates' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should do this.

## **Values and principles topic**

Suggestions for specific areas of learning and teaching include the following:

### **Needs of an individual**

Candidates could explore the needs of an individual. It may be useful for learning purposes to divide needs into separate categories to aid initial understanding, but it is important for candidates to understand that needs are experienced by people in a holistic way, and that the aim in many care services is to work with the whole person and not just specific aspects of their needs.

Needs might include:

- ◆ social: making, building and ending relationships; interacting with others
- ◆ physical: warmth, safety, food and drink
- ◆ emotional: need for love, sense of self-worth, need to be valued
- ◆ cognitive: making choices and decisions, solving problems, learning, creativity

- ◆ cultural: language, customs, diet, religion, attire, lifestyle choices

Each individual has a range of inter-related needs and may require support at certain times of their life to meet these needs. Candidates could compare their own and others' needs, and investigate the range of needs that different service users may have. Themes for an investigation might include addiction, children and families, homelessness, illness, learning disability, mental health, physical disability, older adults or any other relevant theme.

### **Method of assessing need**

Candidates could explore a range of methods used to assess need in current care practice. Methods of assessing social, physical, emotional, cognitive, cultural and other needs might include checklist, community care assessment, diary, interview, logbook, observation, shared assessment, test or any other relevant method. Research into these methods would be enhanced by visits to care services or from guest speakers describing methods of assessment used in different care contexts.

### **Care planning**

Assessment is the first stage of the care planning process which also involves planning, implementing, monitoring and evaluating stages. Candidates could be encouraged to have a knowledge and understanding of each stage of the care planning process. The purpose of care planning is to enable planned interventions for the provision of individualised and holistic care and to ensure consistent quality care.

### **Care services**

Candidates could investigate types of provision available to meet the needs of people requiring care. The statutory, private and third sectors may provide services in day care, domiciliary, residential or other contexts. Candidates will have the opportunity to investigate the multi-disciplinary nature of care and explore the partnerships between the different services. Candidates could look at the contribution of both formal care providers and informal carers, such as family, friends and neighbours.

Candidates could investigate care service provision in a number of ways: for example, by geographical area, age group or service user. Personalisation and choice could be encouraged when candidates choose, with support, which services to be investigated.

### **Positive care environment**

There are a number of features which contribute to a positive care environment, and these could include organisational, physical, therapeutic, community or any other relevant feature.

<b>Feature</b>	<b>Examples</b>
<b>Organisational</b>	Aims and objectives, mission statement, policies and guidelines; training and supervision of workers; promotion of good quality assessment and care management; working in partnership with other relevant organisations; involvement of service users and others.
<b>Physical</b>	Where the service is based in a building: the building and grounds; its location: in terms of transport, accessibility etc.

<b>Therapeutic</b>	Promotion of positive outcomes for people who use services and carers; range and choice of services offered.
<b>Community</b>	Relationship with the local community; use by service users of other community resources; links with other similar groups locally/nationally/electronically etc.

Candidates could access a range of reports from inspection and regulatory bodies and the media which identify good practice and highlight areas for improvement. This will enable them to reflect on what constitutes a positive care environment in different settings.

### **Positive care practice**

Positive care is based on legislation, values and principles. Before exploring the importance of care workers developing a professional value base, candidates could have the opportunity to explore their own personal value base. This will help candidates make a link to how positive care practice can be promoted.

This should be handled with sensitivity and the teacher or lecturer should maintain a safe, non-judgmental environment throughout and set clear boundaries with the candidates. Quizzes, exercises and worksheets and other stimulus materials could be used to explore their own and others' values. Candidates may explore what influences a person's values and the ability of individuals, communities and society to change their values, eg attitudes to adoption by same-sex couples, weight reduction surgery provided by the NHS, the effectiveness of the methadone programme in treating addiction, the rise in pension age etc.

