



CARE PRACTICE

HIGHER

First Edition — published June 2007



National Course Specification

Care Practice (Higher)

COURSE CODE **C01F 12**

COURSE STRUCTURE

This Course has two mandatory Units which are:

F1P0 12	<i>Practical Skills for Carers (Higher)</i>	2 credits (80 hours)
F1NY 12	<i>Working as a Team in a Care Setting (Higher)</i>	1 credit (40 hours)

The Course includes 40 hours over and above the 120 hours for the Units. This may be used for induction, consolidation of learning and support and should be used for completion of the tasks required by the project. This includes those elements of the project which are carried out under supervised and invigilated conditions.

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:

- ◆ A Course or Units in Care at Intermediate 2
- ◆ A Course or Units in Early Education and Childcare at Intermediate 2
- ◆ Standard Grade in a social subject at Credit level
- ◆ Standard Grade in a science subject at Credit level
- ◆ Standard Grade Social and Vocational Skills at Credit level
- ◆ SVQ or SVQ Units at level 2 in a related subject

Administrative Information

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National Course Specification: (cont)

COURSE Care Practice (Higher)

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Scottish Vocational Qualifications(SVQs) in Health and Social Care
- ◆ Higher National Certificate (HNC) in Health Care or Social Care
- ◆ further/higher education courses in nursing or care related subjects
- ◆ training/employment

CREDIT VALUE

The Care Practice (Higher) Course is allocated 24 SCQF credit points at SCQF level 6*

**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

It should be noted that this project, in common with other project-based Courses, follows the planning/developing/evaluating cycle. As a result of this the successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2.

National Course Specification: Course details (cont)

COURSE Care Practice (Higher)

RATIONALE

Issues of health and social care 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 health and social care professionals. The *Care Practice (Higher)* Course provides a strong foundation of knowledge and practical skills for candidates who wish to progress to further or higher education or employment in this area.

The *Care Practice (Higher)* Course relates to caring for people in society, other than self or family, in an environment or agency whose codes of practice are dictated to and guided by legislation, policy and professional ethics. This includes formalised personal care in the community or home. It is concerned with the holistic study of the client in context.

The Course will form an important part of the menu of provision, not only for those who have identified the field of care as their chosen career path, but also for any candidates who wish to extend their educational experience into a practical care subject.

The Course consists of two important Units for those who wish to work in care. The first *Practical Caring Skills (Higher)* covers basic knowledge and skills required to work with service users in a care environment and in particular how care workers meet service users' needs while working as part of a team of care professionals. The second Unit *Working as a Team in a Care Setting (Higher)* provides the candidates with the knowledge and skills to understand the need and practise of working as part of a team in a care environment. The knowledge and skills acquired during this Course will give the successful candidate a firm foundation in practical care-related issues which may be enhanced by further study at Higher National level. It may also aid identification of progression routes in further education and to higher education.

The Course can have a number of significant advantages for the candidate.

For example the Course:

- ◆ helps candidates to understand the concept of a positive care environment
- ◆ develops candidates' understanding of the needs and requirements related to safe practice
- ◆ enables candidates to inform and enhance their understanding of effective service provision
- ◆ enables candidates to become familiar with the role of Scottish Care legislation and of the principles of the *National Care Standards* in supporting the rights of service users
- ◆ provides candidates with an insight into the way care professionals work as part of a team to meet the needs of service users.

National Course Specification: Course details (cont)

COURSE Care Practice (Higher)

Aims

The Course provides opportunities for candidates to:

- ◆ acquire specialist knowledge and understanding required to care for others
- ◆ develop an understanding of the care worker's role in promoting positive care and good practice within a particular service user group and care setting.
- ◆ develop awareness of the principles of the *National Care Standards*
- ◆ identify service users needs and develop skills for meeting those needs
- ◆ develop an understanding of the values and principles that underpin professional care practice
- ◆ develop an understanding of the role of care planning in promoting positive outcomes for people requiring care
- ◆ develop the practical and interpersonal skills, and qualities a care worker uses to meet service users needs
- ◆ develop an awareness of own strengths and weaknesses in terms of practical and interpersonal skills and how these skills develop at placement.
- ◆ raise understanding of the need to operate safe practices for care workers and a safe environment for service users
- ◆ understand the demands of working in a team and evidence their contribution to a care team
- ◆ develop skills in planning an investigation, carrying out research, reporting and evaluating
- ◆ develop independent-thinking and reflective analysts who are able to question, and challenge and substantiate their own views.

COURSE CONTENT

The Course consists of two Units: *Practical Skills for Carers (Higher)* and *Working as a Team in a Care Setting (Higher)*.

The Units of this Course are designed to develop knowledge and understanding of care practice and teamwork so that the candidate can demonstrate their own knowledge and provide evidence of skills acquired during the project.

Summary of Unit content

F1P0 12 *Practical Skills for Carers (Higher)*

This Unit enables candidates to understand the concept of a positive care environment which ensures service users are safe. It also enables candidates to develop the qualities and skills required for good care practice by providing evidence of their work in a care environment.

In the Unit candidates will:

- ◆ study the concept of a positive care setting and the care worker's role in its promotion
- ◆ study the skills and the qualities essential to the care worker in relation to a particular service user group
- ◆ study the skills and qualities used to meet service users needs
- ◆ study safe practice within a care setting
- ◆ evaluate own skills and qualities.

