



## Higher Care

<b>Course code:</b>	C812 76
<b>Course assessment code:</b>	X812 76
<b>SCQF:</b>	level 6 (24 SCQF credit points)
<b>Valid from:</b>	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"><li>◆ HNCs in Social Services and Health Care, Childhood Practice or other related subjects at SCQF level 7</li><li>◆ Higher Childcare and Development Course or other related subjects at SCQF level 6</li><li>◆ further study, employment and/or training</li></ul>

## 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](http://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.

# Appendix 1: course support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. You should read these in conjunction with this course specification and the specimen question paper and/or coursework.

## Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that you could include in the course. You have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

Some topics may offer more opportunities than others for the development of skills, knowledge and understanding as suggested in the table below.

- ✓✓✓ Plenty of opportunities
- ✓✓ Some opportunities
- ✓ Limited opportunities

Skills, knowledge and understanding within the course	Values and principles	Human development and behaviour	Social influences
Apply detailed knowledge and understanding of needs and care services	✓✓✓	✓✓	✓✓
Apply detailed knowledge and understanding of human development and behaviour and psychological theories	✓✓	✓✓✓	✓✓
Use sociological theories to demonstrate knowledge and understanding of ways in which wider social influences can impact on individuals	✓✓	✓	✓✓✓
Investigate detailed features of positive care practice	✓✓✓	✓✓✓	✓✓✓
Investigate, analyse, evaluate and present information	✓✓✓	✓✓✓	✓✓✓

# Approaches to learning and teaching

The learning programme for the course should engage candidates. Providing opportunities for personalisation and choice ensures that learning is relevant and motivating. You should encourage candidates to understand the inter-relationships that exist between care values and principles, social influences, and human development and behaviour in a variety of care settings.

You should encourage candidates to develop planning and task management skills throughout the course. You can help candidates develop these skills by giving them appropriate support and guidance.

You should facilitate active learning by encouraging candidates to use the internet, professional journals and other sources for individual, paired or group investigations. You can set tasks such as researching a particular topic, reviewing and evaluating a number of sources and selecting the most relevant or useful material.

There are many websites for care-related subjects and candidates should look for credible sources such as those from the government, public organisations or service providers. This may have many benefits including increased motivation and development of web research skills, evaluative skills, independent learning and gaining specific areas of knowledge. Whether integrated into class time, or set as homework tasks, IT-based activities work best when they are structured and have clear learning objectives.

Using video and audio material, visits and guest speakers may help 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.

You should encourage candidates to research topics themselves in the library, online, in newspapers, magazines and journals, and to demonstrate initiative and creativity. The benefits of collaborative learning, peer support and peer feedback can be substantial, therefore you should encourage group work, both in class and for homework tasks. Candidates could reflect on their experiences by keeping a learning log to promote insight into their own learning.

Candidates learn best when they:

- ◆ understand clearly what they are trying to learn and what is expected of them
- ◆ receive feedback about the quality of their work and what they can do to improve it
- ◆ receive advice about how to make improvements
- ◆ are fully involved in deciding what needs to be done next and who can help them if they need it

Therefore, you should:

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

Candidates come from a variety of backgrounds. Some topics and issues may be sensitive for individual candidates; be alert to any signs of discomfort or distress. Always use your discretion and professional judgement when choosing the type of material to deliver. It would be appropriate to draw up a code of conduct at the beginning of the course to ensure that all candidates are aware of the need to maintain boundaries, ask for help if required and show respect to themselves and others.

You can use a wide variety of learning and teaching approaches to deliver this course. Candidates can integrate their knowledge and understanding from the course and you should encourage them to demonstrate initiative and synthesis of learning wherever appropriate.

You can deliver the areas of study in any order, but the values and principles area provides an overview of the caring role and care contexts and therefore provides a good introduction to the course. The sociological and psychological theories taught in the other two areas can be linked back to the needs and services that are investigated in the values and principles area. Theories are taught in order to provide underpinning knowledge and enhance understanding of service users and care services. Candidates should demonstrate their ability to make balanced evaluations of theories relevant for care and base these on justified and sustained arguments.