Care professionals demonstrate a value base which includes features such as promoting independence, empowering people, facilitating users' involvement, promoting acceptable risks, being dynamic and responsive, facilitating informed consent, promoting social justice, protecting from harm and abuse and other relevant features. Values form the basis of professional working relationships with service users, other staff, informal carers, volunteers, family members and others, and are influenced by legislation, professional codes and organisational policies. Workers establish and maintain a professional value base by participating in induction and ongoing training to ensure they keep up to date with current legislation. They are accountable for their work and monitor and record the progress of self and others.

Professionals have to adhere to certain standards in their work, such as those published by a regulatory body, or any other relevant standards published by an appropriate organisation. These standards generally describe what each individual service user can expect from their care providers. They focus on the quality of life that the individuals using that service should experience.

Candidates could investigate current sources of guidance on standards of care practice, for example, the National Care Standards published by the Care Inspectorate based on the following principles: dignity, privacy, choice, safety, realising potential, equality and diversity. Candidates could investigate the ways in which National Care Standards are expressed in different ways for different groups of service users. Visiting speakers and/or case studies based on published reports could be used to stimulate discussion of how the principles and standards are applied in practice.



Candidates could explore the context of workers developing and maintaining a professional value base by investigating relevant legislation, professional codes and organisational policies. At National 5, candidates should be aware of the role of legislation and the general way that it impacts on care services.

### **Thematic approach**

Teachers and lecturers could adopt a thematic approach as a context for delivery.

For example, candidates could start with a question such as ‘What knowledge and skills would I need to work as a professional in a care service?’, or ‘What should a potential service user expect when accessing this care service?’ and learning and teaching could be structured around answering this question. If groups of candidates choose different care services, then they could compare and contrast the findings to their investigations. They could build up the information gathered into an output such as an induction programme for a new staff member or an information booklet or website for potential users of the service.

Another example might be that candidates could start with a professional code of conduct or the National Care Standards and use that as a framework around which to build their learning.

See Appendix 2 for information about resources for learning and teaching.

## **Human development and behaviour topic**

Suggestions for learning and teaching on specific areas include the following:

### **Human development and behaviour**

Human development and behaviour is infinitely varied and affected by many things. Human beings influence, and are influenced by, the culture and society in which they live. They are born with a particular genetic predisposition but the interaction with their environment will affect the way that the genetic blueprint turns out. Candidates could look at twin and adoption studies and carry out a project on themselves and their family circumstances and consider how similar or dissimilar they are in looks, health, habits, likes, dislikes and educational attainment to birth, step, adoptive or other relatives/guardians/carers.

### **Stages of development**

The process of development can be explained in a number of ways. Depending on the learning context, the stages considered — such as infancy, childhood, adolescence, adulthood and older adulthood — may vary, but the explanation of the process of moving through milestones and sequences will be the same.

At National 5, concepts should be introduced and explained in detail so that candidates will understand the following principles of development:

- ◆ age groups are general indicators of developmental changes
- ◆ developmental changes do not always occur in discrete stages
- ◆ development results from an interaction of the individual and the environment

The candidate could explore different aspects of development, such as social, physical, emotional, cognitive and cultural, and understand that these vary at different stages of development. Some candidates might also want to explore the influence of circumstances from conception and during pregnancy on the development of the individual. Candidates could investigate aspects such as:

- ◆ social development: making friends; co-operative play; peer groups; managing sexual relationships; conformity; starting, maintaining and ending relationships; taking on roles (pupil, worker, parent); developing social networks; retirement; becoming a grandparent
- ◆ physical development: crawling, toddling, walking, running, fine motor skills, puberty, menopause, illness, disability
- ◆ emotional development: development of feelings; expressing and controlling feelings; forming attachments; becoming independent; separation; establishing identity; developing self-esteem; adapting to life events; developing coping strategies; dealing with transition and loss
- ◆ cognitive development: distinguishing fact from fiction; make-believe play; abstract understanding; language development; problem solving; using memory; applying knowledge; short/long term memory loss
- ◆ cultural development: learning a language; learning how to fit in with your family, community and society; awareness of cultural practices, rituals and traditions

### **Life experiences**

The candidate could investigate expected and unexpected life experiences, which could include events related to relationships (leaving home, marriage/civil partnership, homelessness, 'coming out', divorce, parenthood, bereavement); health (illness, disability, termination, miscarriage); employment (starting work, redundancy, retirement) or any other relevant areas of life. The effects of life experiences could be explained using terminology such as acceptance, anger, bargaining, denial, depression, numbness, pining, searching, yearning or other relevant terms.

