



National 4
Course
Specification



National 4 Care Course Specification (C712 74)

Valid from August 2013

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

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Course outline

Course title: National 4 Care

SCQF: level 4 (24 SCQF credit points)

Course code: C712 74

Mandatory Units

H21C 74	Care: Values and Principles (National 4)	6 SCQF credit points
H218 74	Care: Human Development and Behaviour (National 4)	6 SCQF credit points
H21A 74	Care: Social Influences (National 4)	6 SCQF credit points

Added Value Unit

H21E 74	Care: Investigating Services Assignment (National 4)	6 SCQF credit points
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This Course includes six SCQF credit points for the assessment of added value in the Added Value Unit. Further information on this Unit is provided in the Assessment section.

Recommended entry

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

- ◆ Literacy Unit (National 3)

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

Progression

This Course or its Units may provide progression to:

- ◆ other qualifications in Care or related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Course Support Notes*.

Rationale

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

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

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

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

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

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

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

Learners will develop an understanding of the value base required in the care profession. They will have the opportunity to understand and explain influences on human development and behaviour. They will also gain an understanding of the social, physical, emotional, cognitive and cultural needs of people who use care services. This knowledge and these skills will be relevant for future experience in learning, life and work and will enhance the ability of learners to become effective contributors and responsible citizens.

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

Purpose and aims of the Course

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

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

The main aims of the Course are to enable the learner to:

- ◆ develop a basic understanding of the needs of individuals and an awareness of care services that could meet these needs
- ◆ develop a basic 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 a basic understanding of explanations for human development and behaviour
- ◆ apply knowledge of psychological and sociological concepts to care issues and scenarios
- ◆ develop basic investigation skills to plan, organise and present information.

Information about typical learners who might do the Course

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

The following skills will be developed on the Course: describing and presenting information; planning and task management skills; investigation skills; and applying knowledge and understanding to care issues and scenarios.

Course structure and conditions of award

Course structure

This Course develops the skills of describing, presenting information, planning, task management and investigating as well as applying knowledge and understanding.

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

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

There are four mandatory Units, including the Added Value Unit.

Care: Values and Principles (National 4)

In this Unit, learners will investigate a range of health and social care services available to meet the needs of people requiring care. Learners will explore the skills, qualities, values and principles required by care workers and will develop an understanding of what it means to work as a professional in the care sector.

Care: Human Development and Behaviour (National 4)

In this Unit, learners will apply their knowledge and understanding of human development and behaviour to individuals using care services. They will develop an understanding of factors influencing human development and behaviour, and will be able to explain how a care worker can use psychological concepts to understand the behaviour of individuals using care services.

Care: Social Influences (National 4)

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

Added Value Unit: Care: Investigating Services Assignment (National 4)

In this Unit, learners will have the opportunity to investigate the needs of individuals requiring care and the services available to meet those needs. The learner will draw on and apply skills and knowledge learned throughout the Course.

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

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

Conditions of award

To achieve the National 4 Care Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

National 4 Courses are not graded.

Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course may be given in the *Added Value Unit Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

- ◆ applying basic knowledge and understanding of needs and care services
- ◆ applying basic knowledge and understanding of human development and behaviour and psychological concepts
- ◆ using sociological concepts to demonstrate knowledge and understanding of the ways in which social influences can impact on individuals
- ◆ investigating basic features of positive care practice
- ◆ planning and task management skills
- ◆ investigating and presenting information

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

Assessment

Further information about assessment for the Course is included in the *Course Support Notes* and the *Added Value Unit Specification*.

Unit assessment

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

They can be assessed on an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.

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

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

Care: Values and Principles (National 4)

The learner will be required to provide evidence to show they can describe needs and the ways in which care services meet those needs, including the skills, qualities, values and principles required by a care worker.

Care: Human Development and Behaviour (National 4)

The learner will be required to provide evidence to show they can describe development at different stages of the life span and explain how a care worker could use psychological concepts to understand the behaviour of individuals using care services.

Care: Social Influences (National 4)

The learner will be required to provide evidence to show they can describe the social influences on individuals and how these affect their life chances. They will also be required to describe actions taken in society to improve the life chances of individuals using care services.

Added Value Unit

Courses from National 4 to Advanced Higher include assessment of [added value](#)¹. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In this National 4 Care Course, the Added Value Unit will focus on:

- ◆ application
- ◆ breadth

¹ Jargon Buster can be found here: <http://www.sqa.org.uk/sqa/58409.html>

For this Course, the added value consists of breadth and application of skills and knowledge. The Course will be assessed through an [assignment](#)², in which the learner will investigate the needs of individuals requiring care and the services available to meet those needs. The learner will draw on and apply skills and knowledge learned throughout the Course.

The assignment will be sufficiently open and flexible to allow for personalisation and choice within a chosen care context.

² Jargon Buster can be found here: <http://www.sqa.org.uk/sqa/58409.html>

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

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

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.5 Relationships

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.2 Understanding

5.3 Applying

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

Administrative information

Published: June 2013 (version 1.1)

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Format of Skills, Knowledge and Understanding section amended for clarification.	Qualifications Development Manager	June 2013

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