

## Higher Care Course Support Notes



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

# Contents

## **Course Support Notes**

Introduction	1
General guidance on the Course	2
Approaches to learning and teaching	5
Approaches to assessment	8
Equality and inclusion	11
Appendix 1: Reference documents	12
Appendix 2: Resources for learning and teaching	13
Administrative information	15

## **Unit Support Notes — Care: Values and Principles (Higher) 16**

Introduction	17
General guidance on the Unit	17
Approaches to learning and teaching	18
Approaches to assessment and gathering evidence	23
Equality and inclusion	25
Appendix 1: Reference documents	26
Administrative information	29

## **Unit Support Notes — Care: Human Development and Behaviour (Higher) 30**

Introduction	31
General guidance on the Unit	31
Approaches to learning and teaching	32
Approaches to assessment and gathering evidence	36
Equality and inclusion	38
Appendix 1: Reference documents	39
Administrative information	41

## **Unit Support Notes — Care: Social Influences (Higher) 42**

Introduction	43
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General guidance on the Unit	43
Approaches to learning and teaching	44
Approaches to assessment and gathering evidence	48
Equality and inclusion	50
Appendix 1: Reference documents	51
Administrative information	53

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Higher Care Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the *Unit Specifications* for the Units in the Course.

# General guidance on the Course

## Aims

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

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

## Progression into this Course

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the Literacy Unit (National 5) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

The Course is also suitable as a progression from the Care (National 5) Course or equivalent qualifications.

## Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to *the Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

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

- ✓✓✓ Plenty of opportunities within the Unit
- ✓✓ Some opportunities within the Unit
- ✓ Limited opportunities within the Unit

Skills knowledge and understanding within the Course	Care: Values and Principles Unit	Care: Human Development and Behaviour Unit	Care: Social Influences Unit
Apply detailed knowledge and understanding of needs and care services	✓✓✓	✓✓	✓✓
Apply detailed knowledge and understanding of human development and behaviour and psychological theories	✓✓	✓✓✓	✓✓
Use sociological theories to demonstrate knowledge and understanding of ways in which wider social influences can impact on individuals	✓✓	✓	✓✓✓
Investigate detailed features of positive care practice	✓✓✓	✓✓✓	✓✓✓
Planning and task management skills	✓✓✓	✓✓✓	✓✓✓
Research, investigate, analyse, evaluate and present information	✓✓✓	✓✓✓	✓✓✓

## Progression from this Course

This Course or its components may provide progression to:

- ◆ HNC Social Care, HNC Health Care or related subjects at SCQF level 7
- ◆ related subjects at SCQF level 6 such as Higher Childcare and Development Course
- ◆ further study or training

## Hierarchies

**Hierarchy** is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The

skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. For instance different guest speakers, examples and cases studies could be used each year in order to ensure that learners who have progressed onto the next level of the Unit have new material to work with. This is for centres to manage.

This Course has been constructed to facilitate a hierarchical arrangement with National 4 Care and National 5 Care Courses. This means that the Care Course at National 4, National 5 and Higher follow a similar Course structure but differ in the degree of difficulty and complexity from one level to the next. This structure aims to facilitate the teaching of learners with a range of abilities within one group and will enable learners to be given recognition for their best achievement.

Learners could apply and extend their skills and knowledge in new contexts as they progress up the SCQF levels. Teachers/lecturers could differentiate between the levels in terms of both the range and the complexity of knowledge and contexts, from a limited range of basic ones at National 4 to a greater range of relatively complex ones at Higher. Teachers/lecturers should also ensure that as the SCQF level increases, so too does the emphasis on learner independence when interpreting instructions.

Learners' analytical and evaluative skills should be progressively stretched, with learners expected to demonstrate these skills with an increasing degree of insight as they progress through SCQF levels.

The higher they progress, the greater the degree of autonomy which learners will be expected to exercise, with less support offered by teachers/lecturers. This should increase learners' sense of ownership over their work and ensure that, even if they previously completed the Course at a lower level, their interest in the subject is kept alive.

# Approaches to learning and teaching

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

The Units can be taught in any order, but the *Care: Values and Principles* Unit provides an overview of the caring role and care contexts and therefore provides a good introduction to the Course. The sociological and psychological theories taught in the other two component Units can be linked back to the needs and services that are investigated in the *Care: Values and Principles* Unit. Theories are taught in order to provide underpinning knowledge and enhance understanding of service users and care services. Learners should demonstrate ability to make balanced evaluations of theories relevant for care and base these on justified and sustained arguments.

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 an individual's 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 learners' 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.