National Course Specification: Course details (cont)

COURSE Care Practice (Higher)

F1NY 12 *Working as a Team in a Care Setting (Higher)*

This Unit is designed to develop knowledge and understanding of the ways of operating in a team in a care setting and to enable the candidates to understand their performance as part of a team in a specified care setting. Candidates must complete this Unit in the context of a care environment.

In the Unit candidates will:

- ◆ study theories of team development in relation to the process, stages and roles of the team
- ◆ study the factors affecting the functioning of a team
- ◆ study the roles and responsibilities required to ensure correct functioning of teams in a selected care environment
- ◆ the effectiveness of own contribution to the working of a care team

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 Higher, the key elements of knowledge and understanding, analysis, application and evaluation are assessed in the following ways.

Knowledge and understanding

Candidates should be able to demonstrate wide-ranging and detailed knowledge and understanding of aspects of care practice and the relevant practice employed by care professionals in their roles. The range of knowledge should extend to an understanding of key theoretical and practical issues in delivering care and in working as part of a care team. Their care practice should reflect the high quality expected of care workers and include the practical and interpersonal skills required.

National Course Specification: Course details (cont)

COURSE Care Practice (Higher)

Analysis

Candidates should be able to select from, interpret and analyse different approaches to delivering care. In so doing, candidates should be able to present information in a balanced, logical and coherent manner, which focuses clearly on the issues being taught. Candidates should be able to use, with confidence, the language and concepts of care and demonstrate a clear and in-depth understanding of the interrelationship between practice and theory. Assessment of chosen practical activity in the project should be critical and comprehensive and should reflect developing skills in dealing with practical situations. They should also be able to analyse their role in the working as part of a team in placement.

Application

Candidates should be able to demonstrate the application of theories, concepts and methods covered in the Units and apply them to care situations. This will include the practical caring, working in a team and the safety issues involved in their care practice situation.

Evaluation

Candidates should demonstrate the ability to make balanced evaluations of their own performance. Explanations offered and methods used should be examined critically in the context of their chosen project, service users and the care setting.

Unit assessment

F1P0 12 *Practical Skills for Carers (Higher)*

Practical Skills for Carers (Higher) must include evidence that covers the criteria laid down in the Evidence Requirements of the Unit specifications.

Satisfactory evidence of the attainment for this Unit is in the form of written and/or oral responses. To maintain reliability and credibility, assessment evidence is produced using some supervision, ensuring that it is the candidate's own work.

An appropriate instrument of assessment would be a Log Book which the candidate has completed throughout their workplace experience. The Log Book will be authenticated by tutor or placement supervisors and will contain restricted response questions and a report/portfolio on teams. The length and form of the various parts of the assessment are recommended in the Unit Specification

F1NY 12 *Working as a Team in a Care Setting (Higher)*

For **Outcomes 1 and 2** written and/or oral evidence is required to demonstrate the achievement of Outcomes 1 and 2 to the standards specified in the Outcomes and Performance Criteria. The evidence for these Outcomes must be obtained under controlled, supervised and closed-book conditions within a time limit of 45 minutes.

An appropriate instrument of assessment would be a single closed-book test, lasting 45 minutes, which may contain a range of structured short answer, restricted and extended response type questions.

National Course Specification: Course details (cont)

COURSE Care Practice (Higher)

For **Outcomes 3 and 4** written and/or recorded oral evidence is required which demonstrates that the candidate has achieved these Outcomes to the standard specified in the Outcomes and Performance Criteria. An appropriate assessment would be a placement report related to the specific team the candidate is working with and including the candidates contribution to the team and their own strengths and areas for development. The evidence should be generated by candidates on their own at appropriate points throughout the Unit. Teachers/lecturers must ensure that it is the candidate's own work

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 Course assessment is a project centred on a practical activity with service users in which the candidate will investigate, plan, prepare and carry out the activity. The Course assessment integrates the knowledge and understanding gained in the individual Units.

Candidates will collect a portfolio of evidence including:

- ◆ their completed Practical Skills Log Book,
- ◆ evidence of completing Outcomes 3 and 4 in the Unit *Working in Teams in a Care Setting (Higher)*
- ◆ evidence of planning, developing, implementing and evaluating the process of the project.

Further details of the Course assessment are available in the Course Project Specification.

There are four separate cycles of procedures within a session for this Course, linked to completion months of May, August, November or February.

Link between Unit and Course assessment/added value

The Course assessment integrates the knowledge and understanding gained in the individual Units and allows candidates to further develop and apply skills and knowledge to:

- ◆ accurately identifying service users' needs in the context of a specific care setting
- ◆ evidence research and team work to plan to meet those needs
- ◆ plan a complex activity
- ◆ carry out an activity with the support of appropriate team members
- ◆ demonstrate positive care, safe practice and the qualities and skills appropriate to care settings
- ◆ demonstrate an understanding of their own role and the role of other team members

Evidence from the Unit assessment is required to meet the Course assessment requirements. This includes the candidate's completed Log Book for the Unit *Practical Skills for Carers (Higher)* and their evidence for Outcomes 3 and 4 in *Working as a Team in a Care Setting (Higher)*.

National Course Specification: Course details (cont)

COURSE Care Practice (Higher)

GRADE DESCRIPTIONS AT A AND C

The grade awarded will be based on the detailed criteria set out in the Course Project Specification document. Descriptions given below indicate the nature of the achievement which is required for the awards of A and C in the Course assessment and relate specifically to the subject content. They are intended to assist candidates, teachers, lecturers and users of the qualification and to help establish standards when project work is undertaken. The Course Project Specification gives Grade Descriptions at A, B and C in relation to generic requirements.