Candidates could explore their own and others' lives to consider the experiences and events that were significant and led to changes. Candidates may find it useful to look at scenarios from films, books and other sources to look at the impact of events on an individual. Candidates could look at the short, medium and long-term effects of such events and the impact this can have on the person and others.

### **Psychological theories**

Care workers draw information from a number of psychological theories to understand and explain behaviour and development of self and others. It is important that candidates explore key concepts of the Psychodynamic, Behavioural and Humanistic approaches within the field of psychology. Learning and teaching approaches should incorporate opportunities for candidates to understand the application of these approaches from a practitioner's perspective, in order to help understand human development and behaviour of individuals accessing care services. These key concepts are covered in the 'Psychological theories' section of 'Skills, knowledge and understanding for the course assessment'.

Psychological theories used to inform current care practice could include:

- ◆ Bandura — Social learning theory

- ◆ Berne — Transactional analysis theory
- ◆ Ellis — Rational emotive behaviour therapy
- ◆ Erikson — Lifespan theory
- ◆ Freud — Psychodynamic theory
- ◆ Maslow — Hierarchy of Needs
- ◆ Rogers — Person-centred theory
- ◆ Seligman — Positive psychology
- ◆ any other relevant psychological theory

Candidates could study a number of contrasting theories in order to explore the different ways that each one explains human development and behaviour. Teachers/lecturers should consider the benefits of breadth (learning a little about a number of theorists) or depth (gaining a deeper understanding of a smaller number of theorists) and organise their teaching for their specific group of candidates accordingly. Candidates should be encouraged to look at current developments in psychological understanding which can be found in relevant psychology and care journals.

Candidates do not need to know all aspects of every theory they learn, but will need to understand that there are aspects of a theory that could be useful when understanding and explaining the behaviour of self and others. Psychological theories could be taught and applied in a range of care and non-care contexts to encourage understanding. Candidates often find it easier to apply unfamiliar concepts to their own situation first — in familiar contexts such as the teaching environment, their family, peers or community. Using psychological theories to discuss issues raised in case studies or current in the media is a way of reinforcing candidates' understanding.

If the Care course is taught at more than one SCQF level, it is important that different theorists are taught at each level to avoid repetition. It is up to course planners to choose which theorists are taught at each level.

### **Care practice**

Candidates should have a variety of opportunities to apply knowledge and understanding to a range of settings and scenarios from care practice. An understanding of human development and behaviour is relevant in care practice because it enables the care worker to understand:

- ◆ why an individual behaves in certain ways in certain situations
- ◆ the influence of expected life changes, eg growing up and growing older
- ◆ the influence of unexpected life changes, eg disability after an accident
- ◆ how to respond effectively to service users and others
- ◆ ways of reflecting on, and improving, their practice
- ◆ working effectively as a team member

## **Social influences topic**

Suggestions for learning and teaching on specific areas include the following:

### **Social influences, socialisation, agents of socialisation, culture**

Candidates will have the opportunity to explore what is meant by society and understand that there are different aspects of society that influence the way people think and behave.

Socialisation is the process by which we learn to become a member of society and learn norms, values and roles. Candidates could investigate the range of ways that people are influenced by primary and secondary agents of socialisation, which could include family, media, religion, education, government, peer groups or other relevant agents.

Candidates could explore the process of socialisation by first reflecting on socialisation in their own family (primary socialisation) and community (secondary socialisation) and what has influenced their development and behaviour. They could apply the concepts to familiar settings before applying them to cultures different from their own. Candidates could look at the influence of different agents of socialisation, such as religion or the media, and investigate how their importance and influence has changed over time. Candidates could explore the levels of control or influence that each agent of socialisation has for specific groups of people and what potential conflicts might arise from the different messages that an individual receives. It is likely to enhance understanding if candidates have the opportunity to apply sociological concepts in a variety of care and non-care contexts.