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

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

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

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.	Learners 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> <li>◆ mind-maps</li> <li>◆ reflective logs or diaries</li> <li>◆ reports</li> <li>◆ information sheets</li> <li>◆ quizzes</li> </ul>
<b>1.3 Listening and talking</b>  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.  Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	Learners may have a range of opportunities to demonstrate and develop listening and talking skills by: <ul style="list-style-type: none"> <li>◆ contributing to paired, small and large group discussions, debates 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>
<b>3 Health and wellbeing</b> 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.	
<b>3.5 Relationships</b>  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.	Learners may have a range of opportunities to demonstrate and develop relationship skills by: <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>
<b>4 Employability, enterprise and citizenship</b> 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.	
<b>4.6 Citizenship</b>  Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society;	Learners may have a range of opportunities to demonstrate and develop citizenship skills by: <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> </ul>

<p>being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.</p>	<ul style="list-style-type: none"> <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>
<p><b>5 Thinking skills</b> This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.</p>	
<p><b>5.3 Applying</b></p> <p>Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p>	<p>Learners may have a range of opportunities to demonstrate and develop their ability to apply their skills, knowledge and understanding by:</p> <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>
<p><b>5.4 Analysing and evaluating</b></p> <p>This covers the ability to identify and weigh-up the features of a situation or issue and to use judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.</p>	<p>Learners may have a range of opportunities to demonstrate and develop their ability to analyse and evaluate by:</p> <ul style="list-style-type: none"> <li>◆ considering strengths and weaknesses of psychological and sociological theories in relation to care practice</li> <li>◆ analysing features of a positive care environment and professional working relationships</li> </ul>

There may also be further opportunities for the development of other skills for learning, skills for life and skills for work in the delivery of this Course. However, this could vary across centres depending on approaches being used to deliver the Course. This will be for individual teachers and centres to decide.

# Approaches to assessment

The publication, [Building the Curriculum 5](#), sets out a framework for assessment which offers guidance on approaches to recognising achievement, profiling and reporting. A shared understanding of assessment standards and expectations is essential. Research in assessment suggests that learners learn best, and attainment improves, when learners:

- ◆ 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 go about making improvements
- ◆ are fully involved in deciding what needs to be done next, and know who can give them help if they need it<sup>1</sup>

There will be a range of opportunities in the day-to-day delivery of the Units in a Course to generate evidence which satisfies completely or partially a Unit or Units. This is naturally occurring evidence and may be recorded as evidence for the Units or parts of the Units. Whilst considerable flexibility exists in the method and form of Unit assessment, teachers and lecturers may wish to design some assessments which prepare learners for the Course assessment.

## Added value

Courses from National 4 to Advanced Higher include assessment of added value. At Higher, the added value will be assessed in the Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

In this Course, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Units
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of a project which samples and integrates skills, knowledge and understanding from across the component Units in the Course. The project will enable learners to apply knowledge and understanding in a new context, using research and investigation skills and will provide them with an opportunity to evaluate their work. The briefs for the project will be set by SQA and will be sufficiently open and flexible to allow for personalisation and choice.

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<sup>1</sup> <http://scotland.gov.uk/Publications/2005/09/20105413/54156>

## **Preparation for Course assessment**

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners 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 for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

For the Higher Care Course, it is likely that the learner will have undertaken some or all of each of the component Units before they attempt the Course assessment, which is a project. The teacher or lecturer will introduce the project at a time when the learner is able to integrate aspects of all three component Units, and will continue to encourage the learner to make links with any new skills, knowledge and understanding arising from the Units as the project progresses.

In the project, the learner will draw on and extend the knowledge and skills they have learned during the Higher Care Course. The project involves a full investigation and analysis of the selected brief. The project will also assess 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 learners have had the opportunity to develop planning, investigation, evaluation and literacy skills when undertaking the component Units, as this will provide the solid skills base required to approach the Course assessment with confidence. Opportunities to develop these skills should be given where they arise naturally during the Units, and through the provision of learning, teaching and assessment activities targeted to enhance the development of these project management skills. Further opportunities to develop and consolidate these should be provided in preparation for the Course assessment, if learners have not achieved an appropriate level of confidence and competence already.

Learners should also have the opportunity to develop the skills of selecting, gathering, interpreting, and presenting information when undertaking the Units and should receive feedback on how to improve these skills, if required. It is essential that learners 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 SCQF level 6; it will prepare learners to present relevant material with appropriate references to support any information used in their project.

### **Support for learners during the project**

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

### **The action plan**

Learners should be given an introduction to the project and have the requirements of the project fully explained. Learners should be encouraged to choose an appropriate project brief. Learners should develop an individual action plan for the project. Learners may communicate with each other when producing their plans, but teachers or lecturers should ensure that each plan must be tailored to the learner's own project. Monitoring of this stage by the teacher or lecturer will help ensure that the plan is not written retrospectively. The plan can be amended and adapted throughout the project in the light of new information gathered and situations encountered. For example, if the learner intended to interview the manager of a care service and the visit was cancelled, the learner could make a note of other ways in which they might gather the information they needed.

### **Responding to the project brief**

Learners 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 learner's own work. This may take the form of individual or small group discussions with learners at regular times throughout their project. Learners could give updates on their progress to the tutor, and to other learners, if appropriate.

### **Evaluation**

Learners 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. It would also enable them to show how the plan was adapted in response to obstacles encountered, new information and other changes.

## **Combining assessment across Units**

Evidence may be gathered for one or more Units or for the Course as a whole by combining assessment holistically in one single activity. When assessment is combined across Units, teachers/lecturers should take particular care to track learners and achievement of the Outcomes, Assessment Standards and evidence generated. Tracking will assist with identifying any necessary re-assessment and will also provide evidence of achievement for those learners who do not achieve the whole Course.

The assessment in all Units focuses on either individuals or groups of service users and it may be appropriate for learners to provide assessment evidence for all three Units based on the same service user(s), as this provides an opportunity for integration and depth of understanding. Alternatively, if different service users were investigated in each Unit, this would provide the learner with the opportunity for breadth of understanding in a wider range of contexts.