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

Learning about Scotland and Scottish culture enriches candidates' learning experience and helps them to develop the skills for learning, life and work they need in a diverse, inclusive and participative Scotland and beyond. You should take any available opportunities to contextualise approaches to learning and teaching to Scottish contexts.

## **Values and principles area of study**

Suggestions for specific areas of learning and teaching include the following:

### **Needs of an individual**

Candidates could explore the needs of an individual. It may be useful for learning purposes to divide needs into separate categories to aid initial understanding, but it is important for candidates to understand that needs are experienced by people in a holistic way, and that the aim in many care services is to work with the whole person and not just specific aspects of their needs.

Needs might include:

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

- ◆ cultural: language, customs, diet, religion, attire, lifestyle choices

Each individual has a range of inter-related needs and may require support at certain times of their life to meet these needs. Candidates could compare their own and others' needs, and investigate the range of needs that different service users may 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.

### **Method of assessing need**

Candidates could explore a range of methods used to assess need in current care practice. Methods of assessing social, physical, emotional, cognitive, cultural and other needs might include checklist, community care assessment, diary, interview, logbook, observation, shared assessment, test or any other relevant method. Research into these methods would be enhanced by visits to care services or visits from guest speakers describing methods of assessment used in different care contexts.

### **Care planning**

Assessment is the first stage of the care planning process, which also involves planning, implementing, monitoring and evaluating stages. Candidates should gain knowledge and understanding of each stage of the care planning process. The purpose of care planning is to enable planned interventions for the provision of individualised and holistic care and to ensure consistent quality care.

### **Care services**

Candidates could investigate types of provision that are available to meet the needs of people requiring care. The statutory, private and third sectors may provide services in day care, domiciliary, residential or other contexts. Candidates could investigate the multi-disciplinary nature of care and explore the partnerships between the different services. Candidates could look at the contribution of both formal care providers and informal carers, such as family, friends and neighbours.

Candidates could investigate care service provision in a number of ways: for example, by geographical area, age group or service user. You can encourage personalisation and choice when supporting candidates to choose which services they want to investigate.

### **Positive care environment**

A number of features contribute to a positive care environment, including organisational, physical, therapeutic, community or any other relevant features.

<b>Feature</b>	<b>Examples</b>
<b>Organisational</b>	Aims and objectives, mission statement, policies and guidelines; training and supervision of workers; promotion of good quality assessment and care management; working in partnership with other relevant organisations; involvement of service users and others.
<b>Physical</b>	Where the service is based in a building: the building and grounds, for example its location in terms of transport and accessibility.

<b>Therapeutic</b>	Promoting positive outcomes for people who use services and carers; range and choice of services offered.
<b>Community</b>	Relationship with the local community; how service users use other community resources; links with other similar groups locally, nationally, and electronically.

Candidates could read a range of reports from inspection and regulatory bodies and the media which identify good practice and highlight areas for improvement. This enables them to reflect on what constitutes a positive care environment in different settings.

### **Positive care practice**

Positive care is based on legislation, values and principles. Before exploring the importance of care workers developing a professional value base, you should give candidates the opportunity to explore their own personal value base. This helps candidates make a link to how positive care practice can be promoted. This should be handled with sensitivity: the teacher or lecturer should maintain a safe, non-judgemental environment throughout and set clear boundaries with the candidates. Quizzes, exercises, worksheets and other stimulus materials could be used to explore their own and others' values.

Candidates may explore what influences a person's values and the ability of individuals, communities and society to change their values, for example attitudes to adoption by same-sex couples, weight reduction surgery provided by the NHS, the effectiveness of the methadone programme in treating addiction, the rise in pension age.

