



Higher Care

Course code:	C812 76
Course assessment code:	X812 76
SCQF:	level 6 (24 SCQF credit points)
Valid from:	session 2018–19

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	40	1 hour and 30 minutes
Component 2: project	90	see 'Course assessment' section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the National 5 Care course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none">◆ HNCs in Social Services and Health Care, Childhood Practice or other related subjects at SCQF level 7◆ Higher Childcare and Development Course or other related subjects at SCQF level 6◆ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

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

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course allows candidates to engage in a range of tasks that help them to develop their understanding of individuals and society. Candidates learn to recognise that each individual has a unique blend of abilities and needs and understand the qualities and skills required to sustain different types of relationships.

Candidates develop an understanding of the value base required in the care profession. They have an opportunity to understand and explain influences on human development and behaviour. They also gain an understanding of the social, physical, emotional, cognitive and cultural needs of people who use care services. This knowledge is relevant for future experience in learning, life and work.

Candidates develop their thinking skills by applying knowledge from a range of topics across the social sciences to contemporary care issues and scenarios.

Purpose and aims

The course enables candidates to understand and explain why people use care services, and to develop the knowledge and value base required for working in contemporary care practice in settings such as health care and social care. Candidates develop knowledge, understanding and attributes that help them to make informed decisions to support the health and wellbeing of others.

The main aims of the course are to enable candidates to:

- ◆ develop a detailed understanding of the needs of individuals and an awareness of current care services that could meet these needs
- ◆ develop a detailed understanding of the ways in which positive care practice is based on legislation, values, principles, knowledge and skills
- ◆ develop a knowledge and understanding of the ways in which social influences can impact on people and the relevance of this for care practice
- ◆ develop a detailed understanding of explanations for human development and behaviour
- ◆ apply knowledge of psychological and sociological theories to contemporary care issues and current care contexts
- ◆ develop skills of investigating, analysing, evaluating and presenting information

Who is this course for?

The course will attract candidates who have an interest in care. They will be interested in the principles which underpin professional care practice. Candidates develop the skills, knowledge, and understanding required to recognise the interrelationship of human development and behaviour, social influences, and values and principles in shaping care priorities and practice, to meet the care needs of individuals.

Flexibility within the course offers the opportunity for personalisation, as candidates can choose which care issues and settings to investigate.

Course content

The course consists of three areas of study:

Values and principles

Candidates investigate the health and social care provision that is available to meet the needs of people requiring care. They analyse needs and explore the role of the care planning process in identifying needs. Candidates gain an understanding of the key features of a positive care environment, and explain the role of legislation. They also explore the importance of values and principles in promoting positive care practice.

Human development and behaviour

Candidates apply their knowledge and understanding of development and behaviour to individuals using care services. They use psychological theories to explain development at different stages of the life span and use models of loss or transition to explain the effects of life experiences on people. Candidates evaluate a range of psychological theories and explain how these can help a care worker to understand behaviour.

Social influences

Candidates analyse the ways in which social influences can impact on people, and the relevance this has for care practice. They use sociological theories to explain social influences and the impact these might have on people's life chances. Candidates also analyse actions taken in society to improve the life chances of individuals using care services.

These areas of study can be taught in any sequence, however it is useful for candidates to develop a strong value base and then apply the knowledge and understanding they gain to contemporary care practice.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ 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

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

Needs

Candidates investigate needs of people requiring care. Needs include social, physical, emotional, cognitive, cultural or other relevant needs. Candidates explain the role of the care planning process in identifying needs.

Care services

Candidates investigate current care services from social, health or other care contexts. This includes services from the statutory, private or third sectors. Candidates analyse features of positive care environments and explain the role of legislation within care services.

Psychological theories

Candidates explain and evaluate psychological theories used to inform current care practice. Candidates use psychological theories, and models of loss and transition, to explain the behaviour and development of individuals using care services.

Person-centred theory (Rogers)

- ◆ self-concept: the link between self-image, ideal self and self-esteem
- ◆ conditions of worth; locus of evaluation (internal and external)
- ◆ core conditions: unconditional positive regard (acceptance), congruence (genuineness), empathy (understanding)

Transition (Adams, Hayes and Hopson)

- ◆ the theory of transition and how it affects self-esteem
- ◆ seven stages: immobilisation, minimisation, depression, acceptance of reality, testing, searching for meaning, internalisation

Loss

- ◆ Colin Murray Parkes
 - four phases: numbness, searching and pining, depression, recovery
 - determinants of grief
- ◆ William Worden
 - accept the reality of the loss
 - work through the pain of grief
 - adjust to an environment in which the deceased is missing
 - emotionally relocate the deceased and move on with life

Sociological theories

Candidates gain an understanding of sociological theories and use them to analyse social influences and their impact on individuals who are using care services. They explain and analyse actions taken in society to improve the life chances of individuals.

Candidates study the following key features of sociological perspectives:

- ◆ functionalist: consensus on norms, values and roles; integration and interdependence; dysfunctionality
- ◆ conflict: power differentials; competition over scarce resources; control, coercion and constraint imposed by dominant group
- ◆ feminist theory: gender-role socialisation; equal rights for women; oppression and subordination through patriarchy
- ◆ symbolic interactionist theory: the idea of self-concept; the significance of symbols and labels in social interaction; the concept of 'role-taking'

Positive care practice

Candidates explain how positive care practice can be promoted in current care services. They gain a detailed understanding of the role and responsibilities of professional carers working in an accountable way within an organisation.

