



# Higher Care Project Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It **must** be read in conjunction with the course specification.

**Valid from session 2018-19 and until further notice.**

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# Introduction

This document contains marking instructions and instructions for candidates for the Higher Care project. You must read it in conjunction with the course specification.

This project is worth 90 marks. This is 70% of the overall marks for the course assessment.

This is one of two course assessment components. The other component is a question paper.

Candidates must use one of the following briefs as the basis for their project:

- ◆ Brief 1 – Is it always better for people requiring care to be cared for at home?
- ◆ Brief 2 – Choose a current initiative, strategy or campaign relating to care. Why is this initiative, strategy or campaign required?
- ◆ Brief 3 – Why is it important for people to have choices about the care they receive?

The project should be between 3,000-4,000 words, excluding references, footnotes and appendices. The candidate must provide the word count for the completed project, excluding appendices, footnotes and references. If the word count exceeds the maximum by 10%, a penalty will be applied.

Footnotes and appendices should only be used to support information included in the project (for example tables of figures, graphs, statistics, questionnaires, transcripts of interviews, pictures) and cannot be used to add information that should be submitted as part of the word count.

# Marking instructions

In line with SQA's normal practice, the following marking instructions for the Higher Care project are addressed to the marker. They will also be helpful if you are preparing candidates for course assessment.

Candidates' evidence is submitted to SQA for external marking.

## General marking principles

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- a Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- b If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- c Award marks according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the detailed marking instructions or not.
- d 'Explain' requires candidates to relate cause and effect and/or make relationships between things clear.
- e 'Analyse' requires candidates to identify relevant pieces of information, the relationship between them, and their relationship to the brief. This might involve analysing data; exploring contradictions, inconsistencies or different views; comparing and contrasting; or any other relevant type of analysis.
- f 'Evaluate' requires candidates to make a judgement based on criteria such as strengths and/or weaknesses or advantages and/or disadvantages.
- g 'Provide a conclusion' requires candidates to provide a reasoned opinion supported by information or data.
- h A development of a point (of description, explanation, evaluation or analysis) must provide further related information to gain the mark for development.
- i Award marks for the response at any relevant point in the report where the evidence occurs. There is no requirement for the report to follow any particular order: the structure of the report does not need to follow the order of the prompts.

## Detailed marking instructions

Item	Prompt	Max mark	Marking instructions	Additional guidance
A	Analyse two aspects of human development in relation to an individual(s) requiring a care service.	8	<p>Award up to 4 marks for each aspect of human development.</p> <p>For each aspect of human development:</p> <ul style="list-style-type: none"> <li>◆ award 1 mark <b>only</b> for a description of the aspect of human development</li> <li>◆ award 1 mark for each point of analysis of the aspect which is clearly relevant to the individual(s) requiring a care service</li> <li>◆ award 1 further mark for each developed point of analysis of the aspect which is clearly relevant to the individual(s) requiring a care service</li> </ul>	<p>Aspects could include social development, physical development, emotional development, cognitive development, cultural development or any other relevant aspect of human development.</p> <p>For example, candidates could choose to analyse a specific aspect such as cognitive development in relation to dementia. Another example could be to analyse a specific aspect such as physical development in relation to disability. Candidates could choose to analyse factors such as the influence of nature and/or nurture on aspects of human development.</p> <p>Analysis requires candidates to identify factors that influence development, the relationship between them, and their relationships to the individual(s). This might involve analysing data; exploring contradictions, inconsistencies or different views; or comparing and contrasting.</p>

Item	Prompt	Max mark	Marking instructions	Additional guidance
				<p>Candidates can analyse aspects at any relevant stage of the lifespan of their chosen individual(s).</p> <p>All analysis must be in relation to an individual(s) requiring a care service.</p>
B	<p>Explain three needs of your chosen individual(s) requiring a care service, in relation to your brief.</p>	12	<p>Award up to 4 marks for each need.</p> <p><b>For each need:</b></p> <ul style="list-style-type: none"> <li>◆ award 1 mark <b>only</b> for a generic description of a need</li> <li>◆ award 1 mark for each point of explanation of the need which is clearly relevant to the individual(s) requiring a care service</li> <li>◆ award 1 further mark for each developed point of explanation of the need which is clearly relevant to the individual(s) requiring a care service</li> </ul> <p>To achieve the <b>full 4 marks</b> for each need, candidates' answers <b>must relate clearly and directly to the brief</b> during their explanation.</p>	<p>Explanation requires candidates to relate aspects of an individual's care needs to the brief and make the relationship between them clear.</p> <p>Needs could include social, physical, emotional, cognitive or cultural, or any other relevant need.</p> <p>Candidates can explain three examples under the same need, for example three cognitive needs.</p>