Care professionals demonstrate a value base which includes features such as promoting independence, empowering people, facilitating users' involvement, promoting acceptable risks, being dynamic and responsive, facilitating informed consent, promoting social justice and protecting from harm and abuse. Values form the basis of professional working relationships with service users, other staff, informal carers, volunteers, family members and others, and are influenced by legislation, professional codes and organisational policies. Workers establish and maintain a professional value base by participating in induction and ongoing training to ensure they keep up to date with current legislation. They are accountable for their work and monitor and record the progress of self and others. You could devise case studies based on scenarios in a care setting to help develop candidates' skills, knowledge and understanding.

Professionals have to adhere to certain standards in their work, such as those published by a regulatory body, or any other relevant standards published by an appropriate organisation. These standards generally describe what each individual service user can expect from their care providers. They focus on the quality of life that the individuals using that service should experience. Candidates could investigate current sources of guidance on standards of care practice, for example, Scotland's Health and Social Care Standards, based on the five principles: dignity and respect, compassion, be included, responsive care and support, wellbeing.

Candidates could investigate the ways in which Scotland's Health and Social Care Standards are expressed in different ways for different groups of service users. You could invite visiting speakers and supply case studies based on published reports to stimulate discussion of how the principles and standards are applied in practice.

Candidates could explore the context of workers developing and maintaining a professional value base by investigating relevant legislation, professional codes and organisational policies. At Higher level, candidates should be aware of the role of legislation and the general way that it impacts on care services.

### **Thematic approach**

You could adopt a thematic approach as a context for delivery.

For example, candidates could start with a question such as ‘What knowledge and skills would I need to work as a professional in a care service?’, or ‘What should a potential service user expect when accessing this care service?’ and learning and teaching could be structured around answering this question. If groups of candidates choose different care services, then they could compare and contrast the findings to their investigations. They could build up the information gathered into an output such as an induction programme for a new staff member or an information booklet or website for potential users of the service.

Another example might be that candidates could start with a professional code of conduct or Scotland’s Health and Social Care Standards and use that as a framework to build their learning.

See Appendix 2 for suggested resources for learning and teaching.

## **Human development and behaviour area of study**

Suggestions for learning and teaching on specific areas include the following:

### **Human development and behaviour**

Human development and behaviour is infinitely varied and affected by many things. Human beings influence, and are influenced by, the culture and society in which they live. They are born with a particular genetic predisposition but the interaction with their environment affects the way that the genetic blueprint turns out. Candidates could look at twin and adoption studies and carry out a project on themselves and their family circumstances and consider how similar or dissimilar they are in looks, health, habits, likes, dislikes and educational attainment to birth, step, adoptive or other relatives, guardians and carers.

### **Stages of development**

You can explain the process of development 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 your explanation of the process of moving through milestones and sequences will be the same.

You should introduce and explain concepts in detail so that candidates understand the following 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

Candidates could explore different aspects of development, such as social, physical, emotional, cognitive and cultural, and understand that these vary at different stages of development. They could also explore the influence of circumstances from conception and during pregnancy on the development of the individual.

Candidates could investigate aspects such as:

- ◆ social development: making friends; co-operative play; peer groups; managing sexual relationships; conformity; starting, maintaining and ending relationships; taking on roles (pupil, worker, parent); developing social networks; retirement; becoming a grandparent
- ◆ 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 and 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

### **Life experiences**

Candidates could investigate expected and unexpected life experiences, which could include events related to relationships (leaving home, marriage/civil partnership, homelessness, 'coming out', divorce, parenthood, bereavement); health (illness, disability, termination, miscarriage); employment (starting work, redundancy, retirement) or any other relevant areas of life. You could explain the effects of life experiences using terminology such as acceptance, anger, bargaining, denial, depression, numbness, pining, searching, yearning or other relevant terms.

Candidates could explore their own and others' lives to consider the experiences and events that were significant and led to changes. Candidates may find it useful to look at scenarios from films, books and other sources to look at the impact of events on an individual. Candidates could look at the short, medium and long-term effects of such events and the impact this can have on individuals and others.

### **Models of loss and transition**

Development and behaviour is affected by life experiences which may be expected or unexpected and could be experienced as positive or negative. You could use models of transition to explain these events.