Content and Scope appropriate for Higher	
Looking at evidence in relation to content:	Looking at evidence in relation to content:
<p>Plan at Grade A:</p> <ul style="list-style-type: none"> ◆ The candidate will demonstrate insight into the holistic nature of the Project ◆ Aims will be relevant and highly focused on the set tasks ◆ Objectives will clearly show how the aims will be met ◆ The candidate will show a high level of knowledge and understanding pertaining to the theory behind the practice ◆ The candidate's plan will demonstrate good knowledge of appropriate legislation and working practices and be able to show application of same ◆ The candidate's choice of activity will be supported by evidence of detailed research and appropriate use of supervision ◆ The candidate will produce a plan which has considerable scope to adapt in relation to the service user or placement needs changing 	<p>Plan at Grade C:</p> <ul style="list-style-type: none"> ◆ The candidate will demonstrate a basic understanding of the Project requirements ◆ Aims will relate to the set tasks ◆ Objectives will outline how the aims will be met ◆ The candidate will show an a basic knowledge and understanding pertaining to the theory behind the practice ◆ The candidate's plan will demonstrate basis awareness of appropriate legislation and working practices and show application of same ◆ The candidate's choice of activity will be supported by basic research and will require some intervention by the lecturer ◆ The candidate will produce a plan which has some scope to adapt in relation to the service user or placement needs changing

National Course Specification: Course details (cont)

COURSE Care Practice (Higher)

Looking at evidence in relation to content:	Looking at evidence in relation to content:
<p>Development at ‘A’:</p> <ul style="list-style-type: none"> ◆ The candidate will demonstrate clear knowledge and understanding of the theories behind Care Practice ◆ The Log Book evidence will show a good ability to demonstrate safe practice, positive care, and to evaluate their skills and qualities throughout the development of the project ◆ The candidate will have evidenced their ability to research service users needs using a variety of sources ◆ Good evidence will be provided of working with the care team to identify and meet service users needs via the complex activity developed in the plan ◆ The candidate’s report of the activity will show the candidate’s ability not only to follow the plan but to recognise the benefits to the service user and shows awareness of the skills and qualities gained by themselves 	<p>Development at ‘C’:</p> <ul style="list-style-type: none"> ◆ The candidate will demonstrate basic knowledge and understanding of the theories behind Care Practice ◆ The Log Book evidence will show a basic awareness of safe practice, positive care, and a basic ability to evaluate their skills and qualities throughout the development of the project ◆ The candidate will have shown some evidence of research using a limited range of sources ◆ Some evidence will be provided for working with the care team to identify and meet the needs of the service via the basic activity developed in the plan ◆ The candidate’s report of the activity will show the candidate’s ability to follow the plan

National Course Specification: Course details (cont)

COURSE Care Practice (Higher)

Evaluation at A:	Evaluation at C:
<ul style="list-style-type: none"> ◆ This evaluation will show that the candidate has reflected on their plan and development stages critically and been able to identify their strengths and weaknesses in relation to their project ◆ The candidate will have used several evaluation methods to gain feedback from team and service user as to the benefits of the activity ◆ The candidate will have been critical of the project process and their performance within it ◆ The candidate will have been able to recognise skills and qualities in the broadest sense and they have developed and identified areas for personal development in the future 	<ul style="list-style-type: none"> ◆ This evaluation may show that the candidate has demonstrated some reflection on the plan and development stages and recognises some strengths and weaknesses ◆ The candidate may have been limited in their use of evaluation methods to gain feedback ◆ The candidate may not fully evaluate the project and their performance within it ◆ The candidate may have limited recognition of the skill and qualities developed and have identified less personal development needs for the future

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence of performance should be considered across the breadth of coverage of the content of the Course and must take account of performance in the whole Course. The mark given to the candidate's completed project by the internal assessor is considered to be the estimate grade for that candidate.

Appeals

Since the object of the project is to show the candidate's ability to integrate and apply knowledge and skills from across the component Units, NAB evidence from the component Units is not relevant for appeals purposes. Therefore when an appeal is made it is essentially a request for a remark of the project. SQA accepts appeals on the basis that a candidate has not performed as well as expected on the day of the Course assessment. In the case of a project completed over a period of time, it is generally difficult to present better evidence than that already presented in the project.

The completed project provides:

- ◆ evidence which samples across both Units
- ◆ evidence which integrates knowledge from across both Units
- ◆ evidence of the ability to perform more complex tasks than those demanded for Unit assessment
- ◆ evidence of the ability to apply and adapt the skills of evaluation.

National Course Specification: Course details (cont)

COURSE Care Practice (Higher)

QUALITY ASSURANCE

All National Courses are subject to external marking and/or verification. Externals 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

In delivering the taught part of the Course, it is important that staff ensure that there is a balance between teacher/lecturer presentation and experiential learning. An important aim in delivering the Course is to help candidates become independent thinkers and reflective analysts who are able to question and challenge, but are equally able to substantiate their own views. Equally important is the need to ensure candidates are fully aware of the dangers to themselves of moving patients without thorough training and the protection for candidates of following procedures for health and safety issues including infection control and prevention of infection.

The Units that make up this Course may be delivered separately although integration of concepts common to the Units should be encouraged.

The content may be delivered and learned in a variety of ways such as using fact sheets, handouts, work in small groups, discussions, case studies, visiting speakers, individual or group research, video, relevant magazine/journal articles. Other ways includes practical demonstration, specific training such as moving and handling and visits to appropriate care settings.