# Equality and inclusion

At all times, teachers/lecturers should use inclusive approaches to assessment, taking into account the needs and experiences of their learners. The additional support needs of learners should be taken into account when preparing for assessment experiences and when considering any reasonable adjustments that may be required. For example, learners undertaking this Course will be required to evaluate their learning and the evidence they produce. This may present a challenge for some learners, eg those on the autistic spectrum. Centres should ensure that learners have a variety of means by which to evaluate their work, and are given appropriate support.

Aspects of gathering and presenting information may also present a challenge to some learners. Teachers/lecturers should ensure that information can be gathered and presented in a variety of ways such as oral, written, diagrammatic or electronic. For example, learners with a visual or hearing impairment may require the use of assistive technologies.

Further details about equality and inclusion relevant to each Unit can be found in the *Unit Support Notes*.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html).
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [\*Course Specifications\*](#)
- ◆ [\*Design Principles for National Courses\*](#)
- ◆ [\*Guide to Assessment \(June 2008\)\*](#)
- ◆ [\*Overview of Qualification Reports\*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [\*SCQF Handbook: User Guide\*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)

## Appendix 2: Resources for learning and teaching

Resources for studying Care include textbooks, professional magazines, videos, resource packs, websites and online materials. Some web based resources are suggested below.

Resource	Description
Age Scotland	Information and campaigns for people in later life
BBC	Health pages on the BBC
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.
Channel 4 Learning	Health and Social Care, Citizenship and PHSE interactive resources
Child Poverty Action Group Scotland	Information about poverty in Scotland and how it affects children and families
Community Care	Social Care Magazine
Continuous Learning Framework	Information about what people working in social services need to be able to do their jobs well now and in the future and what their employer needs to do to support them.
Disability Now	Magazine on disability issues with good information and links
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.
Guardian newspaper	'Society' section covers health and social care issues
Health Care Improvement Scotland	Support 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
NHS	Careers in NHS
NHS Direct	Comprehensive up-to-date health information and self care advice for people in Scotland.
Nursing and Midwifery Council	Regulatory body for nurses and midwives in Scotland and UK.
Nursing Times	Magazine for nurses (subscription)
Open University	Free resources, including videos of care practice
Psychological theories	Background information on key psychological theorists
Scotland's Health on the Web (SHOW)	Links to health related sites

Scottish Social Services Council	Registers people who work in the social services in Scotland and is responsible for their education and training
Scottish Government	Health and Social care pages of the Scottish Government website
Scotsman newspaper	'Health' section covers health and social care issues
Skills Development Scotland	Job descriptions
Social Services Knowledge Scotland	Gateway to information and learning materials to support practitioners. Good practice highlighted in 'service innovation' section.
Care Inspectorate	The Care Inspectorate is the independent scrutiny and improvement body for care and children's services in Scotland
Sociology resources	Sociology Central website
TESS teachers resources	Teaching resources on a wide variety of subjects and levels
UK Government	The official UK government website — information on health and social care
Well Scotland	Information about mental health in Scotland

# Administrative information

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**Superclass:** to be advised

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## History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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

## Unit Support Notes — Care: Values and Principles (Higher)



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

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Care: Values and Principles* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

## General guidance on the Unit

### Aims

The general aim of this Unit is for the learner to understand a range of health and social care provision available to meet the needs of people requiring care. Learners will analyse needs and explore the care planning process in identifying needs. Learners will gain an understanding of the key features of a positive care environment, including the role of legislation. They will also explore the importance of values and principles in promoting positive care.

### Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the Literacy Unit (National 5) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

### Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Care *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

### Progression from this Unit

Learners may progress to other Higher Care Units: *Care: Human Development and Behaviour* or *Care: Social Influences*. They may also progress onto HNC Social Care, HNC Health Care or other relevant Courses at SCQF level 7.

# Approaches to learning and teaching

A wide variety of learning and teaching approaches could be used to deliver this Unit. This section of the *Unit Support Notes* provides advice and guidance and some examples of approaches that could be used. At all times, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating.

Learners come from a variety of different backgrounds. Teachers and lecturers should be aware that some topics and issues may be sensitive for individual learners 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 Unit to ensure that all learners are aware of the need to maintain boundaries, ask for help if required and show respect to self and others.

Suggestions for specific areas of learning and teaching include:

## **Needs of an individual**

Learners will have the opportunity to 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 learners 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 could include:

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

Each individual has a range of inter-related needs and may require support at certain times of their life to meet these needs. It would be useful if learners were able to access models or frameworks of assessment that are used in practice. Working with current examples of assessment forms or other instruments of assessment would enhance the relevance of learning.

Learners could reflect on their own needs and explore the needs of others, and investigate a range of needs that different service users may have. Themes for research and investigation might include addiction, children and families, homelessness, illness, learning disability, mental health, physical disability, older adult or any other relevant theme.

## **Care planning process**

The care planning process involves assessment, planning, implementing, monitoring and evaluating. This process will differ depending on the care context(s) studied and may include other aspects such as referral or discharge.