Cultures can be described as groups that have a common identity or shared purpose and values. This could be based on nationality, ethnicity, religion, class, work, health status, lifestyle or other relevant factors.

Each person lives within a variety of cultures (family, community, society, work, interest group, class) and the expectations of a person in each culture they are part of might not always be the same. Candidates could explore the similarities and differences between cultures and the ways they influence the lives of people who belong to them, including the role of sub-cultures. Candidates could explore their own and other cultures. They could choose, with guidance, to look at cultures within the UK or globally or could compare a current culture with an historical culture.

When investigating socialisation and culture, candidates could explore the difference between sociological explanations and 'common sense' explanations and approaches to understanding society. Sociological explanations are based on researched evidence and are systematic and objective. Common sense explanations are more subjective and based on personal opinions or beliefs which assume that an aspect of behaviour is 'natural'.

### **Impact of social influences on life chances**

Social influences may have a positive, neutral or negative effect on people. When people have a positive experience of socialisation within their family, school and community, then they are likely to have access to a variety of life chances and experiences and the confidence and support to make the most of their opportunities. However, service users, and others, may experience inequality based on factors such as gender, race, disability, sexuality, religion, socio-economic status, health status, or other aspects. A person may experience inequality due to a number of these factors.

People who experience inequality often experience disadvantage, isolation, lack of opportunity and choice, lack of self-worth/self-esteem, marginalisation, disempowerment, exclusion and face barriers when trying to access resources. This affects their ability to access all the life chances available in society, which has a further impact on their ability to fulfil their potential.

The life chances of people who experience inequality are reduced as they are more likely to:

- ◆ experience physical and mental health problems
- ◆ have poor attainment in education
- ◆ have limited opportunities in employment
- ◆ live in poverty
- ◆ face barriers to accessing services

Inequality is often linked to discrimination, as people who have lower status in society tend to be the ones negatively discriminated against. Candidates will have the opportunity to explore the relationship between prejudice and stereotyping leading to acts of discrimination by individuals, communities and society. Candidates could explore the reasons for inequality and disadvantage, comparing explanations from a common sense perspective and a sociological perspective, based on an explanation that inequality is socially constructed: prejudice and stereotypes are learned. Candidates could examine the role of socialisation in creating and perpetuating discrimination.

Candidates could use sociological concepts such as norms, values and roles; the process of socialisation; the influence of agents of socialisation or other relevant social influences including government. Candidates could explore sociological perspectives on concepts such as 'power and conflict' and 'consensus and dysfunction'.

An explanation of sociological concepts could include:

- ◆ prejudice: prejudging someone — an opinion often based on lack of knowledge or fear
- ◆ stereotyping: labelling someone as part of a group and not seeing them as an individual
- ◆ discrimination: treating someone differently — this can be positive or negative
- ◆ discrimination occurs when someone acts on a prejudice about a person, according to the stereotyped view they hold about the person, rather than seeing them as an individual who has a right to respect and fair treatment
- ◆ prejudice is learned through the process of socialisation, based on the values and norms of the culture in which a person is raised. These norms and values vary between the different agents of socialisation.

The influence of these concepts can result in inequality through marginalisation, disempowerment and exclusion. Candidates could also explore the ways in which people who experience inequality choose to fight back as an individual or as part of a group to complain about their situation and ensure that changes are made in an organisation or society to challenge inequality. Reference to current issues in the media would serve to illustrate the impact of inequality on the life chances of individuals.

## **Actions taken in society to improve life chances**

Candidates could investigate a number of actions that have been taken in society to improve the life chances of service users. This includes things such as campaigning for rights and social justice, lobbying parliament, the creation of initiatives and strategies targeted at specific groups, organising marches and petitions, developing new legislation, developing new services, raising awareness, publicising investigations and documentaries in the media, advertising campaigns, inspection of organisations and other relevant actions.

