

National 4 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).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 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 *Added Value Unit 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 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 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 Literacy (National 3) or equivalent qualifications and/or experience, as this will help prepare them for any written work undertaken.

Experiences and outcomes

National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

The following Curriculum for Excellence experiences and outcomes may provide an appropriate basis for entry to this Course:

- ◆ health and wellbeing: mental, emotional, social and physical wellbeing
- ◆ health and wellbeing: planning for choices and changes
- ◆ health and wellbeing: relationships, sexual health and parenthood
- ◆ religious and moral education: development of beliefs and values
- ◆ social studies: people in society, economy and business

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 *Added Value Unit 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	Care: Human Development and Behaviour	Care: Social Influences
Apply basic knowledge and understanding of needs and care services	✓✓✓	✓✓	✓✓
Apply basic knowledge and understanding of human development and psychological concepts	✓✓	✓✓✓	✓✓
Use sociological concepts to demonstrate knowledge and understanding of ways in which social influences can impact on individuals	✓✓	✓	✓✓✓
Investigate basic features of positive care practice	✓✓✓	✓✓✓	✓✓✓
Planning and task management skills	✓✓	✓✓	✓✓
Investigate and present information	✓✓	✓✓	✓✓

Progression from this Course

This Course or its components may provide progression to other SQA qualifications in Care and related subjects, or further study, employment or training.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured progression 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 5 Care and Higher Care. This means that the Care Courses 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 far greater range of relatively complex ones at Higher. Teachers/lecturers should also ensure that the higher the level, the greater the emphasis on the degree of independence in interpreting instructions.

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

The higher they progress, the greater the degree of autonomy 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. Learners should be encouraged to demonstrate initiative and creativity, 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 this could provide a good introduction to the Course. The sociological concepts 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. Concepts and theories are taught in order to provide underpinning knowledge and understanding of service users and care services.

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

Learning about Scotland and Scottish culture will enrich the 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 skills for learning, skills for life and skills for work can be developed within this Course.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<p>1 Literacy This is the ability to communicate by reading, writing, and listening and talking</p>	
<p>1.2 Writing Writing means the ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context.</p> <p>In the context of qualifications, 'texts' are defined as word-based, non-fiction materials which are written, printed, Braille or displayed on-screen and which are presented in a way that is accessible for the intended audience.</p>	<p>Learners may have a range of opportunities to demonstrate and develop their writing skills by producing items such as:</p> <ul style="list-style-type: none"> ◆ PowerPoint presentations ◆ notes to support a talk ◆ case studies ◆ mind maps ◆ reflective logs or diaries ◆ reports ◆ information sheets ◆ quizzes
<p>1.3 Listening and talking Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate.</p> <p>Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>	<p>Learners may have a range of opportunities to demonstrate and develop listening and talking skills by:</p> <ul style="list-style-type: none"> ◆ contributing to paired, small and large group discussions and projects ◆ giving a presentation as an individual or as part of a group ◆ giving and receiving feedback to others ◆ active participation in class activities ◆ carrying out instructions from the teacher/lecturer

<p>3 Health and wellbeing</p> <p>This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others</p>	
<p>3.5 Relationships</p> <p>This includes building various types of social and working relationships and practising interpersonal skills successfully, showing respect and a sense of care for self and others</p>	<p>Learners may have a range of opportunities to demonstrate and develop relationship skills by:</p> <ul style="list-style-type: none"> ◆ working effectively with others in groups ◆ displaying sensitivity to others when issues are discussed in class ◆ discussing sensitive issues with respect for self and others
<p>4 Employability, enterprise and citizenship</p>	
<p>4.6 Citizenship</p> <p>Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly</p>	<p>Learners may have a range of opportunities to demonstrate and develop citizenship skills by:</p> <ul style="list-style-type: none"> ◆ being aware of individual differences and diversity within society ◆ being aware of explanations for the behaviour of self and others
<p>5 Thinking skills</p> <p>This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.</p>	
<p>5.2 Understanding</p> <p>Understanding is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence, and to interpret in a different setting or context</p>	<p>Learners may have a range of opportunities to demonstrate and develop their understanding by:</p> <ul style="list-style-type: none"> ◆ gaining understanding of key sociological and psychological concepts ◆ gaining understanding of values, principles and standards

<p>5.3 Applying</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"> ◆ applying knowledge and understanding to understand the behaviour of self ◆ applying knowledge and understanding to understand the behaviour of service users ◆ applying knowledge and understanding to understand organisations and society
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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 it¹

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 Added Value Unit.

