

CARE
Intermediate 1

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National Course Specification

Care (Intermediate 1)

COURSE CODE C241 10

COURSE STRUCTURE

This Course has 3 mandatory Units, which are:

<i>F17V 10</i>	<i>Health and Safety for Care (Intermediate 1)</i>	<i>1 Credit (40 hours)</i>
<i>F17T 10</i>	<i>Sociology and Psychology in Care (Intermediate 1)</i>	<i>1 Credit (40 hours)</i>
<i>F17W 10</i>	<i>Values and Principles in Care (Intermediate 1)</i>	<i>1 Credit (40 hours)</i>

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade Social and Vocational Studies at Foundation level
- ◆ Access 3 Social Studies
- ◆ Access 3 Modern Studies

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Scottish Vocational Qualifications in Health and Social Care
- ◆ Intermediate 2 Early Education and Childcare
- ◆ Care Intermediate 2
- ◆ Further education
- ◆ Training or employment

Administrative Information

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National Course Specification: (cont)

COURSE Care (Intermediate 1)

CREDIT VALUE

The Intermediate 1 Course in Care is allocated 24 SCQF credit points at SCQF level 4

SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Course.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 1)

RATIONALE

Care-related issues are becoming increasingly important due to an increase in the population of care service users. As a result, there is a growing need for qualified care professionals. *Care* (Intermediate 1) provides a foundation of knowledge and skills for candidates who wish to progress to further study of care or to employment in this area. The Course relates to caring for people in society, in an environment or agency whose codes of practice are dictated to and guided by legislation, policy and professional ethics. This includes personal care and support in the community or home. It is concerned with the holistic study of the care service user in context.

The Course will form an important part of the menu of provision, for those who have identified the field of care as their chosen career path, but also for any candidates following a programme of study at Intermediate 1 who wish to extend their educational experience.

The basic understanding of psychological and sociological ideas and their relevance to care situations is transferable to other academic or career pathways, particularly those which involve working with people, either individually or as part of a team. The same is the case of health and safety issues. This Course can therefore have a number of significant advantages for the candidate. For example it:

- ◆ helps candidates to begin to understand the interrelationship between psychology, sociology and care values and principles which form the basis for care practice
- ◆ provides a starting point in discovering the wide range of factors which might impact upon an individual's development and behaviour
- ◆ enables candidates to begin to inform and develop their understanding of good service provision
- ◆ enables candidates to start to grasp the way wider social influences play a part in shaping peoples' lives and hence influence care provision
- ◆ helps candidates to recognise the benefit of an early start in the acquisition of the qualities and skills needed to deliver care as a professional
- ◆ enables candidates to relate care practice to their life experiences and build on this knowledge
- ◆ raises candidates' awareness of the psychological factors influencing their perceptions of normal development and behaviour
- ◆ raises candidates' awareness of health and safety in the workplace and basic life saving techniques

Aims

The Course provides opportunities for candidates to:

- ◆ acquire knowledge and understanding required to care for others
- ◆ develop the ability to apply knowledge in a range of contexts
- ◆ develop an initial awareness of their personal value base
- ◆ develop self-awareness and self-reflective practice
- ◆ develop knowledge of the process of identifying people's needs
- ◆ develop knowledge of the principles on which the *National Care Standards* are based
- ◆ develop knowledge of the personal qualities required by a care worker
- ◆ develop a knowledge of what is meant by needs of the service user and how these may change at different life stages
- ◆ develop an understanding of what sociology is and its impact on care provision
- ◆ develop an understanding of what psychology is and its impact on care provision

National Course Specification: Course details (cont)

COURSE Care (Intermediate 1)

- ◆ develop an understanding of the importance of preventing discrimination in a care setting
- ◆ develop an understanding of the link between prejudice and stereotyping and discrimination in care settings
- ◆ develop an understanding of how the life experiences or events can influence behaviour
- ◆ use basic life support techniques
- ◆ develop an understanding of health and safety and of the responsibilities of the care worker and employer for maintaining a safe environment

COURSE CONTENT

Summary of Course

The Course aims to provide candidates with basic knowledge, understanding, and skills needed in a care setting. They will learn about the basic care principles which are based on sociological thinking and the way people behave. This will help them understand the role of these factors in fashioning care priorities and practice. They will gain an understanding of the principles of the *National Care Standards*.

Candidates will look at needs and how needs change with age. They will start to realise the effect of discrimination has on those in need of care. They will focus further on care by investigating the way life events can influence human behaviour.

The *Health and Safety for Care (Intermediate 1)* Unit focuses on the responsibilities of workers and employers to provide a safe environment for the vulnerable people in care and their visitors, as well as the care workers themselves. Candidates will learn basic first aid procedures and be able to demonstrate resuscitation on a manikin.

Summary of Unit Content

Sociology and Psychology in Care (Intermediate 1)

The purpose of this Unit is to provide candidates with an introduction to basic ideas in sociology and psychology which are relevant for care workers.

They will also be introduced to the strands and stages of development and how behaviour changes at different stages of an individual's lifespan. Finally, they will consider how life events can have a major impact on human behaviour.

In the Unit candidates study:

- ◆ why sociological and psychological ideas are relevant in care settings
- ◆ how development occurs from childhood to older adulthood
- ◆ the ways in which life events can influence human behaviour

The mandatory content for this Unit is detailed in the appendix to the Unit Specification. This mandatory content is sampled in both Unit and Course assessment.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 1)

Values and Principles in Care (Intermediate 1)

The purpose of this Unit is to introduce candidates to some of the important concepts, values and principles which care sector workers need to understand. Candidates will learn what is meant by needs, the different needs an individual may have and how these needs change throughout the lifespan of an individual. They will also learn about prejudice, stereotyping and discrimination and their effects on individuals receiving care. In addition, candidates will develop a basic understanding of the principles of the *National Care Standards*.

In the Unit candidates study:

- ◆ the way human needs may change
- ◆ the effects of discrimination on individuals receiving care
- ◆ how the *National Care Standards* influence care practice

The mandatory content for this Unit is detailed in the appendix to the Unit Specification. This mandatory content is sampled in both Unit and Course assessment.