## **Thematic approach**

The topic could be taught in a thematic way. For example, themes such as homelessness, stigma, deviance or poverty could be studied and candidates could explore a variety of ways in which different sociological theories explain society and individuals within these themes. Some or all of the themes could be related specifically to care services, and the candidate could explore which theories would help workers understand the context within which they live and work.

Candidates could link their learning to explore a theme such as prejudice or discrimination, comparing and contrasting sociological and psychological explanations for behaviour and the formation of attitudes.

See Appendix 2 for information about resources for learning and teaching.

## **Preparing for course assessment**

Each course has additional time which may be used at the discretion of the teacher or lecturer to enable candidates to prepare for course assessment. This time may be used near the start of the course and at various points throughout the course for consolidation and support. It may also be used towards the end of the course, for further integration, revision and preparation.

In preparation for the question paper, candidates should have the opportunity to practise:

- ◆ understanding what command words actually mean in terms of expected written responses.
- ◆ question paper techniques
- ◆ describing and explaining concepts and applications within a care context.
- ◆ analysis and evaluation of concepts and applications within a care context

It is likely that the candidate will have undertaken some or all of the topics before they attempt the project. The teacher or lecturer will introduce the project at a time when the candidate is able to integrate aspects of all three topics, and will continue to encourage the candidate to make links with any new skills, knowledge and understanding arising from the topics as the project progresses.

In the project, the candidate will draw on and extend the knowledge and skills they have learned during the course. The project is concerned with a full investigation and analysis of the selected brief. The project also includes skills related to the planning and evaluation of

the investigation. The project represents an opportunity for candidates to develop and apply skills relating to gathering, interpreting and presenting information, analysing and action planning.

## **Developing skills in preparation for the project**

It is important that candidates have had the opportunity to develop planning, investigation, evaluation and literacy skills when undertaking the course, as this will provide the solid skills base required to approach both components of the course assessment with confidence. Opportunities to develop these skills should be given where they arise naturally during the course, and through the provision of learning, teaching and assessment activities targeted to enhance the development of these project skills. Further opportunities to develop and consolidate these skills should be provided in preparation for both components of the course assessment, if candidates have not achieved an appropriate level of confidence and competence by that stage.

Candidates should also have the opportunity to develop the skills of selecting, gathering, interpreting, and presenting information when undertaking the course and should receive feedback on how to improve these skills, if required. It is essential that candidates have a clear understanding of how to select relevant information from a source such as a website or a journal and how to adapt it for inclusion in a document. A firm foundation in these skills is essential in preparation for the demands of a project at this level, as this will prepare candidates to present relevant material with appropriate references to support any information used in their project.

## **Support for candidates during the project**

Teachers and lecturers should ensure that they give appropriate support and guidance to candidates throughout the project. Throughout the duration of the project, candidates should be working independently within a supported classroom environment where they have access to appropriate advice, guidance and feedback when required. The level of support will vary from candidate to candidate. This will include planned and ad-hoc meetings with individuals and groups of candidates.

## **The action plan**

Candidates should be given an introduction to the project and have the requirements of the project fully explained. Candidates should be encouraged to choose an appropriate project brief. Candidates should develop an individual action plan for the project.

Candidates may communicate with each other when producing their plans but teachers or lecturers should ensure that each plan is tailored to the candidate's own project. Monitoring of this stage by the teacher or lecturer will help ensure that the plan is not written retrospectively. The plan could be amended and adapted throughout the project in the light of new information gathered and situations encountered. For example, if the candidate intended to interview the manager of a care service and the visit was cancelled, the candidate could make a note of other ways in which they might gather the information they needed.

## Responding to the project brief

Candidates will undertake an independent investigation in response to the brief and the teacher or lecturer should monitor their progress in order to provide support and guidance where appropriate, and to ensure that the evidence provided is the candidate's own work. This may take the form of having individual or small group discussions with candidates at regular times throughout their project. Candidates could give updates on their progress to the teacher or lecturer, and to other candidates if appropriate.