Item	Prompt	Max mark	Marking instructions	Additional guidance
C	Evaluate features of positive care practice within two care services accessed by your chosen individual(s) receiving care.	12	<p>Award up to 6 marks for evaluating positive care practice <b>within each care service</b>.</p> <p>For <b>each care service</b>:</p> <ul style="list-style-type: none"> <li>◆ award 1 mark <b>only</b> for a generic description of positive care practice which relates to a care service accessed by the chosen individual(s)</li> <li>◆ award 1 mark for each point of evaluation of a feature of positive care practice, within a care service accessed by the chosen individual(s)</li> <li>◆ award 1 further mark for each developed point of evaluation of a feature of positive care practice, within a care service accessed by the chosen individual(s)</li> </ul> <p>Do not award marks for a generic description of positive care practice unrelated to a care service.</p> <p>Do not award marks for a description of services that a care service provides.</p>	<p>Evaluation requires candidates to make a judgement on positive care practice based on criteria such as the strengths and/or weaknesses or the advantages and/or disadvantages of the chosen features within two care services.</p> <p>Features of positive care practice must relate to appropriate legislation, Codes of Practice, National Care Standards and/or NMC guidelines. Candidates must evaluate these features within the chosen care service.</p> <p>Do not award marks for a generic description of the positive care practice approach unrelated to a specific care service.</p> <p>Marks are only awarded for evaluation within a care service.</p> <p>Do not award marks for basic repetition of common features across the two care services. Only award additional marks to candidates who provide <b>additional</b> evaluation of the original feature, which relates <b>specifically</b> to positive care practice provided within the second care service.</p>

Item	Prompt	Max mark	Marking instructions	Additional guidance
D	Analyse three social influences in relation to your chosen individual(s) in receipt of a care service.	15	<p>Award up to 5 marks for analysing each social influence.</p> <p><b>For each social influence:</b></p> <ul style="list-style-type: none"> <li>◆ award up to 2 marks <b>only</b> for an accurate description of the social influence</li> <li>◆ award 1 mark for each point of analysis of the social influence which is clearly relevant to the individual(s) requiring a care service</li> <li>◆ award 1 further mark for each developed point of analysis of the aspect which is clearly relevant to the individual(s) requiring a care service</li> </ul> <p>To achieve the full 5 marks for each social influence, candidates' answers must relate clearly and directly to an individual in receipt of a care service during their analysis.</p>	<p>Analysis requires candidates to identify social influences, the relationship between them, and their relationships to the chosen individual(s) in receipt of a care service.</p> <p>Social influences could include family, media, religion, education, government or peer groups, or any other relevant social influence.</p>
E	Explain the relevance of three sociological theories in relation to your brief.	18	<p>Award up to 6 marks for explaining each sociological theory.</p> <p><b>For each theory:</b></p> <ul style="list-style-type: none"> <li>◆ award up to 2 marks <b>only</b> for accurate descriptive knowledge of sociological theory</li> <li>◆ award 1 mark for each point of explanation of the relevance of the theory to the brief</li> </ul>	<p>Explanation requires candidates to relate sociological theories to the brief and make the relationship between them clear.</p> <p>Responses should explain <b>how relevant each theory is</b> in helping to provide insight, in relation to the brief.</p>