The purpose of care planning is to enable planned interventions for the provision of individualised and holistic care and to ensure consistent quality care. Methods of assessing needs might include checklist, community care assessment, diary, interview, logbook, observation, self-assessment, test or other relevant methods. Learners could investigate who does the assessment and the role of shared assessment in partnership working.

Learners could explore a range of ways in which assessing need and implementing care plans is used in current care practice. This would be enhanced by visits or guest speakers describing the process of care planning in different care contexts.

### **Care services**

A wide range of types of provision is 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. Learners will have the opportunity to investigate the multi-disciplinary nature of care and explore the partnerships between the different services. Learners could look at the contribution of both formal care providers and informal carers such as family, friends and neighbours.

Learners 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 learners choose, with guidance, 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.

Organisational	Such as: 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.
Physical	Such as (where the service is based in a building): the building and grounds; its location: in terms of transport, accessibility etc.
Therapeutic	Such as: promotion of positive outcomes for people who use services and carers; range and choice of services offered.
Community	Such as: relationship with the local community; use by service users of other community resources; links with other similar groups locally/nationally/electronically etc.

Learners 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 practice is based on legislation, values and principles. Before exploring the importance of care workers developing a professional value base, learners could have the opportunity to explore their own personal value base. This should be handled with sensitivity and the teacher/lecturer should maintain a

safe, non-judgmental environment throughout and set clear boundaries with the learners.

Quizzes, exercises, worksheets and other stimulus materials could be used to explore their own and other's values. Learners may explore what influences a person's values and the ability of individuals, communities and society to change their values in relation to a variety of topics, eg attitudes to IVF treatment, termination of pregnancy, age limits for adoption, assessment of fitness for work of people with long term sickness and disability. Examples should be taken from current debates in the media and the care sector.

The topic of exploring values provides an opportunity to integrate themes of identity, conformity, socialisation and culture from the *Care: Human Development and Behaviour* and *Care: Social Influences* Units.

Care professionals demonstrate a value base which includes features such as promoting independence, empowering people, facilitating user 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. Learners could investigate National Occupational Standards and compare what is required for working with individuals using different types of care services.

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. Learners could investigate current sources of guidance on standards of care practice. For example the National Care Standards published by the Care Inspectorate are based on the following principles: dignity, privacy, choice, safety, realising potential, equality and diversity. 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.

Workers establish and maintain a professional value base by participating in induction and on-going 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.

Learners could be presented with various care scenarios where they have to make some ethical decision and work in groups to decide what options there are and which might be the best response. They could also be given care scenarios where they have to choose between two courses of action and asked to discuss which one they would prioritise and why. Problem based or enquiry based activities such as these provide learners with an opportunity to make connections between different aspects of their learning.

Learners could explore the context of workers developing and maintaining a professional value base by investigating relevant legislation, professional codes and organisational policies. At Higher level, learners should be aware of the key features of legislation which is relevant for particular care contexts. This could be

enhanced by visits or talks from guest speakers outlining the ways in which legislation affects the policies and day-to-day work in their service.

### **Thematic approach to the Unit**

Teachers/lecturers could adopt a thematic approach as a context for the Unit or when delivering parts of the Unit.

For example, learners 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?' Learning and teaching could be structured around answering this/these questions. If groups of learners 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, an information booklet or website for potential users of the service.

Learners could also start exploring 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.

### **General guidance on learning and teaching**

Learners should be encouraged to develop planning and task management skills throughout the Unit where relevant, and be given appropriate support and guidance to facilitate this.

Active learning should be facilitated by encouraging learners to use the internet, professional journals and other sources for individual, paired or group investigations. Learners 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 learners 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 learner's own experiences, where appropriate.

Learners 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, wherever appropriate. 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. Learners could reflect on their experiences during the Unit, by keeping a learning log, as this may promote insight into their own learning.

Learners 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 know who can give them help if they need it. To this end, teachers and lecturers should:

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

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

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

# Approaches to assessment and gathering evidence

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used. For guidance on authentication of learners work, please refer to SQA's Guide to Assessment.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Assessment should be carried out under supervision. This means that the teacher/lecturer tracks progress of learner research and preparation in order to ensure that the submitted work is the learner's own. Learners could work as an individual or in a group to gather evidence throughout the Unit, but each learner has to provide individual evidence of attainment of the Outcome and Assessment Standards.

The learner may receive guidance and support from the teacher/lecturer, as appropriate, when choosing any service users to be investigated. This may take the form of the teacher/lecturer showing a video, providing a case study or suggesting other sources of information. The learner may also decide to investigate service users of their own choice, chosen with support and guidance from the teacher/lecturer to ensure that the learner will be able to generate enough evidence for the Unit.

It would be possible for all learners in a class to choose different service users to investigate; this would provide the opportunity for personalisation and choice and encourage independent learning.

If the learner gathers information in a portfolio format, the teacher/lecturer could supply a checklist of items/topics that might be included in the portfolio. There might be some flexibility regarding the items to be included in the portfolio, with a minimum number of items, or some items being mandatory and other items being optional.

It is recommended that the evidence for the Unit is collected as a natural part of the teaching and learning. Where assessment is carried out as a discrete assessment activity, this could be carried out as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential over-assessment.

