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# Higher Skills for Work Health and Social Care Course Specification (C245 76)

**Valid from August 2014**

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

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# Course outline

**Course title:** Higher Skills for Work Health and Social Care

**SCQF credit points:** (24 SCQF credit points)

**Course code:** C245 76

## Mandatory units

The course comprises the following mandatory units:

J13S 76	<i>Understanding and Supporting People in Health and Social Care Settings</i>	6 SCQF credit points
J13T 76	<i>Care Principles and Practice</i>	6 SCQF credit points
J13X 76	<i>Working in Health and Social Care Settings</i>	6 SCQF credit points
J13Y 76	<i>Health, Safety and Protection Issues in Care Settings</i>	6 SCQF credit points

To achieve the course award the learner must successfully achieve all the units which make up the course.

## Recommended entry

While entry is at the discretion of the centre, learners would normally be expected to have attained one of the following, or equivalent:

- ◆ National 5 Care course or its unit(s)
- ◆ National 5 Early Education and Childcare course or its unit(s)

## Progression

This course or its units may provide progression to:

- ◆ Scottish Vocational Qualifications in Health and Social Care
- ◆ further/higher education
- ◆ training/employment

## Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this course specification.

There is automatic certification of the Core Skill Critical Thinking component at SCQF level 5 and SCQF level 6 in this course.

## Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

Aspects of the underpinning knowledge in the NOS from levels 2 and 3 are reflected in this course. As a result, the competences, knowledge and understanding achieved by learners broadly reflect these standards.

The units of this course have been linked to elements of the following:

- ◆ level 3: Support the social, emotional and identity needs of individuals
- ◆ level 3: Promote effective communication for and about individuals
- ◆ level 2: Communication with and complete records for the individual
- ◆ level 2: Develop your knowledge and practice
- ◆ level 3: Reflect on and develop your practice
- ◆ level 3: Contribute to care planning and review
- ◆ level 2: Ensure your own actions support the care, protection and wellbeing of individuals
- ◆ level 2: Support the Health and Safety of yourself and individuals
- ◆ level 2: Move and position individuals
- ◆ level 2: Support individuals who are distressed

In this course, the areas where the above standards are reflected are:

- ◆ developing positive self-esteem and maintaining a person's sense of identity
- ◆ developing good communication skills
- ◆ self-awareness and self-reflective practice
- ◆ understanding how to help protect people from abuse
- ◆ identifying people's needs and planning out an activity to meet a need
- ◆ awareness of health and safety and protection issues in a health and social care setting
- ◆ awareness of moving and handling
- ◆ understanding how to help someone manage their stress

Further details are provided in the 'Rationale' section.

## Equality and inclusion

This Course Arrangements Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **Common rationale for Skills for Work Courses**

Skills for Work Courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for learning, skills for life and skills for work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

### **Learning through practical experience**

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

### **Learning through reflecting at all stages of the experience**

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work Courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life and Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

## Core Skills

The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

## Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge

Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

# Course rationale for Higher Skills for Work Health and Social Care

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

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

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

The Higher Skills for Work Health and Social Care course is an introductory course designed to equip learners with the knowledge and skills relevant to the health and social care sectors. The NHS, local authorities, voluntary and private organisations make up these sectors and provide care to people in a variety of establishments such as nursing homes, residential homes for older people, hospitals and resource centres for people with a learning disability. The demands of both these sectors are increasing and as a result the need for health and social care professionals is also increasing. This course has been designed to allow learners to develop the knowledge and both generic and vocational employability skills relevant to these sectors. It has also been designed to help learners develop an understanding of the nature of health and social care work in order that they can make informed decisions about whether or not they wish to gain employment in these sectors.