Health and Safety for Care (Intermediate 1)

The purpose of this Unit is to introduce candidates to basic health and safety in a care context and to the basic first aid procedures which must be followed in the event of an emergency. Candidates will also be taught how to administer cardio-pulmonary resuscitation (CPR).

In the Unit candidates study:

- ◆ the Health and Safety responsibilities of the employer and the employee in the care workplace
- ◆ the practice of accident prevention in a care context
- ◆ the procedure for dealing with an emergency first aid situations in line with current Health and Safety Executive guidelines
- ◆ specific practical procedures for first aid

The mandatory content for this Unit is detailed in the appendix to the Unit Specification. This mandatory content is sampled in both Unit and Course assessment.

ASSESSMENT

To achieve the Course award the candidate must achieve the Units as well as pass the Course assessment. The candidate's grade is based on the Course assessment.

Assessment objectives

At Intermediate 1, the key elements of knowledge and understanding, analysis, application and evaluation are assessed in the following ways:

National Course Specification: Course details (cont)

COURSE Care (Intermediate 1)

◆ Knowledge and understanding

Candidates should be able to demonstrate knowledge and understanding of the relevant concepts, theories and methods employed, the fundamental aspects of care practice, development and behaviour, and how to deal with an emergency. The range of knowledge should extend to an understanding of some aspects of the theoretical and practical issues in sociology and psychology in care, values and principles in care, and health and safety for care.

◆ Analysis

Candidates should begin to apply a basic understanding of sociological, psychological and care ideas in the context of care practice. In so doing, candidates should be able to present information clearly and focus it on the issues under review. Candidates should be able to use some of the language and concepts of care and demonstrate an understanding of the interrelationship between evidence and theory. Assessment of issues should be clear and reasoned and should reflect growing confidence in dealing with these types of ideas. Candidates should be accurate when dealing with standards, principles, legislation and theories. Much of the analysis at this level will be descriptive in nature.

◆ Application

The opportunities for application are limited at this level but it is expected that the candidates will be able to apply the theory, skills and practice they are taught to a care situation. This will be through case studies or in first aid, through simulated resuscitation and recovery position procedures.

◆ Evaluation

Candidates should demonstrate some ability to make limited evaluations of care related theories and evidence and use reasonably justified arguments.

Explanations offered and methods used by care professionals in the stimulus material should be examined critically and the conclusions drawn should be reasoned for the candidate's stage, reflecting an understanding of the care topic being assessed.

The balance of assessment between knowledge and understanding and analysis, application and evaluation in Course and Unit assessment will be approximately:

- ◆ Course — 70% knowledge and understanding, 30% analysis and evaluation
- ◆ Units — 80% knowledge and understanding, 20% analysis and evaluation

Unit assessment

Sociology and Psychology for Care (intermediate 1) and Values and Principles in Care (Intermediate 1)

Satisfactory evidence of the achievement of all Outcomes and Performance Criteria for each Unit is in the form of written and/or oral recorded evidence. This evidence is produced under closed-book, supervised conditions within a time limit of one hour for each Unit.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 1)

Each assessment will sample across the mandatory content for the individual Unit. The nature of sampling is detailed in the Evidence Requirements within the Statement of Standards in each Unit Specification. If reassessment is required, it should sample across a different range of mandatory content.

Health and Safety for Care (Intermediate 1)

Satisfactory evidence of the achievement of Outcomes 1, 2 and 3 and their Performance Criteria is in the form of written and/or oral recorded evidence. This evidence is produced under closed-book, supervised conditions within a time limit of 40 minutes.

For Outcome 4 performance evidence and /or oral evidence of the candidate's practical assessment is required. The evidence will be produced in closed-book conditions lasting up to 20 minutes. Evidence may be demonstrated in pairs. Assessors must ensure that the evidence is the candidate's own work.

Further details about Unit assessment for this Course can be found in the National Assessment Bank (NAB) materials and in the Unit Specifications.

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

Course assessment

The Intermediate 1 Course assessment will be a question paper lasting for one hour and 30 mins and with a total mark allocation of 60 marks. The paper will be divided into three sections:

- ◆ Section A: Psychology and Sociology for Care
- ◆ Section B: Health and Safety for Care
- ◆ Section C: Values and Principles in Care

In Sections A, B, and C most questions will require restricted responses and be allocated between 2 and 10 marks. Each of these Sections is allocated 20. There is no formal integration across the Units but there will be some crossover of learning and this will help the candidate understand and express themselves more holistically in regards to care ideas.

Further details of the Course assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

Link between Unit and Course assessment/added value

The Course consists of three Units and an additional 40 hours' study. The Course assessment tests the candidate's knowledge and understanding of the content covered in all three Units and their ability to demonstrate and apply knowledge and skills acquired throughout the Course.

In the Intermediate 1 Units candidates are required to demonstrate knowledge and understanding and a limited ability to analyse and evaluate a range of related care theories and their practical application. The Course assessment will require candidates to use their knowledge and understanding to analyse and evaluate issues drawn from the whole Course.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 1)

Unit and Course assessment complement each other. Unit assessment provides evidence of a specific level of achievement in individual Units of the Course. The Course assessment confirms and expands on this, providing sampled evidence of a range of skills exceeding those required for Unit success, such as retention of knowledge. The Course assessment requires candidates to:

- ◆ demonstrate retention of knowledge and understanding from across all three Units of the Course on a single occasion
- ◆ analyse and evaluate theories and applications to the care context from all three Units on a single occasion
- ◆ integrate knowledge and understanding of theories and applications in a care context
- ◆ perform more complex analytical and evaluative tasks than required for the Unit assessment

GRADE DESCRIPTIONS AT A AND C

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of achievement required for an award at Grade C and A in the Course.