Specific tasks which could generate evidence include:

- ◆ taking part in a debate, group discussion or meeting which is recorded on notes, checklist, video or other appropriate format
- ◆ producing a PowerPoint or other presentation format in preparation for giving a talk to the class
- ◆ contributing to group tasks and activities and reflecting on own (and others') participation
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- ◆ role playing a scenario using checklist, audio recording, video recording or transcript as evidence
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- ◆ writing up a report or case history
- ◆ completing tasks on an activity sheet
- ◆ completing multiple choice or short answer questions

## **Combining assessment within Units**

Evidence may be gathered for one or more Units or for the Course as a whole by combining assessment holistically in one single activity. See the *Higher Care Course Support Notes* for information about how to combine assessment between the component Units.

There is only one Outcome in this Unit and the Assessment Standards are designed so that evidence can be gathered in a holistic manner, in a range of different ways.

# Equality and inclusion

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes, and use the assessment process and evidence to support continued learning. The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. For example, learners undertaking this Course will be required to evaluate their learning and the evidence they produce. This may present a challenge for some learners, eg those on the autistic spectrum. Centres should ensure that learners have a variety of means by which to evaluate their work, and are given appropriate support.

Aspects of gathering and presenting information may also present a challenge to some learners. Teachers/lecturers should ensure that information can be gathered and presented in a variety of ways such as oral, written, diagrammatic or electronic. For example, learners with a visual or hearing impairment may require the use of assistive technologies.

It is strongly recommended that teacher/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

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- ◆ [\*SCQF Handbook: User Guide\*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

## Appendix 2: Resources for learning and teaching

Resources for studying Care include textbooks, professional magazines, videos, resource packs, websites and online materials. Some web based resources are suggested below.

Resource	Description
BBC	Health pages on the BBC
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.
Community Care	Social Care Magazine
Disability Now	Magazine on disability issues with good information and links
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.
Guardian newspaper	'Society' section covers health and social care issues
Health Care Improvement Scotland	Support 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.
NHS	Careers in NHS
NHS Direct	Comprehensive up-to-date health information and self-care advice for people in Scotland.
Nursing and Midwifery Council	Regulatory body for nurses and midwives in Scotland and UK.
Nursing Times	Magazine for nurses (subscription)
Open University	Free resources, including videos of care practice
Scotland's Health on the Web (SHOW)	Links to health related sites
Scottish Social Services Council	Registers people who work in the social services in Scotland and is responsible for their education and training
Scottish Government	Health and Social care pages of the Scottish Government website
Scotsman newspaper	'Health' section covers health and social care issues
Skills Development Scotland	Job descriptions

Social Services Knowledge Scotland	Gateway to information and learning materials to support practitioners. Good practice highlighted in 'service innovation' section.
The Care Inspectorate	The Care Inspectorate is the independent scrutiny and improvement body for care and children's services in Scotland
TESS teachers resources	Teaching resources on a wide variety of subjects and levels
UK Government	The official UK government website — information on health and social care
Well Scotland	Information about mental health in Scotland

# Administrative information

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**Published:** April 2012 (version 1.0)

**Superclass:** to be advised

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — Care: Human Development and Behaviour (Higher)



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

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Care: Human Development and Behaviour* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

## General guidance on the Unit

### Aims

The general aim of this Unit is for the learner to apply knowledge and understanding of development and behaviour to individuals using care services. They will explain development at different stages of the life span and use models of transition or loss to explain the effects of life experiences on people. Learners will evaluate a range of psychological theories and explain how they help a care worker to understand behaviour.

### Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the Literacy Unit (National 5) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

### Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Care *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

### Progression from this Unit

Learners may progress to other Higher Care Units: *Care: Values and Principles* or *Care: Social Influences*. They may also progress to HNC Social Care, HNC Health Care or other relevant Courses at SCQF level 7.

# Approaches to learning and teaching

A wide variety of learning and teaching approaches could be used to deliver this Unit. This section of the *Unit Support Notes* provides advice and guidance and some examples of approaches that could be used. At all times, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating.

Learners come from a variety of different backgrounds. Teachers and lecturers should be aware that some topics and issues may be sensitive for individual learners 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 Unit to ensure that all learners are aware of the need to maintain boundaries, ask for help if required and show respect to self and others.

Suggestions for specific areas of learning and teaching include:

## **Development and behaviour**

Human development and behaviour is infinitely varied and affected by many things. Human beings both influence, and are influenced by, the culture and society in which they live. Every person is born with a particular genetic predisposition but the interaction with their environment will affect the way in which that genetic potential develops.

## **Life events and models of loss and transition**

Development and behaviour is affected by life events which may be expected or unexpected and could be experienced as positive or negative. Models of transition or loss which could be used to explain these events might include:

- ◆ Adams, Hayes & Hopson
- ◆ Kubler-Ross
- ◆ Murray-Parkes
- ◆ Worden

Exploring similarities and differences between models of loss and transition will enable learners to see the short, medium and long term effects of such events and the impact this can have on the person and others.

Life events could include events related to relationships (marriage, divorce, parenthood), change in health status (illness, disability), employment (starting work, redundancy, retirement) or any other relevant areas of life.

Learners could explore their own and other's lives to consider the events that were significant and led to changes. They may find it useful to look at scenarios from films, books and other sources to look at the impact of events on an individual. It might be appropriate, with guidance, to devise a questionnaire and interview another person about a life event. This would have to be treated with sensitivity and could be focused on events such as moving house, having a child or the transition to secondary school, college or employment.