The structure of this course has been designed to cover the essential knowledge and skills needed to go into employment or further study at further/higher education institutions. Learners will begin by investigating who may need care, what provision is available and the roles and responsibilities of a care worker. This knowledge will give learners a good introduction to what care work consists of. It is also essential that care workers operate from a sound ethical value base. Therefore, learners will be investigating the principles underpinning the National Care Standards, to enable them to understand the nature and importance of such a value base if they choose to work with people in need of care. Learners will also study, from psychology, how people develop through life and how to manage stress. This will help prepare learners for further training or working with any service user (patient or client receiving care) in any setting. Learners will also learn about essential procedures in relation to health and safety and carry out a risk assessment, which is invaluable experience before working in health and social care establishments. They will also learn about protection issues in relation to aggressive behaviour, and service users who have experienced abuse.

The emphasis throughout the course is on experiential learning through real or simulated work settings. Learners will, therefore, have the opportunity to learn about and practise essential generic employability skills such as working with others, good time-keeping and a positive attitude to learning. They will also be learning about and practising skills particularly valued by the health and social care sectors such as listening skills, verbal and non-verbal communication skills and planning.

## **Purposes and aims of the course**

The general aims of the course are to:

- ◆ allow learners to experience vocationally related learning
- ◆ provide learners with a broad introduction to the health and social care sectors
- ◆ encourage learners to foster a good work ethic, including time-keeping and a positive and responsible attitude to work
- ◆ provide opportunities to develop a range of Core Skills in a realistic setting
- ◆ encourage learners to take responsibility for their own learning and development
- ◆ facilitate progression to further education or employment

The specific aims of the course are to:

- ◆ prepare learners for work within the health and social care sectors
- ◆ help learners to communicate effectively with a range of service users, for example older people in residential care, patients in a hospital, children with a disability or people with dementia in a nursing home
- ◆ develop a caring and understanding attitude towards service users
- ◆ develop an awareness of health, safety and protection issues in health and social care settings
- ◆ develop skills of reflection and evaluating in relation to practice
- ◆ promote a positive and responsible attitude to health and social care work
- ◆ develop the skills to become a valued team member
- ◆ build learners' confidence as they develop their own knowledge and skills
- ◆ develop essential knowledge for working with people in health and social care settings
- ◆ give learners practical experiences in health and social care contexts and allow them to develop skills within these practical contexts

## **Information about typical learners who might do the course**

The primary target group for the Higher Health and Social Care course is learners who have reached an appropriate point in their secondary education, although adult returners may also find it a useful stepping stone to employment or further study.

# Course structure and conditions of award

## Summary of course content

The course introduces learners to the nature of health and social care work. It includes investigating the types of health and social care establishments that are available and the roles of care workers in these settings. Learners will also be investigating the principles of good care practice and exploring what constitutes day-to-day care work, for example identifying people's needs and strengths and how care workers try to meet those needs through care plans.

Health, safety and protection issues are important within health and social care settings. Therefore learners will explore these issues and some practical approaches to dealing with them. Using the insights of psychology they will also explore how to support service users in an informed way. This will include a study of how people develop, how to help raise self-esteem and how to help service users manage their stress. This will help learners to become flexible health and social care workers if they decide to pursue a career in this sector. In preparation for such a career, learners will also learn how to prepare a curriculum vitae, how to prepare for an interview and how to conduct themselves in a job interview.

Central to the course is developing the attitudes and skills necessary for effective work in health and social care settings. These are embedded in the different units giving learners the opportunity to practise and develop throughout the course. Learners will have the opportunity to develop their skills through work placements or simulation exercises, investigation and group work. They will be involved in evaluating their own skills, setting themselves personal goals and reviewing their progress during the course.

The units of the course have been designed to be delivered in an integrated way and guidance on a suggested teaching pattern is given in this course specification.