Where appropriate, candidates should be helped to draw on previous learning and their own experience.

Candidates can be helped to:

- ◆ generate ideas and explore concepts and theories, by means of creative thinking, small group exercise, group discussion, case studies, worksheets, individual research, videos and lectures
- ◆ apply knowledge and understanding to given case studies and situations within care settings. For example, by using stimulus video material as a basis for group work and discussion
- ◆ develop skills in evaluating the use of theories to increase understanding of teamwork and team formation
- ◆ develop skills in effective communication by means of group presentations, for example, by carrying out research in small groups on particular aspects and theories relating to care such as safe practice, positive care and the National Care Standards
- ◆ use the experience of placement to observe and develop practical competences and the experiential learning of working as part of a team in a care context.

National Course Specification: Course details (cont)

COURSE Care Practice (Higher)

The understanding of theoretical concepts is likely to be developed by means of clear teacher/lecturer presentations in conjunction with questions and discussion. Candidates' understanding of the needs of patients and their carers can be further enhanced by the use of articles, journals and visiting speakers.

Candidates should be helped to gain an appreciation of the need for those providing care to understand codes of conduct and professional responsibilities. In addition they should be helped to develop appropriate values, based on the principles of good practice, in which the rights, dignity, privacy and beliefs of others are respected. It is also important that candidates develop an awareness of the cultural diversity in our society and its impact on the patients and their carers.

Candidates will be required to report and produce evidence in relation to their project assessment and it would be advantageous for their reporting skills to be developed during the Course.

The placement occupies at least 40 hours and there are specific tasks required to complete the Log Book. This requires close supervision and support from placement supervisors. The learning during this time is experiential and the choice of placement and support often affects the motivation of the candidate and quality of the evidence. Some thought should be given to the activity that will be chosen for the project. The task chosen must be complex and should be able to be supervised as there is a requirement for the evidence to be confirmed by the supervisor.

Guidance on the choice of activity and the degree of supervision can be found in the *Care Practice (Higher)* Course Project Specification.

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 Practical Skills for Carers (Higher)

CODE F1P0 12

COURSE Care Practice (Higher)

SUMMARY

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

This Unit is suitable for candidates who wish to gain employment at support worker level in the health and social care sectors. It is also suitable for those who wish to progress to study at Further Education Colleges or at Higher Education Institutions.

This Unit includes work placement experience and enables candidates to understand the concept of a positive care environment which ensures service users are safe. It also enables candidates to develop the qualities and skills required for good care practice by providing evidence of their work in a care environment.

OUTCOMES

- 1 Explain the concept of a positive care environment, a care worker's role and own role in its promotion.
- 2 Explain the skills and the qualities essential to the care worker to meet the needs of service users.
- 3 Evaluate own skills and qualities used to meet service users' needs during a workplace experience.
- 4 Explain safe practice within a care setting.

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National Unit Specification: general information (cont)

UNIT Practical Skills for Carers (Higher)

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:

- ◆ Care (Intermediate 2) Course or Units
- ◆ Early Education and Childcare (Intermediate 2) Course or Units
- ◆ Standard Grade in a social subject at Credit level
- ◆ Standard Grade in a science subject at Credit level
- ◆ Standard Grade in Social and Vocational Skills at Credit level

CREDIT VALUE

2 credits at Higher (12 SCQF credit points at SCQF level 6*)

**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 Practical Skills for Carers (Higher)

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 concept of a positive care environment, a care worker's role and own role in its promotion.

Performance Criteria

- (a) Describe the main factors which establish and maintain a positive care environment.
- (b) Explain the care worker's role in promoting positive care and good practice within a particular care setting.
- (c) Describe own contribution to a positive care environment during a placement experience.

OUTCOME 2

Explain the skills and the qualities essential to the care worker to meet the needs of service users.

Performance Criteria

- (a) Identify the needs of a particular service user.
- (b) Explain the practical and interpersonal skills a care worker is required to display to meet these needs.
- (c) Explain the qualities a care worker is required to display to meet these needs.

OUTCOME 3

Evaluate own skills and qualities used to meet service users' needs during a workplace experience.

Performance Criteria

- (a) Review own practical and interpersonal skills and qualities.
- (b) Evaluate own strengths and weaknesses in terms of practical and interpersonal skills and qualities.
- (c) Describe how own practical and interpersonal skills and qualities have developed.

OUTCOME 4

Explain safe practice within a care setting.

Performance Criteria

- (a) Describe health and safety legislation and procedures relevant to a specific care setting.
- (b) Explain own contribution to safe practice within a care setting.
- (c) Describe current moving and handling methods used to move people within a care setting.

National Unit Specification: statement of standards (cont)

UNIT Practical Skills for Carers (Higher)

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 recorded evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria. The evidence must be gathered at appropriate points throughout the Unit while the candidate is on work placement within a care setting. Teachers/lecturers must ensure that it is the candidate's own work.

The evidence must cover:

- ◆ **six** main factors which establish and maintain a positive care environment
- ◆ the care worker's role in promoting a positive care environment within **one** care setting
- ◆ the candidate's own contribution to the maintenance of a positive care environment and good practice in placement
- ◆ the needs of **two service users** in the candidate's care while under supervision
- ◆ **two** practical and **two** interpersonal skills a care worker requires to meet the needs of **two different** service users
- ◆ **four** of the qualities a care worker should display when meeting the needs of **two** clients
- ◆ the candidate's own skills and qualities
- ◆ **the candidate's own** identified personal strengths and weaknesses
- ◆ the development of **the candidate's own** practical and interpersonal skills and qualities over the placement experience
- ◆ a knowledge of health and safety in relation to **the candidate's own** placement
- ◆ **two** situations where **the candidate** has participated in safe practice
- ◆ **one** situation where the candidate has observed the correct moving and handling of a service user

An appropriate instrument of assessment would be a Log Book which the candidate has completed throughout their workplace experience.