Added value

Courses from National 4 to Advanced Higher include assessment of added value. At National 4 the added value will be assessed in the Added Value Unit.

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

The general aim of the *Care: Investigating Services* assignment is to enable the learner to provide evidence of added value for the National 4 Care Course through the successful completion of an assignment which will allow the learner to demonstrate breadth and application.

Added Value Unit — Care: Investigating Services

The Added Value Unit requires learners to complete an assignment in which they will draw on and extend the knowledge and skills they have learned during the National 4 Care Course. The assignment will assess learners' skills in applying knowledge and understanding, and research skills.

All learners should be provided with a clear outline of the assessment, including when and how they will be assessed. The teacher/lecturer should offer the learner guidance on an appropriate choice of topic, including questions/tasks/prompts which will lead learners through the assignment in clear stages. This should involve advice on possible headings or other advice which assists the learner to describe and explain the key features of their topic.

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

The learner should choose the service user/users to investigate, with support and guidance from the teacher/lecturer. For instance, the teacher could provide learners with a choice of prepared case studies.

Presenting findings

Learners should present their findings in an appropriate form. This could include one or more of the following:

- ◆ oral presentations which could be supplemented by visual aids, for example PowerPoint slides, film/audio clips, newspaper articles, magazine features
- ◆ a leaflet, or advertising feature (oral or written), describing a service or services that could meet the needs of the service user
- ◆ a report or portfolio that pulls together the learner's findings

Time allocation

The Care: Investigating Services assignment need not be seen as an end-of-Course activity. It can be prepared for, carried out and assessed at any point within the National 4 Care Course. Learners should be given sufficient time to generate the required evidence to meet the Assessment Standards.

Conditions of assessment

The assignment will be conducted under some supervision and control. While most work will be undertaken under supervision, opportunities can also be provided for learners to undertake independent learning. When the teacher/lecturer does not have direct evidence of the learner undertaking the assignment, for instance if they are completing work in a library or as homework, he/she will need to take steps to confirm that the learner's evidence was genuinely produced by them. This process is often referred to as authentication. A rigorous authentication system can enhance verification of the learner's work.

For guidance on authentication of learners work, please refer to SQA's Guide to Assessment.

Personal logs

Where learners are producing evidence over an extended period of time, a diary or log of the activities they do in the course of the assessment could be maintained. The log can be used to record success and problems encountered, and can provide the teacher/lecturer with a basis for discussion with the learner about the assignment. The log should always include dates and times for the events described.

Re-assessment

Normally learners should be given one or, in exceptional cases, two re-assessment opportunities. Re-assessment should be carried out under the same conditions as the original assessment.

As such, learners need only be re-assessed in the Assessment Standard they have not passed.

Learners are assessed on a pass/fail basis. The teacher/lecturer should be satisfied that the learner has met all the Assessment Standards and by doing so achieved the Outcome and the Added Value Unit.

While it is recommended that assessment should take place when the learner is ready, the teacher/lecturer is responsible for monitoring the learner's progress

and in the majority of circumstances remediation should happen earlier (aided by formative assessment) so that the centre is confident that the learner is secure in their learning before they complete the assessment. It is the centre's responsibility to ensure appropriate learning and teaching, and to provide support for learners, including opportunities for appropriate consolidation and remediation of learning both before and, if necessary, after the summative assessment. It is also the centre's responsibility to decide the nature of the re-assessment which is most appropriate for each learner on each occasion.

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 an individual 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/users, 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 review 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 review their work, and are given appropriate support.

Aspects of gathering and presenting information may also provide a barrier to some learners. Teachers/lecturers should ensure that information could 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 inclusions 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

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.
- ◆ [*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
- ◆ [*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
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	Supports health care providers in Scotland to deliver high-quality, evidence-based, safe, effective and person-centred care; and to scrutinise those services to provide public assurance about the quality and safety of that care
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
Social Work and Social Care Improvement Scotland (SCSWIS)	The Care Inspectorate is the independent scrutiny and improvement body for care and children's services in Scotland
Sociology resources	Sociology Central (suitable for Higher)
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

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Care: Values and Principles (National 4)



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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* (National 4) 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 *Added Value Unit 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 investigate a range of health and social care provision available to meet the needs of people requiring care. Learners will also explore the skills, qualities, values and principles required by care workers and develop an understanding of what it means to work as a professional in the care sector.