The specific employability skills assessed in this course are:

- ◆ positive attitude to learning
- ◆ verbal and non-verbal communication skills
- ◆ listening skills
- ◆ good time-keeping
- ◆ ability to reflect on own abilities
- ◆ demonstrate reliability by completing tasks
- ◆ respect for others
- ◆ ability to work on feedback from others
- ◆ organisational skills
- ◆ planning skills
- ◆ willingness to carry out instructions
- ◆ ability to work with others
- ◆ health and safety awareness
- ◆ understanding roles and responsibilities in the workplace
- ◆ awareness of care values



As well as the employability skills and attitudes that are assessed in this course, learners should be made aware that there are other specific personal qualities and attitudes of care workers which are valued by the health and social care sector. Although these qualities and attitudes are not assessed in this unit, they contribute towards a good working relationship between health and social care workers and service users. For example learners should be aware of the importance of compassion, friendliness and empathy to enable service users to feel comfortable enough to discuss personal issues of concern to them. Learners should also be made aware of the central place given to self-awareness in health and social care training. Encouraging learners to become more aware of the impact they have on people, the way they feel about things and the impact of experiences on themselves will help prepare them for future training or employment in the health or social care sector.

The emphasis throughout the course is on experiential learning and developing the knowledge and skills valued by the health and social care sectors. Learning and teaching will involve, for example applying knowledge and skills through scenarios, group work, interviewing health or social care workers and visits to health and social care establishments.

## **Summary of unit content**

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

### ***Understanding and Supporting People in Health and Social Care Settings (Higher) (1 credit)***

The purpose of this unit is to help learners understand people, their experiences and their behaviour within health and social care settings. Having a greater understanding of people can help learners become more flexible workers. The emphasis in the unit is on understanding the practical application of psychological theories. Learners will study how people develop through life and what affects that development. They will also gain insight into how a self-concept is developed and how to help someone create more positive self-esteem. Stress, its effects on people, and preventing and managing stress are also investigated.

### ***Care Principles and Practice (Higher) (1 credit)***

The purpose of this unit is to give learners a sound foundation of the values that underpin health and social care work and the standards these workers should meet. Learners will investigate the National Care Standards, the principles underpinning them and why they are important in care work. They will take part in a group presentation of their findings. They will also learn how to apply these standards by assessing a person's needs and strengths and producing a plan of care.

### ***Working in Health and Social Care Settings (Higher) (1 credit)***

The purpose of the unit is to set care work in context and help students develop the appropriate knowledge and employability skills and attitudes for working in health and social care settings. Learners will learn about the different types of health and social care provision that exist and the roles of health and social care workers in these different provisions. They will also learn how to prepare for employment or further training through completing a curriculum vitae and participate in a simulated job interview for a health and social care job role.

Learners will be learning about important employability skills and throughout the unit they will have the opportunity to practise and develop these skills. These will include verbal and non-verbal communication skills, planning and listening skills as well as the skills of working with others.

These skills may be developed through attending work placements or through simulations and class exercises. Learners will also have the opportunity to develop the skills of reflecting and evaluating, through assessing their own abilities and recording their progress throughout the unit.

### ***Health, Safety and Protection Issues in Care Settings (Higher) (1 credit)***

The purpose of the unit is to familiarise learners with health, safety and protection issues in health and social care settings. Learners will learn about health and safety responsibilities and typical hazards and risks. They will also carry out a simulated risk assessment. In addition, learners will explore supportive approaches to managing aggressive behaviour and will learn how to respond appropriately to service users who may have experienced abuse.

### **Conditions of award**

To achieve the award of Higher Skills for Work Health and Social Care, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

# Assessment

## Assessment objectives

Assessment across the units of this course allows learners to demonstrate:

- ◆ employability skills and attitudes
- ◆ essential underpinning knowledge required to work in the health and social care sector
- ◆ the ability to apply knowledge in specific health and social care contexts
- ◆ evaluation skills
- ◆ investigation skills
- ◆ presentation skills

## Unit assessment

The assessment of the units in this course will be as follows:

### ***Understanding and Supporting People in Health and Social Care Settings (Higher) (1 credit)***

Assessment in this unit will be in the form of:

- ◆ scenarios set in health and social care contexts accompanied by a series of structured questions covering knowledge of the strands of human development and application of Carl Rogers' theory of self-concept to health and social care settings
- ◆ an investigation into stress and stress management strategies including an evaluation of these strategies

### ***Care Principles and Practice (Higher) (1 credit)***

Assessment in this unit will be in the form of:

- ◆ a group investigation and group presentation on the National Care Standards involving the assessment of the learner's ability to work with others and planning skills
- ◆ scenarios set in health and social care contexts accompanied by a series of structured questions on the care planning process and the application of knowledge through producing a care plan

### ***Working in Health and Social Care Settings (Higher) (1 credit)***

Assessment in this unit will be in the form of:

- ◆ an investigation into health and social care provision and the roles and responsibilities of health and social care workers
- ◆ a completed curriculum vitae
- ◆ performance evidence covering preparation for a job interview and performance during the interview
- ◆ learner reviews completed on three occasions detailing progress in relation to the development of specific employability skills and attitudes valued by the health and social care sector

### **Health, Safety and Protection Issues in Care Settings (Higher) (1 credit)**

Assessment in this unit will be in the form of:

- ◆ written and/or oral evidence that learners will gather throughout the unit covering knowledge of health and safety responsibilities and appropriate ways of helping to protect service users who have been abused
- ◆ carrying out a risk assessment involving evaluating risks in a health and social care setting
- ◆ scenarios set in health and social care contexts accompanied by a series of structured questions, completed under open-book conditions, covering application of knowledge of managing aggressive behaviour in health and social care settings

Further details about unit assessment for this course can be found in the unit specifications.

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

### **Quality assurance**

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

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

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

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **3 Health and wellbeing**

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing

## **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.3 Working with others

## **5 Thinking skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

# Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

<b>Understanding and Supporting People in Health and Social Care Settings</b>	<b>= A</b>
<b>Care Principles and Practice</b>	<b>= B</b>
<b>Working in Health and Social Care Settings</b>	<b>= C</b>
<b>Health, Safety and Protection Issues in Care Settings</b>	<b>= D</b>

<b>Employability skill/attitude</b>	<b>Evidence</b>
◆ positive attitude to learning	C
◆ verbal and non-verbal communication skills	C
◆ listening skills	C
◆ good time-keeping	C
◆ ability to reflect on own abilities	C
◆ demonstrate reliability by completing tasks	C, B, D
◆ respect for others	B, C, D
◆ ability to work on feedback from others	C
◆ organisational skills	A, B, C
◆ planning skills	A, B, C
◆ willingness to carry out instructions	B, C, D
◆ ability to work with others	B, C
◆ health and safety awareness	C, D
◆ understanding roles and responsibilities	B, C, D
◆ awareness of care values	A, B, C, D

## Assessment evidence in all units:

- A = Case study based on Carl Rogers' theory of self-concept and investigation into stress and stress management.
- B = Group investigation and presentation on the National Care Standards and the production of a care plan.
- C = Investigation of health and social care provision, the production of a CV for a specific job role, participating in an interview for a specific job role and learner reviews of employability skills.
- D = Closed-book test on health and safety responsibilities and protecting service users, case study on managing aggressive behaviour and carrying out a risk assessment in a real or simulated health and social care setting.

## Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

### Guidance on approaches to delivery and assessment for this course

This course is designed with an emphasis on experiential learning where learners will learn through practical experience and reflection, but there is also an emphasis on providing learners with important knowledge of subjects related to health and social care work. Experiential learning may be in the form of work placement in a care setting or simulated environment. Learners could be given the opportunity to develop their communication skills through, for example, interviewing a care worker on aspects of their job or through a class exercise where they practise open-ended questions by interviewing each other. A service user, for example a person receiving home care, may be willing to contribute to learners' learning by being interviewed on their opinion of the service they receive.