## **Psychological theories**

Learners will have the opportunity to gain an understanding of a range of psychological theories which explain human development and behaviour and are used to inform current care practice. They will have the opportunity to evaluate the strengths and weaknesses of these approaches when working with service users.

Learners could study a number of contrasting psychological theories in order to explore the different ways that each one explains human development and behaviour. Learners should be encouraged to look at current developments in psychological understanding which can be found in relevant psychology and care journals.

Teachers/lecturers should consider the benefits of breadth (learning some key features from 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 learners accordingly.

Theories could include:

- ◆ Cognitive Development — Jean Piaget
- ◆ Developmental theory — Jerome Kagan
- ◆ Existential Psychology — Rollo May
- ◆ Group dynamics — Bruce Tuckman
- ◆ Hierarchy of Needs — Abraham Maslow
- ◆ Individual Psychology — Alfred Adler
- ◆ Lifespan Theory — Erik Erikson
- ◆ Moral Development — Lawrence Kohlberg
- ◆ Mindset — Carol Dweck
- ◆ Person Centred Theory — Rogers
- ◆ Positive Psychology — Martin Seligman
- ◆ Psychodynamic theory — Sigmund Freud
- ◆ Rational Emotive Behaviour Therapy — Albert Ellis
- ◆ Social Learning Theory — Albert Bandura
- ◆ Social Psychology — Kurt Lewin
- ◆ Transactional Analysis — Eric Berne
- ◆ or any other relevant psychological theory

Learners do not need to know all aspects of every theory they learn, but could explore the 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. Learners 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. For example, in a non-care context, Transactional Analysis could be used to explore the life scripts that learners and teachers/lecturers adopt in a classroom situation. A care context could involve using Rogers to understand a young homeless person who has difficulty motivating themselves due to low self-esteem, then looking at a behavioural model that provides a framework for the person to set goals to change their situation.

## Care practice

Learners will have the opportunity to make links from their learning to their personal situation and apply this 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

### Thematic approach

The Unit could be taught in a thematic way, rather than focussing on psychological theories and models of loss and transition. For example, themes such as self-concept, attachment, or aggression could be studied and learners could explore a variety of ways in which different psychological theories and models of loss explain behaviour and development within these themes. Some or all of the themes could be related specifically to care services, and the learner could explore which theories would help workers understand and respond to issues which arise such as lack of motivation, anxiety and depression, difficulty in starting or maintaining relationships, expressing opinions assertively, or any other relevant issues.

Learners might want to approach the Unit by looking at a particular issue such as addiction, mental health, domestic violence or health promotion and investigate the ways in which theories and models help explain development, behaviour and underpin care practice in these areas.

Learners could link their learning in this Unit with that in the Care: Social Influences Unit when looking at 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.

### General guidance on learning and teaching

Learners should be encouraged to develop planning and task management skills throughout the Unit where relevant, and be given appropriate support and guidance to facilitate this.

Active learning should be facilitated by encouraging learners to use the internet, professional journals and other sources for individual, paired or group investigations. Learners 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 learners 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 learner's own experiences, where appropriate.

Learners 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, wherever appropriate. 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. Learners could reflect on their experiences during the Unit, by keeping a learning log, as this may promote insight into their own learning.

Learners 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 know who can give them help if they need it. To this end, teachers and lecturers should

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

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

Information about developing skills for learning, skills for life and skills for work in this Unit, is given in the relevant *Course Support Notes*.

# Approaches to assessment and gathering evidence

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not require to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Assessment should be carried out under supervision. This means that the teacher/lecturer tracks progress of student research and preparation in order to ensure that the submitted work is the learner's own. Learners could work as an individual or in a group to gather evidence throughout the Unit, but each learner has to provide individual evidence of attainment of the Outcome and Assessment Standards.

In order to ensure that the learner's work is their own, the following strategies are recommended:

- ◆ personal interviews with learners where the teacher/lecturer can ask additional questions about the completed work
- ◆ asking learners to do a presentation on an aspect of their work
- ◆ ensuring learners clearly acknowledge all their sources
- ◆ using checklists to record the authentication activity

The learner may receive guidance and support from the teacher/lecturer, as appropriate, when choosing any service users to be investigated. This may take the form of the teacher/lecturer showing a video, providing a case study or suggesting other sources of information. The learner may also decide to investigate service users of their own choice, chosen with support and guidance from the teacher/lecturer to ensure that the learner will be able to generate enough evidence for the Unit.

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- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

## Appendix 2: Resources for learning and teaching

Resources for studying Care include textbooks, professional magazines, videos, resource packs, websites and online materials. Some web based resources are suggested below.