## Evaluation

Candidates could reflect on their experiences during the project by keeping a learning log. This may promote insight into their own learning on the course and assist with writing up the evaluation section. This would enable them to show how the plan was adapted in response to obstacles encountered, new information and other changes.

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

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Candidates are expected to develop broad generic skills as an integral part of their learning experience.

The table below provides some suggestions of how these skills for learning, skills for life and skills for work can be developed within this course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<b>1 Literacy</b>	This is the ability to communicate by reading, writing, and listening and talking.
<b>1.2 Writing</b> Writing means the ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context.	Candidates may have a range of opportunities to demonstrate and develop their writing skills by producing items such as: <ul style="list-style-type: none"><li>◆ PowerPoint presentations</li><li>◆ notes to support a talk</li><li>◆ case studies</li></ul>



	<ul style="list-style-type: none"> <li>◆ mind maps</li> <li>◆ reflective logs or diaries</li> <li>◆ reports</li> <li>◆ information sheets</li> <li>◆ quizzes</li> </ul>
<p><b>1.3 Listening and talking</b></p> <p>Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate.</p> <p>Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>	<p>Candidates may have a range of opportunities to demonstrate and develop listening and talking skills by:</p> <ul style="list-style-type: none"> <li>◆ contributing to paired, small and large group discussions and projects</li> <li>◆ giving a presentation as an individual or as part of a group</li> <li>◆ giving and receiving feedback to others</li> <li>◆ active participation in class activities</li> <li>◆ carrying out instructions from the teacher/lecturer</li> </ul>
<p><b>3 Health and wellbeing</b></p>	<p>This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others.</p>
<p><b>3.5 Relationships</b></p> <p>This includes building various types of social and working relationships and practising interpersonal skills successfully, showing respect and a sense of care for self and others.</p>	<p>Candidates may have a range of opportunities to demonstrate and develop relationship skills by:</p> <ul style="list-style-type: none"> <li>◆ working effectively with others in groups</li> <li>◆ displaying sensitivity to others when issues are discussed in class</li> <li>◆ discussing sensitive issues with respect for self and others</li> </ul>
<p><b>4 Employability, enterprise and citizenship</b></p>	<p>This is the ability to develop the skills, understandings and personal attributes — including a positive attitude to work, to others and to the world's resources.</p>
<p><b>4.6 Citizenship</b></p> <p>Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding</p>	<p>Candidates may have a range of opportunities to demonstrate and develop citizenship skills by:</p> <ul style="list-style-type: none"> <li>◆ being aware of individual difference and diversity within society</li> <li>◆ being aware of explanations for the behaviour of self and others</li> <li>◆ gaining an understanding of explanations for prejudice, stereotyping and discrimination and investigating ways to challenge discrimination</li> <li>◆ gaining an understanding of the role of legislation in promoting rights and protecting vulnerable people</li> </ul>

one's responsibilities within these, and acting responsibly.	
<b>5 Thinking skills</b>	This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.
<b>5.3 Applying</b> Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	Candidates may have a range of opportunities to demonstrate and develop their ability to apply their skills, knowledge and understanding by: <ul style="list-style-type: none"> <li>◆ applying knowledge and skills to understand the behaviour of self</li> <li>◆ applying knowledge and skills to understand the behaviour of service users</li> <li>◆ applying knowledge and skills to understand organisations and society</li> </ul>

## Appendix 2: Resources for learning and teaching

Resources for studying care include textbooks, professional magazines, videos, resource packs, websites and online materials.