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

## Psychological theories

For the question paper component, as identified in the 'Skills, knowledge and understanding' section, candidates must study the following specific mandatory psychological theories:

- ◆ Person-centred theory (Rogers)
- ◆ Transition (Adams, Hayes and Hopson)
- ◆ Loss (Colin Murray Parkes, William Worden)

For the project component, candidates are free to study and make use of any other relevant psychological theory. These are not mandatory, however, other relevant theories used to inform current care practice could include:

- ◆ Cognitive development — Jean Piaget
- ◆ Developmental theory — Jerome Kagan
- ◆ Existential psychology — Rollo May
- ◆ Group dynamics — Bruce Tuckman
- ◆ Hierarchy of needs — Abraham Maslow
- ◆ Individual psychology — Alfred Adler
- ◆ Lifespan theory — Erik Erikson
- ◆ Moral development — Lawrence Kohlberg
- ◆ Mindset — Carol Dweck
- ◆ Positive psychology — Martin Seligman
- ◆ Psychodynamic theory — Sigmund Freud
- ◆ Rational emotive behaviour therapy — Albert Ellis
- ◆ Social learning theory — Albert Bandura
- ◆ Social psychology — Kurt Lewin
- ◆ Transactional analysis — Eric Berne
- ◆ or any other relevant psychological theory

Candidates could study a number of contrasting theories in order to explore the different ways that each one explains human development and behaviour. You should consider the benefits of breadth (learning a little about a number of theorists) or depth (gaining a deeper understanding of a smaller number of theorists) and organise teaching for a specific group of candidates accordingly. You should encourage candidates to look at current developments in psychological understanding which can be found in relevant psychology and care journals.

Candidates do not need to know all aspects of every theory they learn, but should explore the aspects of a theory that could be useful when understanding and explaining the behaviour of self and others. You could teach and apply psychological theories in a range of care and non-care contexts to encourage understanding. Candidates 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. Using psychological theories to discuss issues raised in case studies or current in the media is a way of reinforcing candidates' understanding.

For example, in a non-care context, transactional analysis theory could be used to explore the life scripts that candidates and teachers or lecturers adopt in a classroom situation. A care context could involve using Rogers to understand a young homeless person who has difficulty motivating themselves due to low self-esteem, then looking at a behavioural model that provides a framework for the person to set goals to change their situation.

If the Care course is taught at more than one SCQF level, it is important that different theorists are taught at each level to avoid repetition. It is up to teachers and lecturers to choose which theorists are taught at each level.

### **Care practice**

Candidates should apply knowledge and understanding to a range of settings and scenarios from care practice, for example you could devise case studies, based on scenarios in a care setting, to help develop candidates' skills, knowledge and understanding of:

- ◆ why an individual behaves in certain ways in certain situations
- ◆ the influence of expected life changes, for example growing up and growing older
- ◆ the influence of unexpected life changes, for example disability after an accident
- ◆ how to respond effectively to service users and others
- ◆ ways of reflecting on, and improving, their practice
- ◆ working effectively as a team member

### **Thematic approach**

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

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

Candidates could link their learning in this topic with the social influences topic when looking at a theme such as prejudice or discrimination; comparing and contrasting sociological and psychological explanations for behaviour and the formation of attitudes.

See Appendix 2 for suggested resources for learning and teaching.

## **Social influences area of study**

Suggestions for learning and teaching on specific areas include the following:

### **Social influences**

You should provide candidates with the opportunity to use sociological theories such as conflict theory, feminism, functionalism and symbolic interactionism to explore what is meant by society, and understand that there are different aspects of society that influence the way people think and behave. Candidates could explore socialisation: the process by which we learn to become a member of society and learn norms, values and roles.

Candidates could investigate the range of ways that people are influenced by primary and secondary agents of socialisation, which could include family, media, religion, education, government, peer groups or other relevant agents. Candidates could also investigate other ways in which society, at a systematic and institutional level, impacts on people through economic and political systems, patriarchy and other influences.