Item	Prompt	Max mark	Marking instructions	Additional guidance
			<ul style="list-style-type: none"> <li>◆ award 1 further mark for each developed point of explanation of the relevance of the theory to the brief</li> </ul> <p>Candidates cannot achieve full marks by only explaining the relevance of each sociological theory in relation to an individual.</p> <p>To achieve the <b>full 6 marks</b> for each sociological theory, candidates' answers <b>must relate clearly and directly to the brief</b> during their explanation.</p>	<p>Candidates can refer to classical and/or contemporary sociological theories and must use appropriate sociological terminology to support their chosen theory.</p>
F	Evaluate the relevance of three psychological theories in relation to your brief.	18	<p>Award up to 6 marks for evaluating each psychological theory.</p> <p>For each theory:</p> <ul style="list-style-type: none"> <li>◆ award up to 2 marks <b>only</b> for accurate descriptive knowledge of psychological theory</li> <li>◆ award 1 mark for each point of evaluation of the relevance of the theory to the brief</li> <li>◆ award 1 further mark for each developed point of evaluation of the relevance of the theory to the brief</li> </ul> <p>Candidates cannot achieve full marks by only evaluating the relevance of each psychological theory in relation to an individual.</p>	<p>Evaluation requires candidates to make a judgement about psychological theories based on criteria, such as the strengths and/or weaknesses or the advantages and/or disadvantages of the chosen theories in relation to the brief.</p> <p>Responses should offer an <b>evaluation of how relevant each theory is</b> in its usefulness in helping to provide insight, in relation to the brief.</p> <p>Candidates can refer to classical and/or contemporary psychological theories and must use appropriate psychological terminology to support their chosen theory.</p>

Item	Prompt	Max mark	Marking instructions	Additional guidance
			To achieve the <b>full 6 marks</b> for each psychological theory, candidates' answers <b>must relate clearly and directly to the brief</b> during their evaluation.	
G	Referring to your report, provide a conclusion in relation to the brief.	5	<p>Award marks for reaching conclusion(s) which are clearly related to the brief and are supported by information or data.</p> <p>Up to a total of <b>5 marks</b>:</p> <ul style="list-style-type: none"> <li>◆ award 1 mark for each point of conclusion</li> <li>◆ award 1 further mark for each developed point of conclusion</li> </ul> <p>Candidates can gain marks for reaching conclusions throughout the report, not just at the end of the report.</p> <p>To achieve the <b>full 5 marks</b>, candidates' answers <b>must relate clearly and directly to the brief</b> during their conclusion.</p>	<p>Providing a conclusion requires candidates to provide a reasoned opinion about the brief, supported by information or data.</p> <p>Although candidates are likely to reach an overall conclusion in relation to the brief at the end of their report, marks for points of conclusion can be awarded at any point in the report.</p>

Item	Prompt	Max mark	Marking instructions	Additional guidance
H	Present appropriate pieces of referenced information from a variety of sources.	2	<p>Award up to 2 marks for presenting referenced information in an appropriate way.</p> <ul style="list-style-type: none"> <li>◆ Award 1 mark for mainly accurate referencing in the body of the text.</li> <li>◆ Award 1 mark for mainly accurate referencing in a reference list.</li> </ul>	<p>Candidates should reference information in such a way that someone else could easily find the source of the information.</p> <p>Candidates should use the information appropriately within the report.</p> <p>Appropriate sources could include books (including electronic books), newspapers, magazines, professional journals, TV, care websites, other relevant websites, specialist videos, and visiting speakers.</p>

# Instructions for candidates

This assessment applies to the project for Higher Care.

This project is worth 90 marks. This is 70% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ applying detailed knowledge and understanding of needs and care services
- ◆ applying detailed knowledge and understanding of human development and behaviour and psychological theories
- ◆ using sociological theories to demonstrate knowledge and understanding of the ways in which social influences can impact on individuals
- ◆ investigating detailed features of positive care practice
- ◆ investigating, analysing, evaluating and presenting information

Your teacher or lecturer will let you know if there are any specific conditions for doing this assessment.

In this assessment, you have to:

- ◆ investigate the needs of people requiring health or social care and the services that meet these needs

You must use one of the following briefs as a basis for your project:

- ◆ Brief 1 – Is it always better for people requiring care to be cared for at home?
- ◆ Brief 2 – Choose a current initiative, strategy or campaign relating to care. Why is this initiative, strategy or campaign required?
- ◆ Brief 3 – Why is it important for people to have choices about the care they receive?

Your teacher or lecturer will help you make your choice. At this stage you should also identify an individual or individuals to base your project on. It is up to you whether you choose the brief or the individual first.

Once you have chosen the brief and your individual(s), you will carry out an investigation to gather information and produce a report of 3,000-4,000 words based on your findings, related to the following points:

- ◆ aspects of human development
- ◆ needs of people requiring care
- ◆ features of positive care practice
- ◆ social influences
- ◆ sociological theories
- ◆ psychological theories

## Before starting the project

Before you start your project, you must choose a brief from those provided and decide which individual(s) using care services you are going to investigate.