Candidates investigate relevant legislation for professionals working in care services in Scotland, and the underlying principles and value base. They also study the codes of professional conduct of the following regulatory bodies:

- ◆ Nursing and Midwifery Council (NMC)
- ◆ Scottish Social Services Council (SSSC)

Candidates gain understanding of Scotland's Health and Social Care Standards, based on the five principles:

- ◆ dignity and respect
- ◆ compassion
- ◆ be included
- ◆ responsive care and support
- ◆ wellbeing

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

1 Literacy

1.2 Writing

3 Health and wellbeing

3.5 Relationships

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

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

This enables candidates to:

- ◆ integrate, extend and apply the skills, knowledge and understanding they have learned during the course — the combination of a project and question paper adds breadth and application to the course

Course assessment structure: question paper

Question paper

40 marks

The question paper gives candidates an opportunity to demonstrate application of the skills, knowledge and understanding specified in the 'Skills, knowledge and understanding for the course assessment' section within a care context.

The question paper has 40 marks out of a total of 130 marks for the course assessment.

The question paper has three sections:

- | | |
|-----------------------------------|----------|
| ◆ values and principles | 16 marks |
| ◆ human development and behaviour | 12 marks |
| ◆ social influences | 12 marks |

Setting, conducting and marking the question paper

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 30 minutes to complete the question paper.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: project

Project

90 marks

Candidates investigate the needs of individuals requiring care, and the services that meet these needs. They choose from project briefs provided by SQA, respond to their chosen brief, and produce a report of their findings.

The project gives candidates an opportunity to:

- ◆ apply detailed knowledge and understanding of needs and care services
- ◆ apply detailed knowledge and understanding of human development and behaviour and psychological theories
- ◆ use sociological theories to demonstrate knowledge and understanding of the ways in which social influences can impact on individuals
- ◆ investigate detailed features of positive care practice
- ◆ investigate, analyse, evaluate and present information

The project has a total mark allocation of 90 marks. This is 70% of the overall marks for the course assessment.

Project overview

Candidates choose from a selection of briefs provided by SQA, and select an individual or individuals to base their project on. Teachers and lecturers provide guidance to candidates on the briefs and individual(s), and ensure that candidates are clear about what each brief entails. Candidates must meet the same project requirements, whichever brief they choose.

Each brief gives information about the focus for the investigation.

Anonymity, confidentiality and ethics

Appropriate sources for case studies include:

- ◆ books
- ◆ newspapers
- ◆ magazines
- ◆ professional journals
- ◆ TV
- ◆ websites
- ◆ videos
- ◆ visiting speakers

The source must be related to a health or social care environment and teachers and lecturers should discuss the suitability of this choice with candidates.

This is not a practice-based course and does not involve primary research. Candidates do not need to have direct contact with people using care services for the project. However, if

the candidate thinks direct contact might be relevant, they **must** discuss the suitability of this with their teacher or lecturer **before** starting the project. If the teacher or lecturer agrees, appropriate permission from the relevant person(s) **must** be sought and granted before undertaking the project. The candidate must also change the name of the person and take any other appropriate steps in order to maintain their anonymity throughout the project.

Throughout the project, teachers or lecturers and candidates should ensure that appropriate safeguards and boundaries are established in relation to real people and that privacy, confidentiality and anonymity are maintained at all times.

Candidates must follow **relevant ethical guidelines** from any appropriate regulatory body when required, such as SSSC or NMC.

Carrying out the project

Candidates carry out an investigation into their chosen brief and individual(s). They must ensure their project covers the following areas:

- ◆ explaining needs of people requiring care
- ◆ analysing aspects of human development
- ◆ evaluating the relevance of psychological theories
- ◆ using sociological theories to explain points in the investigation
- ◆ analysing social influences in relation to their brief
- ◆ analysing actions taken in society to improve the life chances of an individual
- ◆ evaluating features of positive care practice within two care services
- ◆ providing a conclusion
- ◆ presenting appropriate pieces of referenced information from a variety of sources

Setting, conducting and marking the project

The project is:

- ◆ set by SQA
- ◆ conducted under some supervision and control

Evidence is submitted to SQA for external marking.

All marking is quality assured by SQA.

Assessment conditions

Time

The project is carried out over a period of time. Candidates should start their project at an appropriate point in the course. This is normally when they have completed most of the learning in the course.

Candidates complete the project in time to meet a submission date set by SQA.

Supervision, control and authentication

The project is conducted under some supervision and control. This means that:

- ◆ candidates do not need to be directly supervised at all times
- ◆ the use of resources, including the internet, is not tightly prescribed
- ◆ teachers and lecturers can provide reasonable assistance

Teachers and lecturers must put in place measures to ensure that the work an individual candidate submits for assessment is their own. These could include:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress

Candidates must understand the importance of checking the reliability of all their sources, and must reference them properly.

Resources

There are no restrictions on the resources candidates can access during the project.

Reasonable assistance

Candidates must undertake the project independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment or they may have been entered for the wrong level of qualification.

Reasonable assistance prior to the formal assessment process includes:

- ◆ ensuring candidates are clear about the requirements of the project and providing opportunities for candidates, as a group, to ask questions about the requirements
- ◆ discussing with each candidate the suitability of their choice of brief and their approach to the brief, before they start the project

Reasonable assistance does not include:

- ◆ directing candidates to specific sources or resources to be used
- ◆ providing model answers
- ◆ providing any feedback on drafts, including marking
- ◆ monitoring whether individual candidates are keeping to timescales or not

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ the project

The project may be produced in written form or word-processed. Whichever format candidates use, the project must be submitted on paper to SQA for marking.

Volume

The project must be between 3,000 and 4,000 words, excluding references, footnotes and appendices. Candidates must provide the word count for the completed project, excluding appendices, footnotes and references.

If the word count exceeds the maximum by more than 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.

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- ◆ [Higher Care subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Guidance on conditions of assessment for coursework](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

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.

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