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 Literacy (National 3) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

In terms of prior learning and experience, relevant aspects of the social studies, health and wellbeing, and religious and moral education principles and practices may also provide an appropriate basis for entry to this Unit. The following Curriculum for Excellence experiences and outcomes may also provide an appropriate basis for entry to this Unit:

- ◆ Health and wellbeing: mental, emotional, social and physical wellbeing
- ◆ Health and wellbeing: planning for choices and changes
- ◆ Health and wellbeing: relationships, sexual health and parenthood
- ◆ Religious and moral education: development of beliefs and values

It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Unit, there is no direct match between the experiences and outcomes and the requirements of this Unit. Where learners have not completed Curriculum for Excellence experiences and outcomes, this need not present a barrier to their completing this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding described below, and the Outcomes and Assessment Standards. Taken together, these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the *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 onto other Care National 4 Units: *Care: Human Development and Behaviour* or *Care: Social Influences*. They may also progress onto National 5 *Care: Values and Principles* or other relevant Units at National 5.

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 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 the following.

Care needs

Learners could explore social, physical, emotional, cognitive or other needs. 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.

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

Care services

The voluntary, statutory and third sector may provide services such as day care, domiciliary, residential or other contexts. Learners could investigate the multi-disciplinary nature of care and explore partnerships between the different services. Learners could investigate care service provision in a number of ways: for example by geographical area, age group or service user need. Personalisation and choice should be encouraged when learners choose, with support and guidance, which services to investigate.

Positive care practice

Positive care is based on legislation, values and principles. Before exploring the importance of care workers developing a professional value base, learners could 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 and worksheets and other stimulus materials could be used to explore their own and others' values. Learners may explore what influences a person's values and the

ability of individuals, communities and society to change their values, eg attitudes to women working, the death penalty, smoking in public places, euthanasia, etc.

Learners could then explore the similarities and differences between working as an informal carer/volunteer and a professional carer. This could include:

- ◆ the role and responsibilities of informal carers and volunteers, which may include organising care, providing care, undertaking training, running support groups, working in partnership with others
- ◆ the role and responsibilities of professional carers working in an accountable way within an organisation. Specific responsibilities of a professional care worker could include following a professional code of practice, registering with a regulatory body, implementing organisational policies, abiding by legislation, undertaking training and reflecting on their practice. Learners could investigate different careers/occupations and ways of working in the various care sectors

Learners could research relevant principles of care which could include those underpinning the National Care Standards (dignity, privacy, choice, safety, realising potential, equality and diversity), or any other relevant principles used by an appropriate organisation. Visiting speakers and/or case studies could be used to stimulate discussion of how the principles are applied in practice.

Learners should consider skills and qualities of self and others in a holistic and meaningful way: the distinction between a skill and a quality does not need to be defined. Relevant skills and qualities might include patience and tolerance, respect, empathy and acceptance, sensitivity and discretion, reliability, dependability and flexibility, positive attitude, cheerfulness and willingness, politeness and kindness, honesty and humility, autonomy and teamwork, self-awareness, readiness to learn, readiness to do a share of unpleasant tasks and other relevant skills and qualities.

Written, visual and audio scenarios from care and other settings can assist exploration of their own and others' values. Group and paired activities enable learners to demonstrate and evaluate their own skills and feedback on others' skills and qualities, with support and guidance. This could then lead to discussion of the skills and qualities demonstrated by people in certain roles (such as parent, friend, partner) and in different jobs (such as teacher, police officer, sales assistant, bus driver, waiter) before looking at care-related positions such as informal carers, volunteers and professional care workers. The relevance of role-related skills and qualities in care settings could be considered, and learners may want to look at job adverts and job descriptions to see current role-related requirements.

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

General guidance on learning and teaching

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 structured and with 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 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 *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 students' 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 the individual 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 a service user 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 a different service user 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
- ◆ responding to questions based on a given case study

- ◆ investigating a service user in preparation for writing a report
- ◆ completing tasks on an activity sheet
- ◆ producing a PowerPoint or other electronic presentation in preparation for giving a talk to the class
- ◆ questioning from the teacher/lecturer or others, using audio recording, video recording or transcript as evidence
- ◆ asking questions to a visiting speaker and making notes
- ◆ role playing a scenario, using checklist, audio recording, video recording or transcript as evidence
- ◆ 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. Evidence for this Unit could be combined with evidence from the *Care: Human Development and Behaviour* and the *Care: Social Influences* Units, as appropriate.