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

National Unit Specification: support notes

UNIT Practical Skills for Carers (Higher)

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 80 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 this Unit specification

This is a mandatory Unit in the *Care Practice (Higher)* Course. It is also an optional Unit of the *National Certificate in Health and Social Care (Higher)* but can be taken as a freestanding Unit.

Outcome 1

Candidates should be familiar with the role of Scottish care legislation, and of the principles of the National Care Standards, in supporting the placement, in providing positive care practice, in supporting the rights to care of service users, in safeguarding their human rights, and in establishing the function of advocacy. The candidate will describe their own contribution to maintaining a positive care environment in their placement. This can include promoting health and wellbeing, maintaining quality of life, protection of rights and choices, maintaining confidentiality and promoting equality of opportunity.

Further details about positive care environments can be found in the appendix.

Outcome 2

Candidates should be familiar with methods of identifying the needs of service users as stated in the appendix. The candidate may refer to other methods of identifying care needs, eg:

- ◆ Maslow's hierarchy of human needs
- ◆ Roper, Logan and Tierney's model of activities of living
- ◆ Dorothea Orem's Self Care Framework

Note that some methods may not be appropriate to the particular circumstances of a candidate's placement.

Candidates should demonstrate an understanding, in general terms, of the practical and interpersonal skills and qualities required in care as stated in the appendix. Candidates should identify the practical and interpersonal skills and qualities relevant to a specific client group, and should describe their importance in meeting the needs of this client group.

National Unit Specification: support notes (cont)

UNIT Practical Skills for Carers (Higher)

Outcome 3

Evaluation of skills and qualities should highlight to the candidate the need for reflection and analysis of skills and qualities, and that change in the carer's practice comes from self-awareness.

The use of reflective accounts should be encouraged to assist the candidate in evidencing any change in their own abilities or attitudes. Candidates should be encouraged to comment on experiences which they feel may have helped in their personal, social, and vocational development. The candidate should reflect on experiences that have been positive and/or negative, and they should show an awareness of their strengths and weaknesses.

A checklist or appropriate record used to aid the candidate in self-evaluation pre-placement could be revisited to assist the process of identifying any skills and qualities which have changed and to evaluate how and why they have changed.

Outcome 4

Candidates should show an awareness of health and safety legislation relevant to care (see appendix).

It is important that if candidates are going to be able to identify safe practice they also should be able to identify risks or hazards in their placement. They should cover infection control measures. This includes: hand washing, food hygiene, appropriate use of waste disposal systems, and use of personal protection equipment.

It is strongly recommended that candidates undertake an introductory course of moving and handling of people prior to placement. They should demonstrate an understanding of the principles of safe moving and handling. Candidates must describe a correct, safe moving and handling procedure which they have witnessed in their placement. If this is not possible candidates must describe a moving and handling procedure demonstrated or practised in the introductory course.

Please note:

The moving and handling awareness session does not give candidates the skills to carry out these procedures at placement. Candidates would be required to attend a full certificated moving and handling training course to be fully competent.

If candidates are in a placement of a clinical nature, for their own safety they **should be aware of their own immunisation status** as well as the immunisation needs of other care workers in relation to infection risks in their particular placement.

National Unit Specification: support notes (cont)

UNIT Practical Skills for Carers (Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

The concept of positive care can be approached using a combination of group work, looking at values held by the individual candidates. The use of commercial video/DVD productions may be used as a tool to allow candidates to identify what needs to be in place to create a positive care setting. The experiences of the individual in care, either as a service user or as a care provider can also be a useful tool and could encourage reflection.

Outcomes 2 and 3

Candidates understanding of service users' needs could be facilitated through small group discussions. Methods of identifying care needs must include a knowledge of PROCCCESS, and this may include discussion on Maslow's Hierarchy of Needs. Roper, Logan and Tierney's Activities of Living may also be useful however this method may not be suitable for all care settings but should be covered if the class will need to use it in placement.

Identification and evaluation of skills and qualities could be approached by group discussion with the emphasis on the practical and interpersonal skills and qualities a carer should have. This can be facilitated by the use of simulation, case study work and the use of video material. General discussion of skills and qualities seen on popular medical/social television dramas could aid the recognition of skills and qualities.

Self-evaluation and peer review could be encouraged by the use of checklists created from class discussions or from the log book. Peer review and teacher/lecturer interviews will encourage the candidates to develop reflective skills.

To facilitate the development of the candidate's skills and qualities, a review of the personal log book early in the placement experience with guidance from teacher/lecturer and placement supervisor could prove valuable. Placement is a recommended minimum of 40 hours in a setting where care is provided for a client group. The placement must offer experience and opportunity for the candidate to meet the Unit requirements. In review, candidates should be guided towards honest evaluation of the development of their skills and qualities. The importance of the candidate's ability to develop reflective and analytical skills in terms of their own practice should be emphasised. Candidates should clearly identify their personal strengths and weaknesses and ways in which they can continue their development.