Candidates could:

- ◆ explore the process of socialisation by first reflecting on socialisation in their own family and community and what has influenced their development and behaviour. In this way, candidates apply sociological theories to familiar settings before applying them to cultures and circumstances different from their own
- ◆ use sociological theories to explore the levels of control that an agent of socialisation such as religion or education has for specific groups and what conflict might arise from the influence of different agents of socialisation on an individual
- ◆ use sociological theories to look at the influence of agents and how their importance has changed over time. For example, they could compare the influence of the media or the family on the attitudes and aspirations of adolescents now and in their parents' generation

Each person lives within a variety of cultures, for example family, community, society, work, interest group, class. The expectations of a person in each culture they are part of might not always be the same. Candidates could explore the similarities and differences between cultures, the role of subcultures, and the ways they influence the lives of people who belong to them.

When investigating socialisation and culture, candidates can explore the difference between sociological explanations, which are based upon researched evidence and are systematic and objective, and 'common sense' explanations or subjective beliefs based on personal opinion, which assume that an aspect of behaviour is 'natural' and see the individual as an uninfluenced 'free agent'.

### **Impact of social influences on life chances**

You should provide candidates with the opportunity to explore the impact that social influences have on the life chances of individuals who use care services. Candidates could research a range of social influences that have a positive, neutral or negative impact on

people. This research will help candidates to understand that the life chances and opportunities of people who experience inequality are reduced as they are more likely to:

- ◆ experience physical and mental health problems
- ◆ have poor attainment in education
- ◆ have limited opportunities in employment
- ◆ live in poverty
- ◆ face barriers to accessing services

Inequality is often linked to discrimination, as people who have lower status in society tend to be the ones negatively discriminated against. You should give candidates the opportunity to explore the relationship between prejudice and stereotyping leading to acts of discrimination by individuals, communities and society.

Candidates could:

- ◆ explore the reasons for inequality and disadvantage, comparing explanations from a common sense perspective and a sociological perspective, based on an explanation that inequality is socially constructed: prejudice and stereotypes are learned
- ◆ explore the role of socialisation in creating and perpetuating discrimination
- ◆ use sociological concepts such as labelling, power, conflict, stratification, consensus and dysfunctional to explain inequality and discrimination
- ◆ explore the ways in which people who experience inequality choose to take action as individuals or as part of a group to highlight their situation

You can refer to current topics in the media to illustrate the impact of inequality on the life chances of individuals. Candidates could be asked to pose a question and form groups to investigate and debate issues raised by the topic. You can allocate different roles to candidates to chair the debate, present points of view, challenge questions, support points of view, summarise key points. This could be videoed or notes could be taken.

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

Candidates could investigate a number of actions that have been taken by individuals or groups in society to improve life chances and challenge discrimination and stigma. This includes:

- ◆ campaigning for rights and social justice
- ◆ lobbying parliament
- ◆ the creation of initiatives and strategies targeted at specific groups
- ◆ organising marches and petitions
- ◆ developing new legislation
- ◆ developing new services
- ◆ raising awareness
- ◆ publicising investigations and documentaries in the media
- ◆ advertising campaigns
- ◆ inspection of organisations

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

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

### **Thematic approach**

You can teach the social influences area of study in a thematic way. For example, candidates could study themes such as homelessness, stigma, deviance or poverty and explore a variety of ways in which different sociological theories explain society and individuals within these themes. Some or all of the themes could be related specifically to care services, and the candidate could explore which theories would help workers understand the context within which they live and work.

Candidates could link their learning in this area with the human development and behaviour area when looking at a theme such as prejudice or discrimination; comparing and contrasting sociological and psychological explanations for behaviour and the formation of attitudes.

See Appendix 2 for suggested resources for learning and teaching.

## **Preparing for course assessment**

Each course has additional time which you can use at your discretion to help candidates to prepare for course assessment. You can use this time near the start of the course and at various points throughout the course for consolidation and support. It may also be used towards the end of the course, for further integration, revision and preparation.