For an award at Grade C, candidates should be able:

- ◆ To recall and demonstrate clear and reasonably accurate knowledge and understanding from across the Units of the Course.
- ◆ To describe in limited terms the theories and ideas learned and should recognise their application in a variety of care contexts. Responses will be adequately expressed, including some use of appropriate terminology.
- ◆ Candidates should demonstrate an ability to apply the various theories learned to a variety of care settings and show how an understanding of these theories can assist the care professional to develop strategies that provide the best care for the service user. They should display knowledge and understanding of given stimulus material, be able to address questions on that material and reach conclusions.

For an award at Grade A, candidates should be able to:

- ◆ Demonstrate accurate and comprehensive knowledge from across the Units of the Course by offering clear, structured and precise answers which use detailed and relevant applications in a variety of care contexts. Responses will be coherent and, include substantial use of appropriate terminology.

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 1)

Appeals

Evidence used to support an appeal must show the full breadth of coverage of the content of the Course and must relate to the Course Grade Descriptions. Centres should base their appeals on the following criteria:

- ◆ there should be evidence of retained knowledge and understanding from the three Units
- ◆ there should be analysis and/or evaluation of underpinning theory from the three Units and its application in a care context
- ◆ there should be evidence of an ability to apply and integrate care theories and methods from all three Units of the Course
- ◆ there should be evidence that the candidate is able to perform more complex analytical and evaluative tasks than those required for Unit assessment

A preliminary examination, which conforms to the advice given in the Course Assessment Specification, can provide a good indication of how a candidate will perform with the combination of time pressure and retention of a broader knowledge base on a single occasion. Where a centre does not hold a preliminary examination, the evidence submitted must sample across all areas of the Course, show evidence of long-term retention and the potential to perform more complex tasks than those required for Unit assessment.

Instruments of Assessment used must conform to the guidelines given in the Course Assessment Specification and clearly show a level of attainment in line with the Grade Descriptions for the Course.

The Specimen Question Paper will provide an example of the type of demands that a preliminary exam should make on candidates. Ideally elements of all the Units should be fully assessed by a preliminary examination.

Questions from previous SQA question papers, including the Specimen Question Paper, may be adapted for use in a preliminary examination. However, questions should not be drawn from a single source and adjustments to such questions should be made to ensure that candidates have not seen the same questions previously. This is particularly important with past case studies as it is likely that candidates will be able to remember where the source of the answers are to be found and so a change of name in the material is not enough.

It is recommended that questions be drawn from a minimum of three sources for each paper or a completely new paper used.

Some centres may set a preliminary examination date prior to the completion of all of the Units when it would not be possible to assess all of the topics. In this case, additional evidence covering the later topics (which could be from a NAB, another preliminary examination, and other materials) and should be submitted along with any preliminary examination.

An integrated preliminary examination which covers a minimum of two Units of the Course plus supporting evidence, such as a high scoring NAB, for the third Unit would support an Appeal for a Grade C (and possibly a B), but not for a Grade A.

For an Appeal for a Grade A, the most convincing evidence would replicate the standard format, duration and security of SQA's Question Paper.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 1)

However, evidence gathered from Unit assessment items may contribute to an Appeal if this clearly shows a level of attainment in line with elements of the Grade Descriptions for the Course. Marking schemes which refer to the Grade Descriptions should be included with all evidence submitted in support of an Appeal.

QUALITY ASSURANCE

All National Courses are subject to external marking and/or verification. External Markers, visiting Examiners and Verifiers are trained by SQA to apply national standards.

The Units of all Courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained Marker in their own time, Markers meetings are held to ensure that a consistent standard is applied. The work of all Markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Verifier reports are published on SQA's website www.sqa.org.uk.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Ideally the delivery of the Units, *Sociology and Psychology in Care (Intermediate 1)* and *Values and Principles in care (Intermediate 1)* would be integrated drawing on content from across both Units.

Learning and teaching approaches should reflect the aims and rationale of the subject. They should be varied and interesting, to encourage enthusiasm for care and prepare candidates for their next career step. Candidates should be encouraged to compare their own attitudes and values and identify with the values that are important in care work. Working in groups, class discussion, investigations and extracts from film and television can all help understanding as well as to engender enthusiasm.

A variety of teaching approaches is recommended and candidates should be given every opportunity to participate in an activity in a whole class, in small groups and as individuals. The approach should be candidate-centred and activity-based, but whole-class teaching can play a part in a flexible programme as a means of establishing understanding.

In this process it will be essential to include a wide range of interesting stimulus materials and approaches including audio-visual materials, invited speakers, visits, paper-based resources and Information and Computer Technology (ICT) resources. The resources should be accessible, interesting and manageable for this level and should allow candidates to draw upon and reflect on their own experiences. The Course may also be adapted for flexible delivery, including paper-based open learning and various modes of online delivery.

It may be helpful for candidates to have a clear notion of targets and experience ownership of the planned programme. Regular opportunities for remediation and review should be included in the programme.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 1)

Opportunity could also be given for candidates to:

- ◆ set learning objectives
- ◆ review progress
- ◆ assess and develop existing knowledge
- ◆ seek and receive feedback and support

The additional 40 hours may be used to:

- ◆ help candidates achieve appropriate integration of the knowledge and skills they have developed into care contexts
- ◆ deliver an initial orientation programme outlining the content of the Course and the skills to be developed
- ◆ reinforce the essential knowledge, understanding and skills that need to be developed in the Course
- ◆ provide additional support and follow up assessment in order to ensure all Outcomes of the Units have been achieved
- ◆ engage in discussion and practice
- ◆ extend the use of analytical and evaluative skills in a variety of contexts
- ◆ prepare for Course assessment

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: general information

UNIT Health and Safety for Care (Intermediate 1)

CODE F17V 10

COURSE Care (Intermediate 1)

SUMMARY

This is a mandatory Unit in the *Care (Intermediate 1)* Course but it can also be taken as a free-standing Unit.

The purpose of this Unit is to introduce candidates to basic health and safety in a care context and to the basic first aid procedures which must be followed in the event of an emergency. Candidates will also learn how to administer cardio-pulmonary resuscitation.

The Unit is suitable for candidates who wish to progress to further study of care.