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 of assessment 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 provide a barrier to some learners. Teachers/lecturers should ensure that information could 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 Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework 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
- ◆ [*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

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	Supports health care providers in Scotland to deliver high-quality, evidence-based, safe, effective and person-centred care; and to scrutinise those services to provide public assurance about the quality and safety of that care
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
Social Work and Social Care Improvement Scotland (SCSWIS)	The Care Inspectorate is the independent scrutiny and improvement body for care and children's services in Scotland
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

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

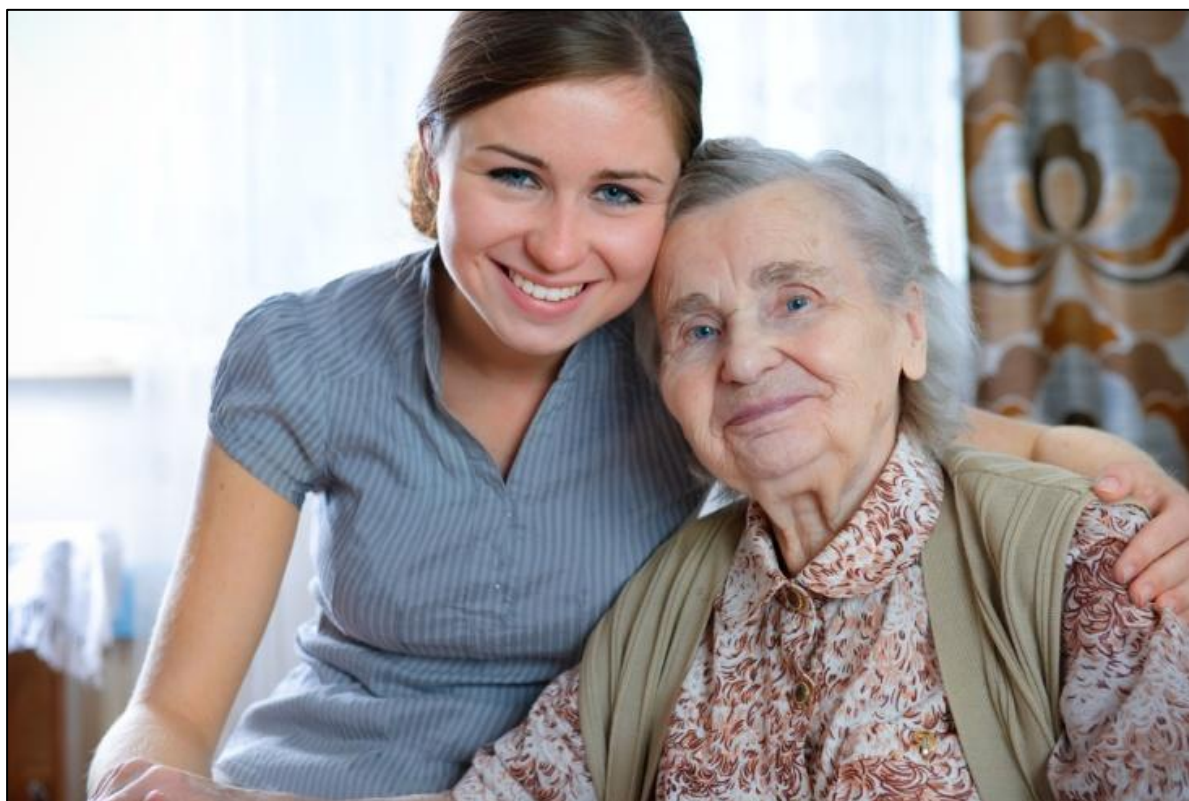
Unit details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Care: Human Development and Behaviour (National 4)



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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* (National 4) 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 *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to apply knowledge and understanding of human development and behaviour to individuals using care services. They will develop an understanding of factors influencing human development and behaviour, and will be able to explain how a care worker could use psychological concepts to understand the behaviour of a service user.

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 Literacy (National 3) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

- ◆ health and wellbeing: mental, emotional, social and physical wellbeing
- ◆ health and wellbeing: planning for choices and changes
- ◆ health and wellbeing: relationships, sexual health and parenthood

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the *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 onto other National 4 Care Units: *Care: Values and Principles* or *Care: Social Influences*. They may also progress onto *Care: Human Development and Behaviour* (National 5) or other relevant Units at SCQF level 5.

Approaches to learning and teaching

A wide variety of learning and teaching approaches can 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 learning and teaching on specific areas include the following.