In preparing for the question paper, candidates should have the opportunity to practise:

- ◆ understanding what command words mean in terms of expected written responses
- ◆ question paper techniques
- ◆ describing and explaining concepts, theories and applications within a care context
- ◆ analysing and evaluating concepts, theories and applications within a care context

It is likely that candidates will have studied some or all of the topics before they attempt the project. You should introduce the project at a time when candidates can integrate aspects of all three areas of study, and continue to encourage them to make links with any new skills, knowledge and understanding arising from the areas of study as the project progresses.

The project comprises a full investigation and analysis of the selected brief. It also includes skills related to the planning and evaluation of the investigation. The project is an opportunity for candidates to develop and apply skills relating to gathering, interpreting and presenting information, analysing and action planning. During the project, candidates draw on and extend the skills, knowledge and understanding they have developed during the course.

It is important that candidates have had the opportunity to develop planning, investigation, evaluation and literacy skills during the course, so that they have the necessary skills base to approach both components of the course assessment with confidence. You should provide opportunities to develop these skills where they arise naturally during the course, and through providing targeted learning, teaching and assessment activities. If candidates have not achieved an appropriate level of confidence and competence by the time they are approaching both components of the course assessment, you should provide further opportunities to develop and consolidate these skills.

You should provide candidates with the opportunity to develop the skills of selecting, gathering, interpreting, and presenting information. You should give them feedback on how to improve these skills, if required. It is essential that candidates understand how to select relevant information from a source such as a website or a journal and how to adapt it for inclusion in a document.

Throughout the project:

- ◆ you must give candidates appropriate support and guidance
- ◆ candidates should be working independently within a supported classroom environment with access to appropriate, reasonable advice, guidance and feedback when required, for example planned and ad-hoc meetings with individuals and groups of candidates

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

You should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and you can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

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

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<b>1 Literacy</b> This is the ability to communicate by reading, writing, listening and talking.	
<b>1.2 Writing</b>  Writing means the ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context.	Candidates could create: <ul style="list-style-type: none"> <li>◆ presentations</li> <li>◆ notes to support a talk</li> <li>◆ case studies</li> <li>◆ mind maps</li> <li>◆ reflective logs or diaries</li> <li>◆ reports</li> <li>◆ information sheets</li> <li>◆ quizzes</li> </ul>
<b>3 Health and wellbeing</b> This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others.	
<b>3.5 Relationships</b>  This includes building various types of social and working relationships and practising interpersonal skills successfully, showing respect and a sense of care for self and others.	Candidates could demonstrate and develop relationship skills by: <ul style="list-style-type: none"> <li>◆ working effectively with others in groups</li> <li>◆ displaying sensitivity to others when issues are discussed in class</li> <li>◆ discussing sensitive issues with respect for self and others</li> </ul>
<b>4 Employability, enterprise and citizenship</b> This is the ability to develop the skills, understanding and personal attributes — including a positive attitude to work, to others and to the world's resources.	
<b>4.6 Citizenship</b>  Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of 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.	Candidates could demonstrate and develop citizenship skills by: <ul style="list-style-type: none"> <li>◆ being aware of individual difference and diversity within society</li> <li>◆ being aware of explanations for the behaviour of self and others</li> <li>◆ gaining an understanding of explanations for prejudice, stereotyping and discrimination and investigating ways to challenge discrimination</li> <li>◆ gaining an understanding of the role of legislation in promoting rights and protecting vulnerable people</li> </ul>

<b>5 Thinking skills</b> This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.	
<b>5.3 Applying</b>  Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	Candidates could apply knowledge and skills to understand: <ul style="list-style-type: none"> <li>◆ the behaviour of self</li> <li>◆ the behaviour of service users</li> <li>◆ organisations and society</li> </ul>
<b>5.4 Analysing and evaluating</b>  This covers the ability to identify and weigh up the features of a situation or issue and to use judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.	Candidates could: <ul style="list-style-type: none"> <li>◆ consider strengths and weaknesses of psychological and sociological theories in relation to care practice</li> <li>◆ analyse features of a positive care environment and professional working relationships</li> </ul>

