

# Route map through learning, teaching and assessment

**Course: Care**

**Level: Higher**

This route map is intended to assist staff in planning and delivering the overall vision for Curriculum for Excellence. It has been developed to signpost the relevant support materials available to assist staff in the planning of learning, teaching and assessment of Higher Care.

The vision for the new qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

Education Scotland has published support materials to help staff develop programmes of learning drawn from three sources: course materials commissioned by Education Scotland, other support materials produced by staff seconded to Education Scotland and course materials provided by staff through their education authorities. Further materials will be added as they become available.

These support materials, which are neither prescriptive nor exhaustive, provide suggestions on approaches to learning and teaching that will promote development of the necessary knowledge, understanding and skills for Higher Care. Staff are encouraged to draw on these materials, and existing materials, to develop their own programmes of learning which are appropriate to the needs of learners within their own context.

The link to Education Scotland's support materials can be found below together with a number of other subject-specific links staff may find helpful as they develop **programmes of learning** for Higher Care. These links are followed by a sequential list of the key guidelines, advice and support for the Higher Care **qualification**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

## Useful links for learning and teaching Higher Care

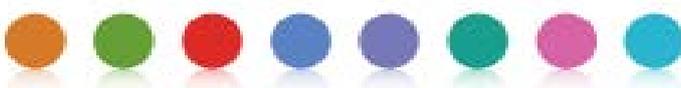
**Education Scotland NQ Course Materials site accessed via Glow** (login and password required)

A wide range of learning and teaching resources to help staff develop programmes of learning.

[http://www.educationscotland.gov.uk/nqcoursematerials/subjects/c/ngresource\\_tcm4822968.asp](http://www.educationscotland.gov.uk/nqcoursematerials/subjects/c/ngresource_tcm4822968.asp) (copy and paste this link into your browser)

**SQA course and unit support notes providing advice and guidance on learning and teaching**

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_HealthandWellbeing\\_Care.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_HealthandWellbeing_Care.pdf)



### **National Assessment Resource site via Glow** (login and password required)

Materials that inform planning for learning, teaching, moderation and assessment.

<https://www.narscotland.org.uk/>

### **Key Curriculum for Excellence support**

A quick guide to finding vital information about Curriculum for Excellence under the following headings:

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications.

<http://www.educationscotland.gov.uk/keycfesupport/index.asp>

### **Higher Care course content**

The main SQA care page is found at <http://www.sqa.org.uk/sqa/45732.html>. Pages specifically relating to Higher are at <http://www.sqa.org.uk/sqa/47897.html>. Staff should also regularly check the updates and announcements section of this page.

The course specification can be found at

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseSpecification\\_Higher\\_HealthandWellbeing\\_Care.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseSpecification_Higher_HealthandWellbeing_Care.pdf).

Staff may also find a course comparison of help as this details points of change and areas of stability across National 5 and the new Higher.

[http://www.sqa.org.uk/sqa/files\\_ccc/H\\_Care\\_Course\\_comparison.pdf](http://www.sqa.org.uk/sqa/files_ccc/H_Care_Course_comparison.pdf)

### **Structure and coverage of course assessment**

The course assessment will consist of one component, a project.

This project will give learners an opportunity to demonstrate 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.

The project will have 100% of the total marks.

### **Unit assessment**

Units are mandatory when taken as part of the Higher Care course but they can be taken independently. Unit support notes follow on from the course support notes.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_Higher\\_HealthandWellbeing\\_Care.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_HealthandWellbeing_Care.pdf)

Each unit specification gives details of the outcomes and assessment standards.

Care: Values and Principles

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_H\\_Care\\_ValuesandPrinciples.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_H_Care_ValuesandPrinciples.pdf)

Care: Human Development and Behaviour

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_H\\_Care\\_HumanDevelopmentandBehaviour.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_H_Care_HumanDevelopmentandBehaviour.pdf)

Care: Social Influences

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_H\\_Care\\_SocialInfluences.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_H_Care_SocialInfluences.pdf)

Learners must meet all the outcomes and assessment standards with evidence generated through learning and teaching. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. Learners should have access to resources to complete the assessment task and no time restrictions should be imposed. Staff should use their professional judgment when looking at the assessment evidence and ensure that minimum competency is met. Details of minimum competency can be found in the Unit Assessment Support packs in column 3 of the Judging Evidence table – making assessment judgements. Staff should undertake internal verification regularly.

Three different ways of gathering evidence have been suggested by SQA: a unit-by-unit approach, a combined approach and a portfolio approach. Initially, the more traditional unit-by-unit approach may be more prevalent as staff familiarise themselves with outcomes and assessment standards. However, it is likely that there will be a move towards a combined and/or portfolio approach as the confidence of staff grows, thus reducing the burden of assessment. Unit assessment support is available on the SQA Secure website.

### **Verification**

The verification process is designed to be supportive and not onerous. Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools and is carried out by SQA. Information on quality assurance can be found at <http://www.sqa.org.uk/sqa/58448.html>.

### **Prior verification**

[http://www.sqa.org.uk/files\\_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf](http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf)

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided. It gives departments confidence that their proposed assessment is fit for purpose and meets national standards.

### **Internal verification**

[http://www.sqa.org.uk/sqa/files\\_ccc/InternalVerificationGuideforSQAcentres.pdf](http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf)

As a matter of course staff should be internally verifying their assessments by carrying out the types of activities they have used previously, for example a sample of learners' work should be marked by more than one staff member in a department, and in single-person departments an arrangement should be made with another local authority school.

### External verification

[www.sqa.org.uk/sqa/66847.html](http://www.sqa.org.uk/sqa/66847.html)

SQA intend that every school will be verified over the first few years. Verification will take place in November, February and May.

[http://www.sqa.org.uk/sqa/files\\_ccc/Evidence\\_required\\_for\\_verificationevents.pdf](http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf)

Schools must retain the evidence until 31 July of each academic year.

[http://www.sqa.org.uk/sqa/files\\_ccc/SQA\\_Evidence\\_retention\\_requirements\\_A3\\_table.pdf](http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf)

Key messages from verification will be put up on the SQA website.

### Results services

[http://www.sqa.org.uk/sqa/files\\_ccc/FA6669\\_SQA\\_Results\\_Services\\_A5\\_8pp\\_brochure\\_web.pdf](http://www.sqa.org.uk/sqa/files_ccc/FA6669_SQA_Results_Services_A5_8pp_brochure_web.pdf)

<http://www.sqa.org.uk/sqa/65427.html>

SQA offer two services to replace the appeals service:

- Exceptional Circumstances Consideration Service (details to be provided to SQA within ten days of the learner sitting the external assessment)
- Post-results Service – this consists of a clerical check and/or a marking review if the centre has concerns about the results of an individual or group.