OUTCOMES

- 1 Describe health and safety responsibilities in the care workplace.
- 2 Explain the practice of accident prevention in a care context.
- 3 Describe the procedures for dealing with emergency first aid situations in line with current Health and Safety Executive guidelines.
- 4 Demonstrate specific first aid procedures.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade in Social and Vocational Studies at Foundation level
- ◆ Access 3 Social Studies
- ◆ Access 3 Modern Studies

Administrative Information

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National Unit Specification: general information (cont)

UNIT Health and Safety for Care (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4)*

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Health and Safety for Care (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Describe health and safety responsibilities in the care workplace

Performance Criteria

- (a) Describe the health and safety responsibilities of the care employer
- (b) Describe the health and safety responsibilities of the care employee

OUTCOME 2

Explain the practice of accident prevention in a care context

Performance Criteria

- (a) Explain specific terms associated with accident prevention
- (b) Identify potential hazards and associated risks in a given care context
- (c) Describe how the identified risks could be prevented

OUTCOME 3

Describe the procedures for dealing with emergency first aid situations in line with current Health and Safety Executive guidelines

Performance Criteria

- (a) Describe procedures for assessing a casualty and contacting emergency services
- (b) Describe procedures for providing first aid to a casualty with a specific injury

OUTCOME 4

Demonstrate specific first aid procedures

Performance Criteria

- (a) Place someone in the recovery position and explain when it is used
- (b) Demonstrate the procedure for cardio-pulmonary resuscitation

National Unit Specification: statement of standards (cont)

UNIT Health and Safety for Care (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit specification.

Written and/or oral evidence, performance evidence and additional evidence is required to demonstrate that candidate has achieved all Outcomes and Performance Criteria.

Outcomes 1, 2 and 3

Written and/or oral evidence is required to demonstrate achievement of Outcomes 1, 2 and 3. The evidence must be produced under closed-book, supervised conditions within a time limit of 40 minutes. 80% of the total marks available must be awarded for knowledge and understanding with the remaining 20% of the marks being awarded for analysis, application and evaluation.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit.

Each assessment should sample across the mandatory content of the Unit and allow candidates to generate evidence in relation to:

- ◆ **two** responsibilities of care employers in relation to health and safety
- ◆ **two** responsibilities of care employees in relation to health and safety
- ◆ the terms: hazards and risk
- ◆ **four** potential hazards in a care context and the risks associated with each of these hazards
- ◆ how these risks could be prevented
- ◆ the procedures to assess the condition of a casualty
- ◆ the procedures for contacting the emergency services
- ◆ the correct procedures to be followed when assessing **two** casualties, one with an injury and one with a condition, prior to sending or taking them to obtain medical help

If reassessment is required for Outcomes 1 and 2 it should sample across a different range of mandatory content. The use of a cut-off score may be appropriate for this assessment. If reassessment is required for Outcome 3, the evidence should relate to a different injury and a different condition.

Outcome 4

Performance evidence and additional evidence is required to demonstrate that candidates have covered the Outcome and its related Performance Criteria.

National Unit Specification: statement of standards (cont)

UNIT Health and Safety for Care (Intermediate 1)

Performance evidence should cover:

- ◆ placing someone in the recovery position
- ◆ demonstrating the procedure for cardio-pulmonary resuscitation (CPR) on an adult manikin

Additional evidence will be by questioning on when the recovery position is used.

If it is not clear from the practical demonstration by the candidate then oral or written questions must be used to clarify:

- ◆ the number of compressions per cycle
- ◆ rate of compression
- ◆ number of rescue breaths

The standard to be applied, the breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

UNIT Health and Safety for Care (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit Specification.

This is a mandatory Unit in the *Care (Intermediate 1)* Course but it can also be delivered as a freestanding Unit.

All Outcomes should be taught in the context of current, relevant Health and Safety Executive guidelines.

Outcomes 1 and 2

Candidates should be given a general explanation of the Health and Safety legislation and the responsibilities therein of the employer and employee. They should be introduced to basic accident prevention, including basic terms.

Outcome 3

Candidates will gain an understanding of the current processes for the following:

- ◆ obtaining help from the emergency services, this should include identifying which service or services to contact and how to telephone for assistance
- ◆ assessing a casualty's condition at an accident scene
- ◆ assisting the casualty and providing reassurance until skilled help arrives
- ◆ identifying a casualty's vital needs by applying the AB rule (airway, breathing)
- ◆ infection control procedures in providing first aid including prevention of HIV and Hepatitis B and C
- ◆ treating injuries as identified in the appendix to the statement of standards

Outcome 4

This Outcome covers:

- ◆ putting a volunteer who is simulating unconsciousness into the recovery position
- ◆ the reasons for the use of the recovery position and when it is appropriate
- ◆ the practical application of CPR using adult manikins

Further details of the mandatory content of this Unit can be found in the appendix at the end of this Unit Specification.

National Unit Specification: support notes

UNIT Health and Safety for Care (Intermediate 1)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

As this Unit must be taught in the context of current Health and Safety Executive guidelines, it is important that teachers/lecturers and candidates are familiar with current theory and practical procedures as stated in these guidelines.

There are a number of manuals, DVDs and CD ROMs available from a variety of Voluntary Aid Societies. The Internet may also prove a good resource for the most up-to-date information on current guidelines.

In delivering this Unit there should be a balance between teacher/lecturer exposition, demonstration and candidate centred learning. A variety of methods could be used to help candidates learn by integrating their theoretical knowledge with the development of practical skills, for example:

- ◆ practical exercises in small groups
- ◆ group/paired role plays
- ◆ the discussion of case studies in groups or pairs
- ◆ worksheets
- ◆ individual, paired or group research using a variety of resources such as the internet
- ◆ using audio/visual materials as a stimulus for class or group discussion
- ◆ visit to or by paramedics
- ◆ practical demonstration
- ◆ use of candidates' own experiences

Candidates should be made aware of the possibility of litigation if the wrong procedures are carried out.