Your teacher or lecturer will provide guidance on the briefs to ensure you are clear about what each brief entails. Whichever brief you choose, you will have to demonstrate the same skills, knowledge and understanding.

The individual you choose to investigate could be someone you have read about in a case study or newspaper article, seen on a care website or video, met on placement, or someone you know. You must not base your project on yourself.

This is not a practice-based course and does not involve primary research. This project therefore does not require you to have direct contact with individuals who use care services. However, if there is a situation where you think this might be relevant, then you **must** discuss this with your teacher or lecturer **before** starting the project. If your teacher or lecturer agrees, you must seek appropriate permission from the relevant individual(s). You **must** be granted permission before undertaking the project.

If you choose a real person for your project, you must change their name and take any other appropriate steps to maintain their anonymity. You must seek guidance from your teacher or lecturer before approaching anyone for your project.

Throughout the project, you **must**:

- ◆ establish appropriate safeguards and boundaries in relation to real people
- ◆ maintain privacy, confidentiality and anonymity at all times
- ◆ follow relevant ethical guidelines from appropriate regulatory bodies when required, for example the Scottish Social Services Council (SSSC) or the Nursing and Midwifery Council (NMC)

## Carrying out the investigation

Once you have chosen your brief and your individual(s), and agreed the approach to your investigation with your teacher or lecturer, you are ready to start the investigation.

You must carry out the investigation independently, supervised by your teacher or lecturer. Your teacher or lecturer could ask you to discuss your work at any stage, and you should be able to tell them what you have been doing. They cannot give you any guidance on what to do if you are stuck, have fallen behind with your plan or encountered any other problems. They cannot give feedback on your work, even if it is only a draft.

You can use a variety of types of sources of information during your investigation. The referenced information in your report must be relevant, appropriate and credible.

When you are gathering information, make a full note of the source of each piece so that you can reference it in your report. This will enable you or anyone else to find it again. When using information in your report you should amend or adapt it, unless you are using it as a direct quote. You can use graphs, charts, tables, diagrams, text or any other suitable information in your report.

**You must reference all sources that you use in your project.**

When undertaking the investigation, remember that you will need to use the information you have gathered to present your response to the question posed in the brief. In your report you will need to explain, analyse and evaluate the information you have gathered. Use each project item prompt to help structure your report.

- ◆ Prompts that ask you to ‘explain’ mean you need to relate cause and effect and/or make relationships between things clear.
- ◆ Prompts that ask you to ‘analyse’ mean you need to identify relevant pieces of information, the relationship between them, and their relationship to the brief.
- ◆ Prompts that ask you to ‘evaluate’ mean you need to make a judgement based on criteria such as strengths and/or weaknesses, advantages and/or disadvantages.

The table below provides more information about what you need to include in your report.

## Higher Care project: prompts and marks

Item	Prompts	Mark	Additional guidance
A	Analyse two aspects of human development in relation to an individual(s) requiring a care service.	8	<p>You must identify factors that influence human development, the relationship between them, and their relationships to the individual(s). This might involve analysing data; exploring contradictions, inconsistencies or different views; comparing and contrasting; or any other relevant type of analysis.</p> <p>You can gain a maximum of 4 marks for each aspect of human development.</p> <p>Aspects could include social development, physical development, emotional development, cognitive development, cultural development.</p> <p>For example, you could choose to analyse a specific aspect such as cognitive development in relation to dementia. Another example could be to analyse a specific aspect such as physical development in relation to disability. You could choose to analyse factors such as the influence of nature and/or nurture on aspects of human development.</p> <p>You can analyse aspects at any relevant stage of the lifespan of your chosen individual(s).</p> <p>All analysis must be in relation to an individual(s) requiring a care service.</p>
B	Explain three needs of your chosen individual(s) requiring a care service, in relation to your brief.	12	<p>You must relate cause and effect and/or make clear the relationships between the needs of the individual(s) and the brief.</p> <p>You can gain a maximum of 4 marks for each need.</p> <p>Needs of people could include social, physical, emotional, cognitive or cultural, or any other relevant need. You can explain three examples under the same need, for example, three cognitive needs.</p>