Online resource	Description and link [date accessed: September 2017]
BBC	Health pages on the BBC website.  <a href="http://www.bbc.co.uk/news/health">www.bbc.co.uk/news/health</a>
Care Appointments	Care Appointments is an online resource for people involved in the caring professions. It has relevant news, features and interviews, as well as information about jobs and training courses.  <a href="http://www.careappointments.co.uk/">www.careappointments.co.uk/</a>
Community Care	Social care magazine.  <a href="http://www.communitycare.co.uk/">www.communitycare.co.uk/</a>
Disability Now	Magazine on disability issues, with good information and links.  <a href="https://disabilitynow.org.uk/">https://disabilitynow.org.uk/</a>
Equality and Human Rights Commission	EHRC have a statutory remit to promote and monitor human rights; and to protect, enforce and promote equality across the nine protected grounds — age; disability; gender; race; religion and belief; pregnancy and maternity; marriage and civil partnership; sexual orientation and gender reassignment.  <a href="http://www.equalityhumanrights.com/en">www.equalityhumanrights.com/en</a>
Guardian newspaper	‘Society’ section covers health and social care issues.  <a href="http://www.theguardian.com/society">www.theguardian.com/society</a>
Health Care Improvement Scotland	Supports health care providers in Scotland to deliver high-quality, evidence-based, safe, effective and person-centred care; and to scrutinise those services to provide public assurance about the quality and safety of that care.  <a href="http://www.healthcareimprovementscotland.org/">www.healthcareimprovementscotland.org/</a>

NHS	Careers in NHS.  <a href="http://www.healthcareers.nhs.uk/">www.healthcareers.nhs.uk/</a>
NHS Direct	Comprehensive up-to-date health information and self-care advice for people in Scotland.  <a href="http://www.nhsinform.scot/">www.nhsinform.scot/</a>  <a href="http://www.nhs24.com/">www.nhs24.com/</a>
Nursing and Midwifery Council	Regulatory body for nurses and midwives in Scotland and UK.  <a href="http://www.nmc.org.uk/">www.nmc.org.uk/</a>
Nursing Times	Magazine for nurses (subscription).  <a href="http://www.nursingtimes.net/">www.nursingtimes.net/</a>
Open University	Free resources, including videos of care practice.  <a href="http://www.open.ac.uk/health-and-social-care/main/">www.open.ac.uk/health-and-social-care/main/</a>
Scotland's Health on the Web (SHOW)	Links to health-related sites.  <a href="http://www.scot.nhs.uk/">http://www.scot.nhs.uk/</a>
Scottish Social Services Council	Registers people who work in the social services in Scotland and is responsible for their education and training.  <a href="http://www.sssc.uk.com/">www.sssc.uk.com/</a>
Scottish Government	Health and social care pages of the Scottish Government website.  <a href="http://www.gov.scot/Topics/Health">www.gov.scot/Topics/Health</a>
The Scotsman newspaper	'Health' section covers health and social care issues.  <a href="http://www.scotsman.com/news/health">http://www.scotsman.com/news/health</a>
Skills Development Scotland	Job descriptions.  <a href="http://www.skillsdevelopmentscotland.co.uk/">www.skillsdevelopmentscotland.co.uk/</a>
Social Services Knowledge Scotland	Gateway to information and learning materials to support practitioners. Good practice highlighted in 'service innovation' section.  <a href="http://www.sks.org.uk/">www.sks.org.uk/</a>

Social Work and Social Care Improvement Scotland (SCSWIS)	The Care Inspectorate is the independent scrutiny and improvement body for care and children's services in Scotland.  <a href="http://www.careinspectorate.com/">www.careinspectorate.com/</a>
TES teachers' resources	Teaching resources on a wide variety of subjects and levels.  <a href="http://www.tes.com/teaching-resources">www.tes.com/teaching-resources</a>
UK Government	The official UK Government website — information on health and social care.  <a href="http://www.gov.uk/government/organisations/department-of-health">www.gov.uk/government/organisations/department-of-health</a>
Well Scotland	Information about mental health in Scotland.  <a href="http://www.wellscotland.info/">www.wellscotland.info/</a>

# Administrative information

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**Published:** September 2017 (version 2.0)

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## History of changes to course specification

Version	Description of change	Date
2.0	Course support notes added as appendix.  Project word count changed from 3,000–4,000 words to 2,500–3,500 words (page 15).	September 2017

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Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of the course specification.

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