Human development and behaviour

Learners will have the opportunity to explore human development from childhood to old age. Human development and behaviour is infinitely varied and is affected by many circumstances. Human beings both influence, and are influenced by, the culture and society in which they live. They are born with a particular genetic predisposition which interacts with their environment to shape their unique development and behaviour.

Stages of development

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

At National 4, general concepts should be introduced broadly and explained simply so that learners will understand the following general principles of development:

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

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

- ◆ social development: making friends; co-operative play; peer groups; starting, maintaining and ending relationships (marriage/divorce); taking on roles (pupil, worker, parent); developing social networks; retirement; grandparenthood

- ◆ physical development: crawling, toddling, walking, running, fine motor skills, puberty, menopause, illness, disability
- ◆ emotional development: development of feelings; expressing and controlling feelings; forming attachments; becoming independent; separation; establishing identity; developing self-esteem; adapting to life events; developing coping strategies; dealing with transition and loss
- ◆ cognitive development: distinguishing fact from fiction; make-believe play; abstract understanding; language development; problem solving; using memory; applying knowledge; short/long-term memory loss
- ◆ cultural development: learning a language; learning how to fit in with your family, community and society; awareness of cultural practices, rituals and traditions

Psychological concepts

Care workers use a number of psychological concepts to understand and explain behaviour and development of self and others. Psychological concepts relevant to the learning context could include:

- ◆ attachment, loss, separation, transition, bonding
- ◆ nature and nurture, identity, personality, self-concept (self-image, ideal self, self-esteem)
- ◆ group processes, conformity, altruism
- ◆ learning, observation and imitation, reward and reinforcement
- ◆ cognition/thinking: attention, perception, memory, problem solving, morality
- ◆ motivation
- ◆ any other relevant concepts

Teachers/lecturers should consider the benefits of breadth (learning a little about a number of concepts) or depth (gaining a deeper understanding of a smaller number of concepts) and organise their teaching for their specific group of learners accordingly.

These concepts 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, a non-care context could occur when a class is halfway through a Unit and the lecturer leaves and another takes over — this could illustrate attachment issues and group processes. A care context could be when an older adult in a residential home thinks he/she is too old to learn new things and won't join in new activities —this illustrates the link between thinking and behaviour.

For example, learners could be given an introduction to the key features of attachment theory and the impact of attachments which are broken through separation or loss. They could examine the difficulties of establishing, maintaining and ending attachments throughout life and the impact that short-term separation, long-term separation and loss have on the individuals involved, especially those using care services. Psychological concepts could be related to care contexts and settings, such as when an adolescent has to move in with foster parents, when a woman and her children have to move into a women's refuge, when a favoured key worker moves to a new job or when someone moves from long-stay residential accommodation into community-based housing.

Another example, focusing on reward and reinforcement, might be based on a young person with anorexia in hospital who has a chart to record his/her eating. If the chart demonstrates positive attainment he/she is rewarded with, for example, a weekend at home. Learners could research this situation and devise a chart, factoring in their own rewards.

Another example could be based on motivation to meet needs. Learners could discuss their motivation to attend school/college, what needs are being met and how well their centre supports them in meeting needs. This could include interviewing relevant members of staff, preparing a questionnaire for other learners to find out what motivates/demotivates them and going round their centre observing barriers to meeting needs.

Using psychological concepts to discuss issues raised in case studies or current in the media is another way of consolidating learners' understanding.

Care practice

Learners should have a variety of opportunities to apply the knowledge and understanding from the Unit to a range of settings and scenarios from care practice settings. 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

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

General guidance on learning and teaching

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 structured and with clear learning objectives.

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

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 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 *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 students' 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 the individual 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 a service user 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 a different service user 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:

- ◆ responding to questions based on a given case study
- ◆ investigating a service user in preparation for writing a report
- ◆ completing tasks on an activity sheet

- ◆ producing a PowerPoint or other electronic presentation in preparation for giving a talk to the class
- ◆ questioning from the teacher/lecturer or others, using audio recording, video recording or transcript as evidence
- ◆ asking questions to a visiting speaker and making notes
- ◆ role playing a scenario, using checklist, audio recording, video recording or transcript as evidence
- ◆ 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. Evidence for this Unit could be combined with evidence from the *Care: Values and Principles* Unit and the *Care: Social Influences* Unit, as appropriate.