The advice in relation to problems associated with spinal injury before/during first aid should be not to treat if there is any chance of spinal damage. In this circumstance candidates should ensure the patient is not moved and must leave the first aid to someone who is qualified to deal with this issue.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the statement of standards of this Unit Specification.

Outcomes 1, 2 and 3

Written and/or oral evidence is required to demonstrate that candidates have achieved these Outcomes and Performance Criteria.

An appropriate Instrument of Assessment would be a closed-book, supervised end-of-Unit test with a time limit of 40 minutes. The test could consist of a series of restricted response questions based on a case study designed to allow candidates to demonstrate achievement of these Outcomes and Performance Criteria. Oral evidence should be supported by a teacher /lecturer checklist.

National Unit Specification: support notes (cont)

UNIT Health and Safety for Care (Intermediate 1)

Outcome 4

An appropriate Instrument of Assessment would be a practical assignment in which candidates are required to:

- ◆ demonstrate CPR on an adult manikin
- ◆ place someone in the recovery position

This may require additional oral questions to clarify detail of the demonstrated procedures. As the evidence for this Outcome must be produced under closed-book conditions, candidates must not have access to notes, textbooks or manuals during the assessment. Oral evidence should be supported by an assessor checklist.

The standard to be applied is exemplified in the National Assessment Bank (NAB) item for this Unit. The NAB contains an appropriate test covering Outcomes 1, 2 and 3, and assessor checklists for Outcome 4. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: appendix to the statement of standards

UNIT Health and Safety for Care (Intermediate 1)

This appendix forms part of the Statement of Standards, ie requirements that are mandatory.

Outcome 1

Responsibilities of employer and employees as per duties under The Health and Safety at Work Act (1974).

Care **employer**

A minimum of the following **ten** responsibilities must be covered:

- ◆ to report certain diseases
- ◆ to have fire evacuation procedures
- ◆ to control and maintain all equipment
- ◆ to provide procedures for safe handling of hazardous chemicals
- ◆ to provide safety equipment
- ◆ to provide safe preparation of food and drink
- ◆ to investigate any accident on the premises
- ◆ to record and notify certain accidents and injuries
- ◆ to consult the workforce regarding health and safety
- ◆ to ensure visitors and others are safe and understand safety and evacuation procedures

Care **employee**

A minimum of the following **eight** responsibilities must be covered:

- ◆ to report any observed hazard or health problem
- ◆ to take responsibility for the safety of themselves and others in the workplace
- ◆ to ensure that a hazardous situation is not created by the worker either by action or omission
- ◆ to cooperate with the employer and follow safety rules and procedures
- ◆ not to interfere with provided safety equipment
- ◆ duty to follow moving and handling procedures
- ◆ to follow health and hygiene procedures at work
- ◆ to report any safety incident

Outcome 2

Terms to be covered:

- ◆ hazard
- ◆ risk

Potential hazards and risks:

- ◆ potential hazards in care (including care in the home) and their possible effects
- ◆ these include hazards which would cause the following: falls, burns, scalds, fires, electrical shock, cuts, choking, food poisoning and spread of infection
- ◆ risks which could be found in a care setting and how these may be avoided

National Unit Specification: appendix to the statement of standards (cont)

UNIT Health and Safety for Care (Intermediate 1)

Avoidance measures:

- ◆ these should correspond with current recommendations from recognised authorities and include safe hygiene practices

Outcome 3

Assessing a casualty:

- ◆ procedures for contacting emergency services should cover: instructing others, selection of service required and variation in response according to situation and type of accident
- ◆ procedures for assisting a casualty with specified injury should cover: choking, heart attack, nose bleeds, scalds and burns, injury to bones or muscles of arm or leg

Outcome 4

The candidate should demonstrate putting a casualty in the recovery position and know when it is used.

The candidate should demonstrate current knowledge of cardio-pulmonary resuscitation and be able to demonstrate this on a adult manikin promptly and effectively. This includes the correct rate and depth of cardiac massage and the correct rate and strength of mouth to mouth resuscitation. The candidate should be able to clarify the detail of the procedures if required.

These first aid procedures may change in line with current practice and should follow the current Health and Safety Executive approved United Kingdom Resuscitation Council guidelines.

National Unit Specification: general information

UNIT Sociology and Psychology for Care (Intermediate 1)

CODE F17T 10

COURSE Care (Intermediate 1)

SUMMARY

This is a mandatory Unit in the *Care (Intermediate 1)* Course but it can also be taken as a free-standing Unit. It is suitable for candidates who have not previously studied care issues and also for candidates who wish to progress to further study of care.

The purpose of the Unit is to provide candidates with an introduction to basic ideas in sociology and psychology which are relevant for care workers. They will also be introduced to the strands and stages of development and how behaviour changes at different stages of an individual's lifespan. Finally, they will consider how life events can have a major impact on human behaviour.

OUTCOMES

- 1 Explain why sociological and psychological ideas are relevant in care settings.
- 2 Describe how development occurs from childhood to older adulthood.
- 3 Explain the ways life events can influence human behaviour.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade in Social and Vocational Studies at Foundation level
- ◆ Access 3 Modern Studies
- ◆ Access 3 Social Studies

Administrative Information

Superclass: PK

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National Unit Specification: general information (cont)

UNIT Sociology and Psychology for Care (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Sociology and Psychology for Care (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Explain why sociological and psychological ideas are relevant in care settings

Performance Criteria

- (a) Describe basic sociological ideas
- (b) Describe basic psychological ideas
- (c) Explain why these ideas are relevant in care settings

OUTCOME 2

Describe how development occurs from childhood to older adulthood

Performance Criteria

- (a) Describe the strands of human development
- (b) Describe the stages of human development from childhood to older adulthood

OUTCOME 3

Explain the ways life events can influence human behaviour

Performance Criteria

- (a) Describe a life event that may influence human behaviour
- (b) Explain how this event may affect human behaviour

National Unit Specification: statement of standards (cont)

UNIT Sociology and Psychology for Care (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit Specification.