This could be an opportunity for learners to develop interpersonal skills and gain helpful insight into what receiving care or assistance is really like and put a person-centred approach into practice

There is an opportunity in this course for teachers/lecturers to be creative in their teaching and learning approaches. Investigations, role plays, debates, presentations, case studies, discussions and simulation exercises could give learners a stimulating and interesting learning experience. For example in *Working in Health and Social Care Settings* (Higher), learners will be exploring the use of good listening skills which they could practise through a role play. In *Care Principles and Practice* (Higher), learners will investigate the National Care Standards in a group. This will give them the opportunity to develop planning skills, the skills of working together and verbal and non-verbal communication skills. Using case studies in *Understanding and Supporting People in Health and Social Care Settings* (Higher) will 'bring alive' the relevance of studying human development and self-esteem. Simulation exercises on hazards in the workplace will provide realistic experiences when studying *Health, Safety and Protection Issues in Care Settings* (Higher).

Confidence building is also a beneficial aspect of this course. Learners will be reviewing their own skills and attitudes and setting personal goals which can help build confidence as learners see progression. This course also lends itself to confidence building on a more informal basis through, for example, class exercises, where progress can be commented on and encouragement given by the teacher/lecturer or others.

### Sequencing/integration of units

Beginning with an induction to the course will enable learners to understand fully what is required and the approaches to be adopted. The importance of the employability skills should be highlighted at this stage and learners made aware that they will be assessed on their skills development throughout the course. Also making learners aware from the outset that

this course differs from others with its emphasis on experiential learning will prepare learners for active participation in group activities, simulations, role plays and presentations.

While the sequence of delivery of the unit is for individual centres to decide, centres may wish to integrate delivery across units. In this case, it may be helpful to begin with the investigation into care provision and roles of the care worker in the unit *Working in Health and Social Care Settings* (Higher), followed by an introduction to the specific employability skills and attitudes they will have the opportunity to develop throughout the course. If this is followed by the investigation into the National Care Standards in the unit *Care Principles and Practice* (Higher), then learners will have a good introduction to care work and the principles that underpin the work.

Following on from this, it may be helpful for learners to learn about how people develop through life, development of self-concept, and stress management, which are covered in *Understanding and Supporting People in Health and Social Care Settings* (Higher). This will help learners develop an understanding of people and their behaviour and what affects them through life, before embarking on the other areas of study. Learners could then explore issues related to health, safety and protection in the unit *Health, Safety and Protection Issues in Care Settings* (Higher) before completing the course by learning how to produce a curriculum vitae and presenting themselves positively in a job interview. Whatever sequence of delivery is followed, it is important that the employability skills are not taught or assessed in isolation. The learning, teaching and assessment of these skills will be integrated with the learning, teaching and assessment in the other three units of the course.

Learners also need the time to practise, learn from feedback and show progression in these skills.

## **Guidance on approaches to delivery**

### **Placements/visiting speakers/visits to care settings**

Centres are encouraged to establish links with care organisations that may be willing to offer support in the form of visits from a member of staff to give learners a realistic view of care work. Centres could also arrange work placements or visits to care establishments to help learners build their knowledge and develop their skills. If placements are organised, the centre's work placement guidelines and industry standard guidance on protection issues should be adhered to. Access to a variety of health and social care settings, for example resource centres for people with a learning disability, nursing homes and residential homes for older people is necessary. This will enable learners to share their experiences and give them a broader picture of care work to help them make decisions about future employment or training.

### **Health and safety**

Learners will be exploring a care worker's responsibilities under health and safety legislation. Simulation activities could be set up which demonstrate some of the possible risks and hazards encountered in a typical care setting. This could give learners a realistic experience and provoke discussion. Learners should be informed that care workers are not allowed to engage in moving and handling people or equipment without having participated in a relevant moving and handling course.



## Guidance on approaches to assessment

The evidence requirements for units in the Higher Health and Social Care course are fully expressed in the mandatory section of each unit specification.