Outcome 4

An introduction is required to all aspects of legislation relating to health and safety issues within care settings. Practical exercises around risk assessment and accident investigation can make this aspect of learning more attractive for the candidates, and a health and safety specialist might be introduced to enhance actual accounts of health and safety in practice.

National Unit Specification: support notes (cont)

UNIT Practical Skills for Carers (Higher)

Demonstration and practice of universal precautions hand washing, use of personal protective equipment, food hygiene, waste disposal and exposure to hazardous substances should be discussed and candidates should be aware of their personal responsibility to protect themselves and others from potential harm.

In delivering the underpinning knowledge element of this Unit, there should be a balance between teacher/lecturer presentation and candidate-centred learning.

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

- ◆ Small group exercises
- ◆ Group discussion
- ◆ Case studies
- ◆ Placement time
- ◆ Worksheets
- ◆ Investigations
- ◆ Individual or group research
- ◆ Videos
- ◆ Lectures
- ◆ Use of Information and Communication Technology (ICT) such as appropriate and relevant websites

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence assessors should look for.

An appropriate instrument of assessment would be a Log book which the candidate has completed throughout their workplace experience.

The NAB contains an appropriate log book. In addition the following information is provided for guidance.

The evidence in the Log book could contain:

Outcome 1

- | | |
|--------|---|
| PC (a) | Short answer questions |
| PC (b) | 500 word report based on the care placement setting |
| PC (c) | Two activities carried out in placement and witnessed by supervisor |

National Unit Specification: support notes (cont)

UNIT Practical Skills for Carers (Higher)

Outcome 2

- PC (a) Short report which identifies the needs of two service users in the care of the candidate.
- PC (b) Short report identifying and explaining four practical and interpersonal skills required to meet the needs of **two** of the identified service users in placement.
- PC (c) Short report identifying and explaining **four** qualities required to meet the needs of **two** of the identified service users in placement.

Outcome 3

- PC (a) (b) (c) A 600 word report based on the practical and interpersonal skills and qualities the candidate has developed. Also a description of **two** activities carried out with a service user in placement and witnessed by supervisor.

Outcome 4

- PC (a) (b) (c) A 600 word report based on safe practice within a placement setting. A description of **two** safe practice activities carried out in placement and an observation of moving and handling should be included and witnessed by a supervisor.

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 Practical Skills for Carers (Higher)

NB: This appendix forms part of the statement of standards ie requirements that are mandatory.

Outcome 1

A positive care environment is one where:

- ◆ There is a promotion of clients' rights to respect, dignity, equal opportunity, choice, effective communication and confidentiality.
- ◆ The client's health, safety and security are assured by using systems of good practice.
- ◆ Provision of the fabric and content of the environment is suitable for its purpose and clients' needs.
- ◆ Positive care practice is found.

Candidates must be familiar with the role of the Scottish care legislation and of the principles of the *National Care Standards*, in supporting the placement, in providing positive care practice, in supporting the rights to care of service user, in safeguarding their human rights, and in establishing the function of advocacy. This can include promoting health and wellbeing, maintaining quality of life, protection of rights and choices, maintaining confidentiality and promoting equality of opportunity.

Outcome 2

The candidates must be familiar with the needs of service users.

This must cover: (PROCCCESS)

- ◆ Physical needs
- ◆ Relationship needs
- ◆ Organisational and operational needs
- ◆ Communication needs
- ◆ Cultural needs
- ◆ Cognitive/intellectual needs
- ◆ Emotional needs
- ◆ Social needs
- ◆ Spiritual needs

The process of identifying needs should:

- ◆ Be ongoing and be reviewed.
- ◆ Involve others in assessing needs, preferences and choices.
- ◆ Be based on effective care worker's communication to be used when assessing needs, preferences and choice.
- ◆ Be based on a firm value base which should ensure carers' values are demonstrated in assessing needs and preferences and supporting choices.
- ◆ It should be needs led.

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

UNIT Practical Skills for Carers (Higher)

Use of activities of daily living as an alternative method of identifying needs. The Roper, Logan and Tierney nursing care model which is based on 12 activities of daily living such as communication, eating and drinking and mobilisation. By investigating each area a picture can be built up of the type of nursing care an individual requires and the areas in which they are going to need more or less help. This approach may not lend itself to some placements.

The identification of practical and interpersonal skills and the qualities required in care will be identified in general terms and defined in relation to a specific client group.

Interpersonal skills:

- ◆ Listening skills
- ◆ Responding skills include pace and tone and appropriate language
- ◆ Ability to use and interpret non verbal language
- ◆ Showing empathy
- ◆ Showing reflection
- ◆ Motivating
- ◆ Informed negotiation and bargaining skills
- ◆ Dedication
- ◆ Genuine interest
- ◆ Enjoyment and humour
- ◆ Positive self disposition

Practical skills:

The candidate's direct help in activities which are required to assist the service user to achieve their optimum well-being.

The activities to be covered are:

- ◆ Personal hygiene requirements
- ◆ Mobility
- ◆ Nutrition
- ◆ Recreation
- ◆ Organisation of the environment/individual
- ◆ Aid with communication
- ◆ Financial management

Qualities care workers should display in order to meet clients' needs:

- ◆ Self awareness
- ◆ Reliability
- ◆ Patience
- ◆ Discretion
- ◆ Readiness to learn
- ◆ Ability to accept others (non-judgemental attitude)
- ◆ Calmness

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

UNIT Practical Skills for Carers (Higher)

- ◆ Organisational skills
- ◆ Honesty
- ◆ Sense of humour
- ◆ Kindness
- ◆ Willingness
- ◆ Acceptance
- ◆ Interest in workplace
- ◆ Ability to accept suggestions for change
- ◆ Empathy

Outcome 3

Evaluation of skills and qualities should highlight to the candidate the need for reflection and analysis of skills and qualities, and that change in the carer's practice comes from self-awareness.