Resource	Description
BBC	Health pages on the BBC
Channel4 Learning	Health and Social Care, Citizenship and PHSE interactive resources
Community Care	Social Care Magazine
Disability Now	Magazine on disability issues with good information and links
Guardian newspaper	'Society' section covers health and social care issues
Nursing Times	Magazine for nurses (subscription)
Open University	Free resources, including videos of care practice
Psychological theories	Background information on key psychological theorists
Scottish Government	Health and Social care pages of the Scottish Government website
Scotsman newspaper	'Health' section covers health and social care issues
Social Services Knowledge Scotland	Gateway to information and learning materials to support practitioners. Good practice highlighted in 'service innovation' section.
TESS teachers resources	Teaching resources on a wide variety of subjects and levels
UK Government	The official UK government website — information on health and social care
Well Scotland	Information about mental health in Scotland

# Administrative information

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**Superclass:** to be advised

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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## Unit Support Notes — Care: Social Influences (Higher)



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

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Care: Social Influences* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

## General guidance on the Unit

### Aims

The general aim of this Unit is for the learner to explain the ways in which social influences can impact on individuals and groups in society and the relevance of this for care practice. They will use sociological theories to explain social influences on service users and the impact these might have on the person's life chances. Learners will also analyse actions taken in society to improve the life chances of service users.

### Progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the Literacy Unit (National 5) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

### Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher *Care Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

### Progression from this Unit

Learners may progress to other Units in Higher Care: *Care: Values and Principles* or *Care: Human Development and Behaviour*. They may also progress to other relevant Units at SCQF level 7.

# Approaches to learning and teaching

A wide variety of learning and teaching approaches could be used to deliver this Unit. This section of the *Unit Support Notes* provides advice and guidance and some examples of approaches that could be used. At all times, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating.

Teachers and lecturers should be aware that some topics and issues may be sensitive for individual learners 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 class code of conduct at the beginning of the class to ensure that all learners are aware of the need to maintain boundaries and show respect to self and others.

Suggestions for learning and teaching on specific areas include:

## **Social influences**

Learners will have the opportunity to use sociological theories such as conflict theory, feminism, functionalism and symbolic interactionism to explore what is meant by society, and understand that there are different aspects of society that influence the way people think and behave. Learners will have the opportunity to explore socialisation; the process by which we learn to become a member of society and learn norms, values and roles.

Learners will have the opportunity to 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. Learners could investigate other ways in which society, at a systematic and institutional level, impacts on people through economic and political systems, patriarchy and other influences.

Learners could explore the process of socialisation by first reflecting on socialisation in their own family and community and what has influenced their development and behaviour. In this way, learners will apply sociological theories to familiar settings before applying them to cultures and circumstances different from their own.

Learners could use sociological theories to explore the levels of control that an agent of socialisation such as religion or education has for specific groups and what conflict might arise from the influence of different agents of socialisation on an individual.

Learners could use sociological theories to look at the influence of agents and how their importance has changed over time. For example, they could compare the influence of the media or the family on the attitudes and aspirations of adolescents now and in their parent's generation.

Each person lives within a variety of cultures (family, community, society, work, interest group, class etc.) and that the expectations of a person in each culture they are part of might not always be the same. Learners could explore the

similarities and differences between cultures, the role of sub cultures, and the ways they influence the lives of people who belong to them.

When investigating socialisation and culture, learners will be able to explore the difference between sociological explanations, which are based upon researched evidence and are systematic and objective, and 'common sense' explanations or subjective beliefs based on personal opinion, which assumes that an aspect of behaviour is 'natural' and sees the individual as an uninfluenced 'free agent'.

### **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, 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, people such as 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, disempowerment, exclusion, isolation, lack of opportunity and choice, lack of self-worth/self-esteem, marginalisation, oppression, subordination 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. People may end up in a cycle of poverty or deprivation from which it is difficult to escape.

The life chances and opportunities 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. Learners will have the opportunity to explore the relationship between prejudice and stereotyping leading to acts of discrimination by individuals, communities and society.

Learners 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. Learners could explore the role of socialisation in creating and perpetuating discrimination. Learners could use sociological concepts such as labelling, power, conflict, stratification, consensus and dysfunctional to explain inequality and discrimination.

- ◆ 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 person is influenced by.

Learners could also explore the ways in which people who experience inequality choose to take action as an individual or as part of a group to highlight 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. Learners could be asked to pose a question and form groups to investigate and debate issues raised by the topic. Different roles can be allocated to learners to chair the debate, present point of view, challenge questions, support points of view, summarise key points. This could be videoed or notes could be taken.

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

Learners could investigate a number of actions that have been taken in society to improve life chances and challenge discrimination and stigma. 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.

Learners could prepare questions for, and take notes from, meetings with guest speakers representing campaigns such as those for young carers, homeless people or user groups such as mental health forums.

Groups of learners could choose a specific group of people and investigate actions taken in their local area or in society to improve life chances for the group. They could then communicate their findings through a presentation, information leaflet, video or other appropriate medium, and answer questions from the rest of the class on their investigation.

### **Thematic approach**

The Unit could be taught in a thematic way. For example, themes such as homelessness, stigma, deviance or poverty could be studied and learners 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 learner could explore which theories would help workers understand the context within which they live and work.

Learners could link their learning in this Unit with that in the *Care: Human Development and Behaviour* Unit when looking at 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.

### **General guidance on learning and teaching**

Learners should be encouraged to develop planning and task management skills throughout the Unit where relevant, and be given appropriate support and guidance to facilitate this.

Active learning should be facilitated by encouraging learners to use the internet, professional journals and other sources for individual, paired or group investigations. Learners 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 learners 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 learner's own experiences, where appropriate.

