HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit Number-   **7440897**

-Superclass-   **PM**

-Title-   **SOCIAL CARE PRACTICE AND SKILLS**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Candidates will demonstrate and apply in the workplace an understanding of the knowledge and value base underpinning work in social care settings.

They will be able to evaluate their own work and thus to begin to take responsibility for their development as a worker and as a member of a care team.

OUTCOMES

1.   explain how values can be applied in social care settings;

2.   explain how theory can be applied to practice in social care settings;

3.   use a process of critical self-evaluation to develop practice competence;

4.   evaluate the contribution of collaborative and team working to effective delivery of service;

5.   contribute to maintaining the safety and security of clients and colleagues;

6.   analyse the factors involved in establishing and monitoring a positive care environment.

CREDIT VALUE: 3 HN Credits

ACCESS STATEMENT: In addition to satisfying course entry requirements candidates will require the opportunity to practise in a social care setting to achieve some of the outcomes within this unit.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

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STATEMENT OF STANDARDS

UNIT NUMBER: 7440897

UNIT TITLE: SOCIAL CARE PRACTICE AND SKILLS

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

   1.   EXPLAIN HOW VALUES CAN BE APPLIED IN SOCIAL CARE SETTINGS

PERFORMANCE CRITERIA

   (a)   Explanation of how values should influence the provision of care is clear and comprehensive.
   (b)   Analysis of one conflict/dilemma in putting values into practice is comprehensive in relation to a client or group of clients.
   (c)   Analysis of the values that underpin anti-discriminatory practice is thorough in relation to care settings.

RANGE STATEMENT

Values: confidentiality; individual rights/choices; respect for personal beliefs and identity; anti-discriminatory practice.

EVIDENCE REQUIREMENTS

Oral and/or written evidence to demonstrate that the candidate has achieved all PCs and each aspect of the range.

OUTCOME

2. EXPLAIN HOW THEORY CAN BE APPLIED TO PRACTICE IN SOCIAL CARE SETTINGS

PERFORMANCE CRITERIA

(a) Explanation of practice methods and theories is comprehensive and concise in relation to their use within a social care context.

(b) Explanation of skills is comprehensive and concise in relation to their use within a social care context.

(c) Explanation of the use of a model of planned intervention is comprehensive in relation to a piece of practice with a client or group of clients.

(d) Evaluation of the application of practice methods and skills and the values which underpin these is clear and thorough in relation to a piece of practice with a client or group of clients.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to demonstrate that the candidate has achieved all the performance criteria.

OUTCOME

3. USE A PROCESS OF CRITICAL SELF-EVALUATION TO DEVELOP PRACTICE COMPETENCE

PERFORMANCE CRITERIA

(a) Evaluation of the candidate's personal values, feeling and attitudes is valid in relation to their effect upon working with colleagues.

(b) Evaluation of the candidate's personal values, feelings and attitudes is valid in relation to their effect upon working with clients.

(c) Critical evaluation of self is valid in terms of its contribution to developing good practice with clients and colleagues.

RANGE STATEMENT

The range statement for this outcome is fully expressed in the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to demonstrate that the candidate has achieved all the performance criteria.

OUTCOME

4.   EVALUATE THE CONTRIBUTION OF COLLABORATIVE AND TEAM WORKING TO EFFECTIVE DELIVERY OF SERVICE

PERFORMANCE CRITERIA

(a)   Description of the importance of team work is clear and concise in relation to service delivery.

(b)   Identification of factors which affect team work is comprehensive in relation to service delivery.

(c)   Identification of factors which affect collaborative work is comprehensive in relation to service delivery.

(d)   Evaluation of the effectiveness of team work is valid in relation to the candidate's work unit.

(e)   The written recording of information for use by the team is clear and accurate and conforms to the agency's practice.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to demonstrate that the candidate has achieved all the performance criteria.

OUTCOME

5.   CONTRIBUTE TO MAINTAINING THE SAFETY AND SECURITY OF CLIENTS AND COLLEAGUES

PERFORMANCE CRITERIA

(a)   Identification of relevant health and safety legislation and policy is accurate in relation to the work setting.

(b)   Identification of good health practice in relation to personal hygiene and prevention of cross-infection is clear and accurate and is consistent with agency policy.

(c)   Demonstration of awareness of safe lifting and handling techniques is accurate.

(d)   Demonstration of appropriate response to emergency situations is accurate.

5

RANGE STATEMENT

Legislation: Health and Safety at Work Act 1974; COSHH Regulations; EC Regulations on lifting and handling; Agency policy.

Emergency situations: fire; flood; gas leak; electrical failure; intruder to premises; health emergencies.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to demonstrate that the candidate has achieved all performance criteria and each aspect of the range.

OUTCOME

    6.   ANALYSE THE FACTORS INVOLVED IN ESTABLISHING AND MAINTAINING A POSITIVE CARE ENVIRONMENT

PERFORMANCE CRITERIA

    (a)   Identification of organisational factors is clear in terms of establishing and maintaining a positive care environment.
    (b)   Evaluation of the role of the care worker as advocate is comprehensive in terms of promoting positive social care practice.
    (c)   Identification of sources of organisational conflicts and description of the impact on service delivery is clear and accurate.
    (d)   Description of the delivery of a quality care service is accurate in relation to the care setting.
    (e)   Analysis of the factors involved in assisting clients to improve the quality of their lives is thorough.

RANGE STATEMENT

The range for this outcome is fully expressed in the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to demonstrate that the candidate has achieved all the performance criteria.