The use of reflective accounts should be encouraged to assist the candidate in evidencing any change in their own abilities or attitudes. Candidates should be encouraged to comment on experiences which they feel may have helped in their personal, social, and vocational development. The candidate should be encouraged to reflect on experiences that have been positive and/or negative and to be aware of their strengths and weaknesses.

The checklist used to aid the candidate in self-assessment pre-placement should be revisited to assist the process of identifying any skills and qualities which have changed, evaluate how they have changed and why they have changed.

Outcome 4

Safe practice:

Application of safe practice is dependent on knowledge of health and safety issues. The candidate should be guided in regard to health and safety legislation as it relates to care including:

- ◆ The Health and Safety at Work Act 1974
- ◆ Manual Handling Operations Regulations 1992
- ◆ Management of Health and Safety at Work Regulations 1999
- ◆ Control of Substances Hazardous to Health Regulations 2002
- ◆ Fire (Scotland) Act 2005
- ◆ Electrical Safety Regulations.1989
- ◆ Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 1995

In addition infection control measures must be covered, including hand washing, the correct identification and use of systems of waste disposal, food hygiene and use of personal protection equipment.

Candidates must be familiar with the identification of risks or hazards so that they can produce evidence of safe practice in their placement.

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

UNIT Practical Skills for Carers (Higher)

An introductory course covering the moving and handling of people must be undertaken by candidates prior to placement. This will ensure candidates are aware of the correct moving and handling procedures, the skills required and the appropriate equipment to use. Candidates must describe a correct safe, moving and handling procedure which they have witnessed in their placement. If this is not possible candidates must describe a moving and handling procedure demonstrated or practiced in the introductory course.

Candidates must be aware the immunisation needs of care workers in relation to infection risks in their placement.



National Unit Specification: general information

UNIT Working as a Team in a Care Setting (Higher)

CODE F1NY 12

COURSE Care Practice (Higher)

SUMMARY

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

This Unit is suitable for candidates who wish to gain employment at support worker level in the health and social care sectors. It is also suitable for those who wish to progress to study at Further Education Colleges or at Higher Education Institutions.

This Unit is designed to develop knowledge and understanding of the ways of operating in a team in a care setting and to enable candidates to understand their performance as part of a team in a specified care setting. Candidates must complete this Unit in the context of a care environment.

OUTCOMES

- 1 Describe theories of team development relevant in a care setting.
- 2 Explain the way a team functions effectively and the factors which may affect that functioning.
- 3 Explain the roles and responsibilities of care teams.
- 4 Evaluate the effectiveness of own contributions to the working of a specific care team.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Working as a Team in a Care Setting (Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the Centre, candidates would benefit from having attained one of the following, or equivalent:

Care (Intermediate 2) Course or Units
Early Education and Childcare (Intermediate 2) Course or Units
Standard Grade in a social subject at Credit level
Standard Grade in a science subject at Credit level
Standard Grade Social and Vocational Skills at Credit level

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

**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 component in this Unit.

National Unit Specification: statement of standards

UNIT Working as a Team in a Care Setting (Higher)

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 theories of team development relevant in a care setting.

Performance Criteria

- (a) Describe the process of team development in terms of current theory.
- (b) Describe the stages of team development in terms of current theory.
- (c) Describe the roles of team members in terms of current theory.

OUTCOME 2

Explain the way a team functions effectively and the factors which may affect that functioning.

Performance Criteria

- (a) Describe a theory which accounts for the way a team functions effectively.
- (b) Explain individual factors which affect the functioning of a team.
- (c) Explain the organisational factors which affect teams.

OUTCOME 3

Explain the roles and responsibilities of care teams.

Performance Criteria

- (a) Describe the aims and objectives of a specific team.
- (b) Describe the roles and responsibilities of the team.
- (c) Explain the professional responsibilities of each of the members of the team.

OUTCOME 4

Evaluate the effectiveness of own contribution to the working of a specific care team.

Performance Criteria

- (a) Describe own contribution to the work of the team.
- (b) Evaluate how own contribution has impacted on the team.
- (c) Review own strengths and areas for development in relation to working as part of the team.

National Unit Specification: statement of standards (cont)

UNIT Working as a Team in a Care Setting (Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcomes 1 and 2

Written and/or oral evidence is required to demonstrate the achievement of Outcomes 1 and 2 to the standards specified in the Outcomes and Performance Criteria. The evidence for these Outcomes must be obtained under controlled, supervised and closed-book conditions within a time limit of 45 minutes.

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 must sample across the mandatory content of the Unit and will allow candidates to generate evidence which covers:

- three** ways that people change from being individuals to being members of a team during team development
- two** stages of team development in terms of current theory
- two** roles taken within a team in terms of current theory
- one theory** that accounts for the way a team functions effectively
- two** individual factors which affect the functioning of the team
- two** organisational factors which affect the team.

Outcomes 3 and 4

Written and/or recorded oral evidence is required which demonstrates that the candidate has achieved these Outcomes to the standard specified in the Outcomes and Performance Criteria. The evidence should cover:

- one** type of team from an identified care environment
- the professional role of each member of the team in a care setting
- the role and professional responsibilities of each member to the functioning of the team
- the candidate's contribution to the work of the care team
- the impact of the candidate's contribution on the team in their placement
- the candidate's own strengths and the areas for development in relation to working as a team.