Written and/or oral evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria for the Unit. The evidence must be produced under closed-book, supervised conditions within a time limit of **one** hour. 80% of the total marks available must be awarded for knowledge and understanding, with the remaining 20% of the marks being awarded for analysis, application and evaluation.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit.

The use of a cut-off score may be appropriate for this assessment.

Each assessment should sample across the mandatory content of the Unit and contain questions which require candidates to generate evidence in relation to:

- ◆ **three** basic sociological ideas
- ◆ **three** basic psychological ideas
- ◆ **two** reasons why these ideas are relevant in care contexts
- ◆ **two** strands of human development
- ◆ **two** stages of human development
- ◆ **one** life event that influences behaviour
- ◆ the effect of **one** life event on human behaviour

If reassessment is required, it should sample a different range of mandatory content.

The standard to be applied, the breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

UNIT Sociology and Psychology for Care (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit Specification

This is a mandatory Unit in the *Care (Intermediate 1)* Course and it can also be delivered as a free standing Unit.

Outcome 1

Candidates will learn some basic sociological and psychological ideas about socialisation and human development and behaviour. An in-depth study of these ideas is not required. The following gives an outline to this initial study. Teachers/lecturers should use examples to show how these ideas fit into the development of the potential carer.

Sociological ideas such as:

- ◆ what is meant by sociology
- ◆ what is meant by society and how there are different parts of society in Britain
- ◆ what a multicultural society is and how this affects the way we think and behave
- ◆ what makes us part of society and how we learn our role and status in our society
- ◆ what part socialisation plays in forming a place for the individual in society

Basic psychological ideas such as:

- ◆ what is meant by psychology
- ◆ how the behaviour we learn is important in fashioning our lives
- ◆ the link between behaviour and development, using examples to show this
- ◆ other factors that affect our psychological development, ie money, genetics, culture

The ideas of sociology and psychology are relevant to the care worker in that they enable the care worker to understand:

- ◆ why an individual speaks, acts and behaves in certain ways
- ◆ the effects of sociology and psychology on the life experienced by the service user
- ◆ the influence of unexpected life changes, eg disability
- ◆ the influence of normal life changes, eg old age
- ◆ the influences of other cultures
- ◆ the influences of other parts of society

National Unit Specification: support notes (cont)

UNIT Sociology and Psychology for Care (Intermediate 1)

Outcome 2

Candidates will cover human development in stages from childhood to old age. At this level, general concepts should be introduced broadly and explained simply.

Candidates will need to learn about the strands of human development and consider these strands at the various life stages from childhood to old age.

The development of a child during **Childhood** may be considered as follows:

Developments at Childhood			
Physical	Cognitive	Emotional	Social
How our bodies change: <ul style="list-style-type: none"> ◆ growing ◆ continued development of movement and co-ordination 	Making sense of the world: <ul style="list-style-type: none"> ◆ beginning to distinguish fact from fiction ◆ make-believe play ◆ dramatic play 	Developing a sense of self: <ul style="list-style-type: none"> ◆ being more independent ◆ playing 	Moving outwards from the family: <ul style="list-style-type: none"> ◆ making friends ◆ co-operative play and games with rules

The development of an individual during **Adolescence** may be considered as follows:

Developments at Adolescence			
Physical	Cognitive	Emotional	Social
How our bodies change: <ul style="list-style-type: none"> ◆ growing and changing ◆ puberty 	Making sense of the world: <ul style="list-style-type: none"> ◆ abstract understanding 	Developing a sense of self: <ul style="list-style-type: none"> ◆ issues related to separation and independence ◆ issues related to sexuality 	Moving outwards from the family: <ul style="list-style-type: none"> ◆ parents ◆ peer groups ◆ friendships based on sexual attraction ◆ conforming and being independent

The development of an individual during **Adulthood** may be considered as follows:

Developments at Adulthood			
Physical	Cognitive	Emotional	Social
How our bodies change: <ul style="list-style-type: none"> ◆ stamina ◆ bulk development ◆ menopause 	Making sense of the world: <ul style="list-style-type: none"> ◆ applying knowledge 	Developing a sense of self: <ul style="list-style-type: none"> ◆ identity and roles ◆ adapting to life events ◆ transition and loss ◆ self-fulfilment ◆ stress 	Making relationships: <ul style="list-style-type: none"> ◆ forming partnerships ◆ taking on roles (partner, worker, parent) ◆ changes in these roles ◆ social networks

National Unit Specification: support notes (cont)

UNIT Sociology and Psychology for Care (Intermediate 1)

The development of an individual during **Older Adulthood** may be considered as follows:

Developments at Older Adulthood			
Physical	Cognitive	Emotional	Social
How our bodies change: ♦ gradual loss of abilities ♦ maintaining fitness	Making sense of the of the world: ♦ wisdom ♦ possible short-term memory loss ♦ may take longer to absorb new information	Developing a sense of self ♦ issues relating to identity ♦ adapting to life events ♦ transition and loss ♦ self fulfilment	Making relationships: ♦ changes in social roles (retirement, grandparenthood) ♦ maintaining social networks

Outcome 3

Candidates should understand that life events may influence behaviour.

Relevant events can be drawn from a wide variety of factors and may include the following:

- ♦ relationships: marriage, divorce, separation
- ♦ employment events: starting and leaving work
- ♦ losses: death, divorce, redundancy, retirement
- ♦ starting and leaving education
- ♦ major illness/disability

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and, demonstration and candidate centred learning. A variety of methods could be used to help candidates learn by integrating their theoretical knowledge with the development of practical skills, for example:

- ♦ practical exercises in small groups
- ♦ investigations
- ♦ group/paired role plays
- ♦ the discussion of case studies in groups or pairs
- ♦ worksheets
- ♦ individual, paired or group research using a variety of resources such as the internet
- ♦ using audio/visual materials as a stimulus for class or group discussion
- ♦ use of candidates' own experiences

A number of the topics could be explored initially by candidate investigations especially if they have access to a good library and the Internet. The mass of information may confuse and so teacher/lecturer exposition to bring the basic ideas together is useful.