MERIT   A candidate who achieves all performance criteria for all the outcomes will be awarded a pass in the unit.

A merit will be awarded when in the professional judgement of the specialist tutor and placement supervisor a candidate shows:

(i)   a greater depth of underpinning knowledge than is expected to pass the unit;

(ii)   an ability to use this knowledge reactively in the work setting and to transfer understanding from one context to another.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier.

HIGHER NATIONAL UNIT SPECIFICATION

SUPPORT NOTES

UNIT NUMBER: 7440897

UNIT TITLE: SOCIAL CARE PRACTICE AND SKILLS

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 120 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE   The purpose of this unit is to develop in the candidate an understanding of the knowledge and value base underpinning work in social care settings.

CONTENT/CONTEXT   The units of competence specified in the core units and relevant endorsement of the SVQ provide the context in which candidates are expected to demonstrate their understanding of the value-base and practice theory that underpins Social Care. This understanding relates to work with clients, their family/friends/carers etc., colleagues and other workers.

Outcome 1

This outcome relates directly to the value-base unit and the principles of good practice upon which the SVQs are based.

Values for Social Care and Social Work:

(a), (b), (c)   the value and dignity of individuals;
                  the right to respect, privacy and confidentiality;
                  the right of individuals and families to choose;
                  the strengths and skills embodied in local communities;
                  the right to protection of those at risk of abuse and exploitation
                  and violence to themselves;
                  commitment to social justice and social welfare;
                  repudiation of all forms of negative discrimination.

Anti-racist and anti-discriminatory practice

(c)   this involves:

  (i)   demonstrating an awareness of (both individual and institutional) racism and sexism and discrimination on other grounds such as age, disability etc;
  (ii)   ethnically and culturally sensitive practice;
  (iii)   working towards counteracting the impact of discrimination.

Outcome 2

"Explain how theory can be applied to practice in social care settings".

It is difficult to reach agreement on the relevance of "Social Work Theory" within the Social Care context. Social work theory, as commonly described in textbooks (eg. psycho-social, behavioural, systems approaches), is likely to occupy a smaller amount of teaching time than is usual in Diploma in Social Work courses. Tutors will need to make judgements about how much theory is needed to understand the principles of assessment and intervention. For example, an overview of the systems approach may be useful in understanding the model of planned intervention. The emphasis should be on helping candidates to have a good understanding of methods relevant to work with individuals and groups in different social care settings i.e. to those functions and tasks specified within the SVQ, such as contributing to the management of aggressive and abusive behaviour, to the provision of advocacy for clients and to the protection of individuals from abuse and to promoting and supporting independence. Some examples of relevant methods are: on-the-spot counselling, groupwork, task centred or goal-step work, crisis intervention, activity planning, advocacy.

Outcome 3

The main forum for the evaluation of the effectiveness of the candidate's practice is likely to be the supervision of the candidate by the placement supervisor. Supervision includes both scheduled meetings away from the job and informal, ongoing feedback and discussion of practice.

Outcome 4

Collaborative working should cover at least one situation within and one situation outwith the workplace. This can be in relation to other workers, clients, carers and other people in their social network. The use of a role mapping approach in relation to those involved with the client may be a useful starting point. Candidates should also be encouraged to examine the factors which affect collaborative working, both positive and negative.

Candidates should look at least one of the models of teamwork. Peters and Waterman's book "In Search of Excellence" may be a good starting point, as will the Human Relations theorists like Mayo (The Hawthorn Studies) or McGregor (Theory X and Theory Y). Factors which affect teamwork, both positive and negative, should be examined. This should focus on the personal relationship factors as the wider organisational factors are examined in the "Social Policy and Social Services Provision unit".

The candidate will look at the work team in their unit and evaluate the effectiveness of the team approach in that setting. Methods of communication used in the team will be of particular importance here. The candidate should be encouraged to look at the various mechanisms of recording used within the workplace and look at how this relates to good team functioning.

Outcome 5

The particular needs of the client group and the work setting regarding the health, safety and security of the environment and how such an environment is maintained. The candidate's role in the work setting in relation to maintaining safety should be explored within the legislative framework. The importance of correct moving and handling techniques is given a high priority and input must be provided by tutors trained in current accepted practice in accordance with relevant legislation.

Consideration should be given to any relevant and applicable European legislation. When looking at legislation it is also suggested that the Management of Health and Safety at Work regulations of 1992 are given.

The candidate should be aware of good health practice concerning behaviour and appearance and what actions are appropriate in terms of infection control. The candidate should identify strategies which incorporate health promotion, harm reduction and limiting infection, consistent with organisational policies and client beliefs and preferences, within the content of work settings and client groups.

The candidate should demonstrate an awareness of the most appropriate methods of dealing with health emergencies within the context of the work setting. The health emergencies are as defined in unit U4E of the SVQs in care, namely cardiac/respiratory arrest, faints, chest pains, loss of consciousness, choking/hanging/electrocution, severe external bleeding, haemorrhage, burns and scalds, epileptic seizure, shock, suspected fracture. The input should be provided by a person appropriately qualified in First Aid.

Outcome 6

The contribution of the following to a positive group care environment; the unit aims and objectives policy guidelines and their interpretation; teamwork; management and supervision; multi disciplinary approach; evaluation of service by clients and others; training; funding; staff ratios; attitudes; location; buildings; cuts in resources and services and potential sources of conflicts; quality assurance systems; the role of worker as advocate.

REFERENCES

1.   Guide to unit writing.
2.   For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3.   Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
4.   For details of other SQA publications, please consult SQA's publications list.