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 of assessment 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 provide a barrier to some learners. Teachers/lecturers should ensure that information could 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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- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
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- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework 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
- ◆ [*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

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
Channel 4 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

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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Unit Support Notes — Care: Social Influences (National 4)



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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* (National 4) 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 *Added Value Unit 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 describe the ways in which social influences can impact on individuals and groups in society and the relevance of this for care practice. Learners will use sociological concepts to describe social influences on service users and the impact these might have on the person's life chances. Learners will also describe 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 Literacy (National 3) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

In terms of prior learning and experience, relevant aspects of the social studies, health and wellbeing, and religious and moral education principles and practices may also provide an appropriate basis for entry to this Unit. The following Curriculum for Excellence experiences and outcomes may also provide an appropriate basis for entry to this Unit:

- ◆ Health and wellbeing: mental, emotional, social and physical wellbeing
- ◆ Health and wellbeing: planning for choices and changes,
- ◆ Health and wellbeing: relationships, sexual health and parenthood
- ◆ Social studies: people in society, economy and business

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the *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 onto other National 4 Care Units: *Care: Values and Principles* or *Care: Human Development and Behaviour*. They may also progress onto *Care: Social Influences* (National 5) or other relevant Units at SCQF level 5.

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 discretion and professional judgement should be used. To this end, care should be taken in the delivery of material, sensitivity should be shown and teachers and lecturers should be alert to any signs of discomfort or distress. 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 the following:

Social influences, socialisation, agents of socialisation, culture

Learners will have the opportunity to explore what is meant by society, and understand that there are different aspects of society that influence the way people think and behave. Socialisation is the process by which we become a member of society and learn norms, values and roles. People are influenced by agents of socialisation, which could include family, media, religion, education, peer groups or other relevant agents.

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. They could apply the concepts to familiar settings before applying them to cultures different from their own. Learners could look at the influence of agents and how their importance and influence has changed over time. Learners could explore the levels of control that each agent has for specific groups, and what conflict might arise from the influence of different groups on an individual. It is likely to enhance understanding if learners have the opportunity to apply sociological concepts in a variety of contexts.

Each person lives within a variety of cultures (family, community, society, work, interest group, class) and the expectations of a person in each culture might not always be the same. Learners could explore the similarities and differences between cultures and the ways they influence the lives of people who belong to them. Learners could explore their own and other cultures. They could choose, with guidance, to look at cultures within the UK or globally, or could compare a current culture with a historical culture. Cultures can be described as groups that have a common identity or shared purpose and values. This could be based on nationality, ethnicity, religion, class, work, health status, lifestyle or other relevant factors.

Impact of social influences on life chances

Social influences may have a positive, neutral or negative effect on people. When people have a positive experience of socialisation within their family, school and community, then they are likely to have access to a variety of life chances and experiences, and the confidence and support to make the most of their

opportunities. However, service users, and others, may experience inequality based on factors such as gender, race, disability, sexuality, religion, socio-economic status, health status, or other aspects. A person may experience inequality due to a number of these factors. People who experience inequality often experience disadvantage, isolation, lack of opportunity and choice, lack of self-worth/self-esteem, 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.

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 will have the opportunity to understand that prejudice and stereotypes are learned, and the role of socialisation in creating and perpetuating discrimination.

Learners could also explore the ways in which people who experience inequality choose to fight back as an individual or as part of a group to complain about their situation and ensure that changes are made in an organisation or society to challenge inequality. Reference to current issues in the media could serve to illustrate the impact of inequality and disadvantage on the life chances of individuals.

Actions taken in society to improve life chances

Learners could investigate a number of actions that have been taken in society to improve the life chances of service users. This includes things such as lobbying parliament, campaigning for rights and social justice, 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.

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

General guidance on learning and teaching

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 structured and with clear learning objectives.

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

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 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 *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 students' 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 the individual 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 a service user 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 a different service user 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:

- ◆ responding to questions based on a given case study
- ◆ investigating a service user in preparation for writing a report
- ◆ completing tasks on an activity sheet

- ◆ producing a PowerPoint or other electronic presentation in preparation for giving a talk to the class
- ◆ questioning from the teacher/lecturer or others, using audio recording, video recording or transcript as evidence
- ◆ asking questions to a visiting speaker and making notes
- ◆ role playing a scenario, using checklist, audio recording, video recording or transcript as evidence
- ◆ 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. Evidence for this Unit could be combined with evidence from the *Care: Values and Principles* Unit and the *Care: Human Development and Behaviour* Unit, as appropriate.

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 of assessment 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 provide a barrier to some learners. Teachers/lecturers should ensure that information could 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 Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Overview of Qualification Reports*
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework 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
- ◆ [*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

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
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
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

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Course details	Version	Description of change	Authorised by	Date

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