National Unit Specification: support notes (cont)

UNIT Sociology and Psychology for Care (Intermediate 1)

In teaching sociological and psychological concepts and strands of development teacher/lecturer exposition will be needed combined with candidates working in smaller groups on issues relating to development stages.

Use should also be made of relevant texts, journals, videos, articles, newspaper articles, current issues in the media and guest speakers.

At Intermediate 1, it is appropriate to teach the stages of human development by age group. However it is important that candidates should begin to recognise the following general principles:

- ◆ age groups are general indicators of developmental changes that do not always occur in discrete stages
- ◆ development results from an interaction of the individual and the environment

In Outcome 3 teachers/lecturers may wish to consider as examples:

- ◆ the effects of moving to residential care
- ◆ the effects of marriage breakdown
- ◆ the effect of being ill and confined to a wheelchair

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix to this Unit both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence teachers/lecturers must look for.

An appropriate Instrument of Assessment would be a single closed-book test, lasting no more than one hour, which may contain structured, short answer and restricted response-type questions. The test may make use of case study material as a tool to help candidates focus on the question(s) posed. Care should be taken to ensure that sufficient time is allowed for remediation and reassessment, if required.

The NABs illustrate the national standard for the Unit. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB require restricted and extended responses. Sampling of content within the Outcomes and Performance Criteria is acceptable and should be adopted as good practice. Evidence Requirements detail the extent of sampling involved and the NABs illustrate this.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: appendix to the statement of standards

UNIT Sociology and Psychology for Care (Intermediate 1)

This appendix is part of the statement of standards, ie requirements that are mandatory.

Outcome 1

Basic Sociological ideas:

- ◆ what is meant by sociology
- ◆ what is meant by society and how there are different parts of society in Britain
- ◆ what a multicultural society is and how this affects the way we think and behave
- ◆ what makes us part of society and how we learn our role and status in our society
- ◆ what part socialisation plays in forming a place for the individual in society

Basic psychological ideas:

- ◆ what is meant by psychology
- ◆ how the behaviour we learn is important in fashioning our lives
- ◆ the link between behaviour and development using examples to show this
- ◆ other factors that affect our psychological development, ie money, genetics, culture

The ideas of sociology and psychology relevant to the care worker in that they enable the care worker to understand:

- ◆ why an individual speaks, acts and behaves in certain ways
- ◆ the effects of sociology and psychology on the life experienced by the service user
- ◆ the influence of unexpected life changes, eg disability
- ◆ the influence of normal life changes, eg old age
- ◆ the influences of other cultures
- ◆ the influences of other parts of society

Outcome 2

- ◆ Strands of development: physical, cognitive, emotional, social
- ◆ Life stages: childhood, adolescence, adulthood, older adulthood

Outcome 3

Life events that can influence human behaviour and how they affect behaviour:

- ◆ relationships, eg marriage, divorce, separation
- ◆ employment events, eg starting and leaving work
- ◆ losses, eg death, divorce, retirement
- ◆ starting and leaving education
- ◆ major illness/disability

National Unit Specification: general information

UNIT Values and Principles in Care (Intermediate 1)

CODE F17W 10

COURSE Care (Intermediate 1)

SUMMARY

This is a mandatory Unit in the *Care (Intermediate 1)* Course but it can also be taken as a free-standing Unit.

The purpose of this Unit is to introduce candidates to some of the important concepts, values and principles which care sector workers need to understand. Candidates will learn what is meant by needs, the different needs an individual may have and how these needs change throughout the lifespan of an individual. They will also learn about stereotyping prejudice and discrimination and their effects on individuals receiving care. In addition, candidates will develop a basic understanding of the *National Care Standards*.

This Unit is suitable for candidates who wish to progress to further study of care.

OUTCOMES

- 1 Explain the ways human needs may change.
- 2 Demonstrate knowledge and understanding of the effects of discrimination on individuals receiving care.
- 3 Describe how the principles of the *National Care Standards* are put into practice.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade in Social and Vocational Studies at Foundation level
- ◆ Access 3 Social Studies
- ◆ Access 3 Modern Studies

Administrative Information

Superclass: PM

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National Unit Specification: general information (cont)

UNIT Values and Principles in Care (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Values and Principles in Care (Intermediate 1)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Explain the ways human needs may change

Performance Criteria

- (a) Describe the difference between a **need** and a **want**
- (b) Describe the different types of needs of an individual
- (c) Describe the ways these needs may change throughout an individual's lifespan

OUTCOME 2

Demonstrate knowledge and understanding of the effects of discrimination on individuals receiving care

Performance Criteria

- (a) Explain what is meant by discrimination
- (b) Explain why prejudice and stereotyping may lead to discrimination in care settings
- (c) Describe the effects of discrimination on individuals receiving care

OUTCOME 3

Describe how the principles of the *National Care Standards* are put into practice

Performance Criteria

- (a) Describe the principles on which the *National Care Standards* are based
- (b) Describe how the principles of the *National Care Standards* link to the qualities required by care workers
- (c) Describe the personal qualities required by a care worker to put the *National Care Standards* into practice

National Unit Specification: statement of standards (cont)

UNIT Values and Principles in Care (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit Specification.

Written and/or oral evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria for the Unit. The evidence must be produced under closed-book, supervised conditions within a time limit of **one** hour. 80% of the total marks available must be allocated for knowledge and understanding with the remaining 20% of the marks being awarded for analysis, application and evaluation.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit. The use of a cut-off score may be appropriate for this assessment.

Each assessment should sample across the mandatory content of the Unit and contain questions which require candidates to generate evidence in relation to:

- ◆ the difference between a need and a want
- ◆ **two** different types of needs
- ◆ **three** examples of how needs might change at **two** different life stages
- ◆ an explanation of what is meant by discrimination
- ◆ **one** reason why stereotyping may lead to discrimination in a care setting
- ◆ **one** reason why prejudice may lead to discrimination in a care setting
- ◆ **three** effects of discrimination on care service users
- ◆ **two** principles on which the *National Care Standards* are based
- ◆ **two** examples of the link between the NCS principles and the qualities required by a care worker
- ◆ **three** personal qualities required of a care worker

The standard to be applied, the breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

UNIT Values and Principles in Care (Intermediate 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit Specification.

