

Route map through assessment

Course: Care

Level: National 4

This document is intended to assist teachers in planning and delivering the overall vision for Curriculum for Excellence.

The vision for the new national 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.

This route map aims to signpost all of the relevant material that is available to support your subject. Your professional judgement is vital and the documents listed below are intended to support you in deciding the most appropriate ways to generate evidence and assess candidates.

Education Scotland has produced a [Care National 4 Professional Focus Paper](#) and this is a good starting point as it provides support to help develop learning and teaching approaches that take forward the purposes and principles of Curriculum for Excellence through Care National 4.

Care National 4 course content

The main SQA care page is found [here](#) with pages specifically related to National 4 [here](#). An overview of the course and its units can be found in the [National 4 course specification](#). Staff should also regularly check the updates and announcements section of this page.

There are four units: Care: Values and Principles, Care: Human Development and Behaviour, Care: Social Influences and the Added Value Unit.

Care: Values and Principles: Learners will investigate the range of health and social care services available to meet the needs of people requiring care. Learners will explore the skills, qualities, values and principles required by care workers and will develop an understanding of what it means to work as a professional in the care sector.

Care: Human Development and Behaviour: Learners will apply their knowledge and understanding of human development and behaviour to individuals using care services. They will develop an understanding of factors influencing human development and behaviour, and will be able to explain how a care worker can use psychological concepts to understand the behaviour of individuals using care services.

Care: Social Influences: Learners will describe the ways in which social influences can impact on people, and the relevance this has for care practice. They will use sociological concepts to describe social influences and the impact these might have on people's life chances. Learners will also describe actions taken in society to improve the life chances of individuals using care services.



More detail on course coverage can be found in the [National 4 Care Support Notes](#)

A course comparison from National 3 to National 5 is also available.

http://www.sqa.org.uk/files_ccc/Care_Course_comparison.pdf

Unit assessment

Units are mandatory when taken as part of the Care National 4 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_N4_HealthWellbeing_Care.pdf

Each individual unit also has a National 4 unit specification.

Each unit specification gives details of the outcomes and assessment standards. There is one outcome per unit:

[Care National 4: Values & Principles](#)

[Care National 4: Human Development & Behaviour](#)

[Care National 4: Social Influences](#)

Learners must meet all the outcomes and assessment standards, and staff should read the documentation carefully. Evidence should be generated through learning and teaching. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. All of the evidence does not have to be generated from one activity but can be from several tasks and assessments carried out throughout the course. 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. They should undertake quality assurance regularly.

Three different ways of gathering evidence have been suggested by SQA. The most traditional approach is unit by unit. A combined approach links knowledge and understanding from two units together. Many staff will move towards the portfolio approach as their confidence grows. Here evidence is gathered from everyday learning using key classroom tasks. Unit assessment support is kept on the SQA Secure website.

Added Value Assignment

The Added Value Unit will focus on challenge and application. Click [here](#) for more details.

Verification

The verification process is meant 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.

Quality assurance: <http://www.sqa.org.uk/sqa/58448.html>.



Prior verification

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

As a matter of course staff should be quality assuring their assessments by carrying out activities that they have always done for NABs, for example double marking and blind marking. 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

In care schools will submit a sample of learners' evidence for scrutiny by subject-specialist qualification verifiers. SQA intend that every school will be verified over the first few years. Verification will take place in November, February and May. Twelve samples will be asked for.

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

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

Education Scotland support materials

Advice and support for new national qualifications (Glow password required):

http://www.educationscotland.gov.uk/nqcoursematerials/subjects/c/nqresource_tcm4754445.asp

http://www.educationscotland.gov.uk/nqcoursematerials/subjects/c/nqresource_tcm4745483.asp

Other useful websites

A quick guide to finding vital information about Curriculum for Excellence:

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

This appears under three headings:

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

The BBC has pulled together all its learning content in a new Knowledge and Learning Beta site that includes Class Clips:

www.bbc.co.uk/education

The Bitesize websites have also been updated for National 4:

<http://www.bbc.co.uk/education/subjects/zfrqxn>