Learners should be gradually encouraged, as far as possible, to research topics themselves in the library, online, in newspapers, magazines and journals etc, and to demonstrate initiative and creativity, wherever appropriate. 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. Learners could reflect on their experiences during the Unit, by keeping a learning log, as this may promote insight into their own learning.

Learners 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 know who can give them help if they need it. To this end, teachers and lecturers should:

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

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

Information about skills, knowledge and understanding is given in the Higher Care *Course Support Notes*.

# Approaches to assessment and gathering evidence

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used. For guidance on authentication of learners work, please refer to SQA's Guide to Assessment.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not require to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Assessment should be carried out under supervision. This means that the teacher/lecturer tracks progress of student research and preparation in order to ensure that the submitted work is the learner's own. Learners could work as an individual or in a group to gather evidence throughout the Unit, but each learner has to provide individual evidence of attainment of the Outcome and Assessment Standards.

The learner may receive guidance and support from the teacher/lecturer, as appropriate, when choosing any service users to be investigated. This may take the form of the teacher/lecturer showing a video, providing a case study or suggesting other sources of information. The learner may also decide to investigate service users of their own choice, chosen with support and guidance from the teacher/lecturer to ensure that the learner will be able to generate enough evidence for the Unit.

It would be possible for all learners in a class to choose different service users to investigate, as this would provide the opportunity for personalisation and choice and encourage independent learning.

If the learner gathers information in a portfolio format, the teacher/lecturer could supply a checklist of items/topics that might be included in the portfolio. There might be some flexibility regarding the items to be included in the portfolio, with a minimum number of items, or some items being mandatory and other items being optional.

It is recommended that the evidence for the Unit is collected as a natural part of the teaching and learning. Where assessment is carried out as a discrete assessment activity, this could be carried out as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential over-assessment.

Specific tasks which could generate evidence include:

- ◆ taking part in a debate, group discussion or meeting which is recorded on notes, checklist, video or other appropriate format
- ◆ producing a PowerPoint or other presentation format in preparation for giving a talk to the class
- ◆ contributing to group tasks and activities and reflecting on own (and others') participation
- ◆ keeping a learning log, electronically or on paper
- ◆ asking questions to a visiting speaker and making notes
- ◆ role playing a scenario using checklist, audio recording, video recording or transcript as evidence
- ◆ responding to questions based on a given case study
- ◆ being questioned by the teacher/lecturer or others using audio recording, video recording or transcript as evidence, on an investigation, visit or other activity
- ◆ writing up a report or case history
- ◆ completing tasks on an activity sheet
- ◆ completing multiple choice or short answer questions

## **Combining assessment within Units**

Evidence may be gathered for one or more Units or for the Course as a whole by combining assessment holistically in one single activity. See the *Higher Care Course Support Notes* for information about how to combine Units between the component Units.

There is only one Outcome in this Unit and the Assessment Standards are designed so that evidence can be gathered in a holistic manner, in a range of different ways.

# Equality and inclusion

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes and use the assessment process and evidence to support continued learning. The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. For example, learners undertaking this Unit will be required to evaluate their learning and the evidence they produce. This may present a challenge for some learners, eg those on the autistic spectrum. Centres should ensure that learners have a variety of means by which to evaluate their work, and are given appropriate support.

Aspects of gathering and presenting information may also present a challenge to some learners. Teachers/lecturers should ensure that information can be gathered and presented in a variety of ways such as oral, written, diagrammatic or electronic. For example, learners with a visual or hearing impairment may require the use of assistive technologies.

It is strongly recommended that teacher/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [\*Course Specifications\*](#)
- ◆ [\*Design Principles for National Course s\*](#)
- ◆ [\*Guide to Assessment \(June 2008\)\*](#)
- ◆ [\*Overview of Qualification Reports\*](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Course work Authenticity — a Guide for Teachers and Lecturers*
- ◆ [\*SCQF Handbook: User Guide\*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: [www.sqa.org.uk/sqa/5606.html](http://www.sqa.org.uk/sqa/5606.html)

## Appendix 2: Resources for learning and teaching

Resources for studying Care include textbooks, professional magazines, videos, resource packs, websites and online materials. Links to some web based resources are provided below.

Resource	Description
Age Scotland	Information and campaigns for people in later life
BBC	Health pages on the BBC
Channel 4 learning	Health and Social Care, Citizenship and PHSE interactive resources
Child Poverty Action Group Scotland	Information about poverty in Scotland and how it affects children and families
Community Care	Social Care Magazine
Disability Now	Magazine on disability issues with good information and links
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.
Guardian newspaper	'Society' section covers health and social care issues
Joseph Rowntree Foundation	Information about poverty and social inclusion in the UK
Nursing Times	Magazine for nurses (subscription)
Open University	Free resources, including videos of care practice
Scottish Government	Health and Social care pages of the Scottish Government website
Scotsman newspaper	'Health' section covers health and social care issues
Social Services Knowledge Scotland	Gateway to information and learning materials to support practitioners. Good practice highlighted in 'service innovation' section.
Sociology resources	Sociology Central website
TESS teachers resources	Teaching resources on a wide variety of subjects and levels
UK Government	The official UK government website — information on health and social care
Well Scotland	Information about mental health in Scotland

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## History of changes to Unit Support Notes

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