This is a mandatory Unit in the *Care (Intermediate 1)* Course but it can also be delivered as a freestanding Unit.

Outcome 1

Candidates will explore the difference between the concept of a need and the concept of a want. They will learn that needs may not change in themselves but the circumstances of the individual may change and additional needs may arise during each of the life stages, for example when:

- ◆ an individual suffers ill health
- ◆ the family circumstances of an individual change
- ◆ the environment in which an individual lives may change

The basic needs of an individual should be considered based on the five strands of development.

Candidates should be made aware that needs are inter-related and cannot be considered in isolation and that changes in need are not always age-dependent as we all develop individually. Candidates will cover examples of how needs may change.

Outcome 2

Candidates should focus initially on discussing discrimination using areas such as: race, religion, colour, age, disability, health status, culture, financial/employment status.

The effects of discrimination on care service users could be: isolation, lack of care or no care, violence, lack of self-worth and self-esteem, lack of choice and opportunity and exclusion.

Outcome 3

Candidates will be able to state the principles behind the *National Care Standards* which are:

- ◆ dignity, privacy, choice, safety, realising potential, equality and diversity

Candidates should have a general overview of what the *National Care Standards* are and understand that they are expressed in different ways for different groups of service users.

They will be able to explain how these principles link to the qualities required by care workers.

They will be able to describe the qualities that are required to work in care.

National Unit Specification: support notes (cont)

UNIT Values and Principles in Care (Intermediate 1)

Candidates should be able to describe the following **qualities** required by care workers and relate them to the *National Care Standards*.

- ◆ patience and tolerance
- ◆ respect, empathy and acceptance
- ◆ sensitivity and discretion
- ◆ reliability, dependability and flexibility
- ◆ positive attitude cheerfulness and willingness
- ◆ politeness and kindness
- ◆ honesty and humility
- ◆ autonomy and teamwork
- ◆ self awareness
- ◆ readiness to learn
- ◆ readiness to do a share of unpleasant tasks

It would be useful to discuss how these qualities fit the underpinning principles of the *National Care Standards*.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit, there should be a balance between teacher/lecturer presentation and candidate centred learning. It is important that candidates not only understand the concepts which are identified in this Unit but that they can apply them to given situations as well.

The content of this Unit can be taught using a variety of methods such as:

- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ worksheets
- ◆ individual or group research
- ◆ videos
- ◆ lectures
- ◆ use of Information and Computing Technology (ICT) such as appropriate and relevant websites
- ◆ role play
- ◆ visiting speaker
- ◆ simulation exercises

Candidates should be encouraged to use the Internet and professional journals as sources. Use of video material may also be useful to bring the concepts to life and prompt group discussion. Examples could be drawn from the candidate's own experiences and observations and from the media — TV and radio programmes, documentaries, newspaper and journal articles, etc.

At the beginning of each Outcome it may be useful to provide a basic general introduction to the terminology being used. The needs of an age group/life stage and discussion on how the needs vary may be covered by teacher/lecturer exposition. Candidates could be introduced to the terminology using a variety of sources, eg dictionaries, textbooks and the internet.

National Unit Specification: support notes (cont)

UNIT Values and Principles in Care (Intermediate 1)

The concept of discrimination may be explored using case studies from which candidates can identify discrimination that might occur in a care context. These could be used as a discussion point to look at why discrimination occurs and the effects it can have. The use of role-play may also be beneficial for this Outcome.

Candidates could be encouraged to research the principles underpinning the *National Care Standards* using the Internet. Visiting speakers and/or case studies could be used to stimulate discussion of how the *National Care Standards* are applied in practice.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix to this Unit both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence teachers/lecturers must look for.

An appropriate Instrument of Assessment would be a single closed-book test, lasting no more than one hour, which may contain structured short answer and restricted response questions. The test may make use of case study material as a tool to help candidates focus on the question(s) posed.

Care should be taken to ensure that sufficient time is allowed for remediation and reassessment, if required.

The NABs illustrate the national standard for the Unit. NAB materials provide assessment instruments and guidance on implementation. Sampling of content within the Outcomes and Performance Criteria is acceptable and should be adopted as good practice.

In the Unit the sampling will be from all theory and application covered in learning and teaching. Evidence Requirements detail the extent of sampling involved and the NABs illustrate this.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: appendix to the statement of standards

UNIT Values and Principles in Care (Intermediate 1)

This appendix is part of the statement of standards, ie requirements that are mandatory.

Outcome 1

Difference between need and want: want being something that you would like to have but not necessary for your well being.

Social, physical, emotional, cognitive and cultural needs:

- ◆ minimum of how **three** different needs of an individual may be met for **three** situations set in a care context
- ◆ minimum of **five** examples of how needs may change. These examples must include divorce bereavement, addiction, accident and ill-health

Outcome 2

- ◆ explain what is meant by discrimination
- ◆ how stereotyping and prejudice are learned and may lead to discriminatory action
- ◆ the effects of discrimination on individuals receiving care

Outcome 3

Candidates should have a general overview of what the *National Care Standards* are and understand that they are expressed in different ways for different groups of service users.

Candidates will be able to state the principles behind the *National Care Standards* which are: dignity, privacy, choice, safety, realising potential, equality and diversity

Candidates will be able to describe the link between the NCS principles and the qualities required to work in care.

Candidates will be able to describe the following **qualities** required by a care worker:

- ◆ patience and tolerance
- ◆ respect, empathy and acceptance
- ◆ sensitivity and discretion
- ◆ reliability, dependability and flexibility
- ◆ positive attitude, cheerfulness and willingness
- ◆ politeness and kindness
- ◆ honesty and humility
- ◆ autonomy and teamwork
- ◆ self awareness
- ◆ readiness to learn
- ◆ readiness to do a share of unpleasant tasks