Candidates could also develop listening and talking skills by:

- ◆ contributing to paired, small and large group discussions, debates and projects
- ◆ giving a presentation as an individual or as part of a group
- ◆ giving and receiving feedback
- ◆ actively participating in class activities
- ◆ carrying out instructions from teachers or lecturers

## Appendix 2: Resources for learning and teaching

Online resource	Description and link [date accessed: September 2018]
BBC	Health pages on the BBC website.  <a href="http://www.bbc.co.uk/news/health">www.bbc.co.uk/news/health</a>
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.  <a href="http://www.careappointments.co.uk/">www.careappointments.co.uk/</a>
Community Care	Social care magazine.  <a href="http://www.communitycare.co.uk/">www.communitycare.co.uk/</a>
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.  <a href="http://www.equalityhumanrights.com/en">www.equalityhumanrights.com/en</a>
Guardian newspaper	'Society' section covers health and social care issues.  <a href="http://www.theguardian.com/society">www.theguardian.com/society</a>
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.  <a href="http://www.healthcareimprovementscotland.org/">www.healthcareimprovementscotland.org/</a>
NHS	Careers in NHS.  <a href="http://www.healthcareers.nhs.uk/">www.healthcareers.nhs.uk/</a>
NHS Direct	Comprehensive up-to-date health information and self-care advice for people in Scotland.  <a href="http://www.nhsinform.scot/">www.nhsinform.scot/</a> <a href="http://www.nhs24.com/">www.nhs24.com/</a>

Nursing and Midwifery Council	Regulatory body for nurses and midwives in Scotland and UK. <a href="http://www.nmc.org.uk/">www.nmc.org.uk/</a>
Nursing Times	Magazine for nurses (subscription). <a href="http://www.nursingtimes.net/">www.nursingtimes.net/</a>
Open University	Free resources, including videos of care practice. <a href="http://www.open.ac.uk/health-and-social-care/main/">www.open.ac.uk/health-and-social-care/main/</a>
Scotland's Health on the Web (SHOW)	Links to health-related sites. <a href="http://www.scot.nhs.uk/">http://www.scot.nhs.uk/</a>
Scottish Social Services Council	Registers people who work in the social services in Scotland and is responsible for their education and training. <a href="http://www.sssc.uk.com/">www.sssc.uk.com/</a>
Scottish Government	Health and social care pages of the Scottish Government website. <a href="http://www.gov.scot/Topics/Health">www.gov.scot/Topics/Health</a>
The Scotsman newspaper	'Health' section covers health and social care issues. <a href="http://www.scotsman.com/news/health">http://www.scotsman.com/news/health</a>
Skills Development Scotland	Job descriptions. <a href="http://www.skillsdevelopmentscotland.co.uk/">www.skillsdevelopmentscotland.co.uk/</a>
Social Services Knowledge Scotland	Gateway to information and learning materials to support practitioners. Good practice highlighted in 'service innovation' section. <a href="http://www.sks.org.uk/">www.sks.org.uk/</a>
Social Care and Social Work Improvement Scotland (SCSWIS)	The Care Inspectorate is the independent scrutiny and improvement body for care and children's services in Scotland. <a href="http://www.careinspectorate.com/">www.careinspectorate.com/</a>
TES teachers' resources	Teaching resources on a wide variety of subjects and levels. <a href="http://www.tes.com/teaching-resources">www.tes.com/teaching-resources</a>

UK Government	The official UK Government website — information on health and social care.  <a href="http://www.gov.uk/government/organisations/department-of-health">www.gov.uk/government/organisations/department-of-health</a>
Well Scotland	Information about mental health in Scotland.  <a href="http://www.wellscotland.info/">www.wellscotland.info/</a>

Resources for studying care include textbooks, professional magazines, videos, resource packs, websites and online materials.

# Administrative information

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## History of changes

Version	Description of change	Date
2.0	Course support notes added as appendix.	September 2018

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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