Item	Prompts	Mark	Additional guidance
C	Evaluate features of positive care practice within two care services accessed by your chosen individual(s) receiving care.	12	<p>You must make a judgement on positive care practice based on criteria such as the strengths and/or weaknesses or the advantages and/or disadvantages of the chosen features within two care services.</p> <p>Features of positive care practice must relate to appropriate legislation, Codes of Practice, National Care Standards and/or NMC guidelines. You must evaluate these features within the actual care service accessed by the chosen individual(s).</p> <p>You can gain a maximum of 6 marks for evaluating positive care practice within each care service.</p> <p>You will not gain any marks for simply describing services that a care service provides.</p> <p>You will not gain any marks for a generic description of the positive care practice approach unrelated to a specific care service.</p> <p>You will not gain additional marks for basic repetition of common features across the two care services. In this instance, you will gain additional marks only if you provide <b>additional</b> evaluation of the original feature, which relates <b>specifically</b> to positive care practice provided within the second care service.</p>
D	Analyse three social influences in relation to your chosen individual(s) in receipt of a care service.	15	<p>You must identify social influences, the relationship between them, and their relationships to the chosen individual(s) in receipt of a care service.</p> <p>You can gain a maximum of 5 marks for analysing each social influence.</p> <p>Social influences could include family, media, religion, education, government or peer groups or any other relevant social influence.</p>

Item	Prompts	Mark	Additional guidance
E	Explain the relevance of three sociological theories in relation to your brief.	18	<p>You must relate cause and effect and/or make relationships between sociological theories and the brief clear.</p> <p>Your response should <b>explain how relevant each theory is</b> in helping to provide insight, in relation to the brief.</p> <p>You can gain a maximum of 6 marks for explaining each sociological theory.</p> <p>You can refer to classical and/or contemporary sociological theories and must use appropriate sociological terminology to support your chosen theory.</p>
F	Evaluate the relevance of three psychological theories in relation to your brief.	18	<p>You must make a judgement about psychological theories based on criteria, such as the strengths and/or weaknesses or the advantages and/or disadvantages of the chosen theories in relation to the brief.</p> <p>Your response should offer an <b>evaluation of how relevant each theory is</b> in helping to provide insight, in relation to the brief.</p> <p>You can gain a maximum of 6 marks for each psychological theory.</p> <p>You can refer to classical and/or contemporary psychological theories and must use appropriate psychological terminology to support your chosen theory.</p>
G	Referring to your report, provide a conclusion in relation to the brief.	5	<p>You must provide a reasoned conclusion about the brief, supported by information or data.</p> <p>You can gain marks for reaching conclusions throughout the report, not just at the end of the report.</p>

Item	Prompts	Mark	Additional guidance
H	Present appropriate pieces of referenced information from a variety of sources.	2	<p>You must reference information in your report in such a way that someone else could easily find the source of the information.</p> <p>You must use the information appropriately within your report. You should provide references within the text of your report, and provide a reference list at the end of your report.</p> <p>Appropriate types of sources for this information could include books (including electronic books), newspapers, magazines, professional journals, TV, care websites, other relevant websites, specialist videos, or visiting speakers.</p> <p>Although you may use the same type of source more than once, each of your references must be different, for example different websites.</p>
<b>Total marks</b>		90	

## **Producing your report**

Your report must be between 3,000-4,000 words excluding references, footnotes and appendices. You must provide the word count of your completed report, excluding references, footnotes and appendices. If the word count exceeds the maximum by 10%, a penalty will be applied.

Only use footnotes and appendices to support information included within the project (for example tables of figures, graphs, statistics, questionnaires, transcripts of interviews). Do not use them to add information that you should have submitted as part of the word count.

You must produce your report independently, under the supervision of your teacher or lecturer. This means that your teacher or lecturer could ask to see or discuss your work at any stage and you should be able to let them know what you have been doing. Your teacher or lecturer cannot give you feedback on drafts of your work.

Your report must contain information that you have gathered during your investigation in relation to the brief. You must include a response to all of the prompts. The order in which you respond to the prompts will vary depending on the brief, how you choose to interpret it, and how you structure your report.

You must clearly connect the referenced material to information in the report. At the end of the report, list all the sources you have used.

# Administrative information

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## History of changes

Version	Description of change	Date

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

## Security and confidentiality

This document can be used by SQA approved centres for the assessment of National Courses and not for any other purpose.

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