A variety of approaches will be used for gathering evidence, reflecting the variety of learning experiences offered throughout the course. These are:

- ◆ individual and group investigations
- ◆ a group presentation
- ◆ case studies set in health and social care contexts
- ◆ practical activities: carrying out a risk assessment; preparing a curriculum vitae; producing a care plan
- ◆ learner performance in an interview for a health and social care job role
- ◆ learner reviews of specific employability skills and attitudes
- ◆ folios or written and/or oral evidence produced by learners throughout the units

The course allows for some integration of assessment across units. An example would be the integration of the assessment of *Care Principles and Practice* (Higher) and *Working in Health and Social Care Settings* (Higher). The process of working together to produce a presentation of work for outcome 1 of the unit *Care Principles and Practice* also lends itself to demonstrating some of the skills and attitudes required in outcome 2 of the unit *Working in Health and Social Care Settings* (Higher). The assessment for outcome 1 of the unit *Understanding and Supporting People in Health and Social Care Settings* (Higher) is in the form of a case study covering the strands of human development, a prerequisite, for understanding people's needs. This could be integrated with outcomes 3 and 4 of the unit *Care Principles and Practice* (Higher) which covers people's needs and how to meet those needs through a care plan. Learners could be given case studies accompanied by a series of questions that allow them to generate the evidence required.

The assessment support pack provided for each unit within the Higher Health and Social Care course illustrates the standard that should be applied. If a centre wishes to design its own assessments, they should be of a comparable standard.

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software.

Centres that wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at:

**[www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment)**.

## **Opportunities for developing Core Skills**

In this course, learners will be involved in a number of activities that offer opportunities to develop aspects of Core Skills. They will identify, gather, analyse and evaluate a variety of information. They will be involved in a group investigation and presentation, working in a team and individually. They will produce a curriculum vitae, take part in an interview and evaluate their employability skills. They will also create a care plan to meet a specific person's needs and carry out a risk assessment:

These activities offer opportunities to develop aspects of the following Core Skills:

- ◆ Problem Solving
- ◆ Working with Others

There is automatic certification of Critical Thinking at SCQF levels 5 and SCQF level 6 in this course.

## General information for learners

This section will help you decide whether this is the course for you by explaining what the course is about, what you should know or be able to do before you start, what you will need to do during the course and opportunities for further learning and employment.

This course focuses on:

- ◆ understanding people and their behaviour within health and social care
- ◆ the values in health and social care work and the standards workers should meet
- ◆ developing the appropriate knowledge, employability skills and attitudes for working in health and social care
- ◆ health, safety and protection issues in a health and social care setting

You will learn how to:

- ◆ Explain the five strands of human development and their relevance in a health and social care employment.
- ◆ Understand how Carl Rogers' theory of self-concept can help individuals.
- ◆ Prevent and manage stress for people in care.
- ◆ As part of a group, investigate the importance of Care Standards in health and social care work.
- ◆ Take part in a group presentation on the National Care Standards.
- ◆ Explain the planning process used for a care patient's needs.
- ◆ Produce a care plan for a patient's needs.
- ◆ Investigate different types of health and social care arrangements.
- ◆ Prepare for employment by producing a CV for a job role in a health and social care environment.
- ◆ Participate in a mock interview for the job role.
- ◆ Review your own performance in order to develop your employability skills.
- ◆ Explain health and safety responsibilities and hazards in a health and social care environment.
- ◆ Carry out a risk assessment.
- ◆ Explain how to deal with incidents involving aggressive behaviour.
- ◆ Describe how health and social care workers can help protect patients who have been abused.

You do not need to have any previous qualifications or experience.

After you finish this course, there may be opportunities to study other qualifications in this area, and/or further develop skills that will help in employment.

# Administrative information

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**Published:** October 2018 (version 3.0)

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## History of changes to national course specification

Version	Description of change	Date
2.0	2014 — Course re-coded as part of CfE development programme but no change to course and unit content.	August 2014
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 2018

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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 of the course specification.

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