The evidence should be generated by candidates on their own at appropriate points throughout the Unit. Teachers/lecturers must ensure that it is the candidate's own work.

National Unit Specification: statement of standards (cont)

UNIT Working as a Team in a Care Setting (Higher)

A suitable instrument of assessment would be a report. Candidates should be given a clear brief which allows them to generate evidence covering both Outcomes and related Performance Criteria.

The standard to be applied is illustrated in the National Assessment Bank (NAB) pack 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 Working as a Team in a Care Setting (Higher)

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 this Unit specification.

This is a mandatory Unit in the *Care Practice (Higher) Course*. It is also an optional Unit of the *National Certificate in Health and Social Care (Higher)* but can be taken as a freestanding Unit.

Outcome 1

Theories of team development

- ◆ Process: How the group becomes a team
- ◆ Stages: Tuckman's model — forming, storming, norming, performing
- ◆ Roles: Belbin's model — leader, negotiator, challenger, scapegoat or sociological role theory.

What makes a team and how this evolves should be discussed. Some models of team development could be explored — Tuckman's model of group formation specifically outlines the stages of forming, norming, storming and performing and about how to manage teams. Sheriff's model of group process shows how the team starts out as a group of individuals but, through tasks, starts to form a coherent unit. Centres may wish to use the sociological role theory via social network analysis roles within the team and the team as a dynamic changing entity.

Outcome 2

Theory of team function — two or more theories

Specific factors affecting teams

- ◆ Individual factors: personal motivation, intrinsic rewards, extrinsic rewards. Centres may also wish to include management style and types of people in the team
- ◆ Organisational factors: work procedures, health and safety requirements and line management structure.

National Unit Specification: support notes (cont)

UNIT Working as a Team in a Care Setting (Higher)

Outcome 3

Roles and responsibilities of teams

- ◆ Teams and their roles and responsibilities in each case.

Selected Team

- ◆ Aims and objectives of the team
- ◆ The professional role of each member of the team
- ◆ The contribution of each member to the functioning of the team as a whole.

Outcome 4

Candidate's evaluation of own contribution to working in a team

See appendix to the Statement of Standards.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit can be delivered using a variety of learning and teaching methods, eg case studies, role play, visiting speakers, simulated exercises, etc. Examples could be drawn from the candidate's observations in their work or placement experience.

Outcome 1

The starting point is:

- ◆ What is a group and how they become a team
- ◆ What affects this team formation: groups need, for example, cooperation, coordination and commonly understood procedures to work effectively. This process needs to be covered as do the stages and the roles of team members in a theoretical team. This will assist candidates to understand how they can contribute and become an effective team member.

Initial class discussion of the performance of teams within a care setting could be stimulated by asking participants to reflect on advantages and disadvantages of team working. Where the placement involves an area that requires the provision of 24 hour care, the issue of limited human resources should be highlighted. An explanation of sociological role theory could take place by encouraging the class to perform a social role network analysis on themselves. This should highlight the roles that they take in different groups and then can be used as a basis for the discussion of team roles within a care setting. Candidates should be encouraged to explore how roles develop and change.

National Unit Specification: support notes (cont)

UNIT Working as a Team in a Care Setting (Higher)

Outcome 2

Initial class discussion would encourage the group to explore how the teams with which they may have been involved can be affected by various factors. There are various theories that may be used to explain the functioning of a team. The action centred model, which defined the importance of the individual tasks and groups in the delivery of services might be a useful starting point. Discussion of how individual factors affect the team might include a discussion of a motivation theory, eg McGregor's Theory of X and Theory Y. This should lead to a discussion of extrinsic rewards (eg money) and intrinsic rewards (eg job satisfaction). When discussing organisational factors it might be helpful to include reference to Weber's theory of bureaucracy and how bureaucracy then has an impact on service. An introduction to organisational charts could be given which would help the candidate to locate the team in a graphic and straightforward way. An example of work procedure should be taken to show how this affects the team, eg the existence of disciplinary procedures, or particular health and safety at work procedures.

Outcome 3

The class group could identify a variety of care settings and discussion should then enable the group to identify a range of teams which operate in a care environment. This would require some input on the concept of the primary care team as the direct client care team.

Outcome 4

This Outcome encourages the candidate to reflect on their own contribution to the team and to reflect on the development required to enable them to be useful and effective team players. Discussion with supervisors, teachers/lecturers and colleagues in the placement will help develop their abilities in this area.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

Outcomes 1 and 2

An appropriate instrument of assessment for **Outcomes 1 and 2** would be a single closed-book test, lasting **45 minutes**, which may contain a range of structured short answer, restricted and extended response type questions.

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

If re-assessment is required it should sample across a different range of mandatory content.

National Unit Specification: support notes (cont)

UNIT Working as a Team in a Care Setting (Higher)

Outcomes 3 and 4

An appropriate instrument of assessment for **Outcomes 3 and 4** would be a placement report. The evidence collected should be based on the candidate's placement or workplace experience and should cover the relevant information required in the Statement of Standards.

The NABs illustrate the national standard requirements for the Unit. NAB materials provide assessment instruments and guidance on implementation.

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: Working as a Team in a Care Setting (Higher)

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

Outcome 1

Theories of team development

- ◆ Process: How the group becomes a team
- ◆ Stages: Tuckman's model — forming, storming, norming, performing
- ◆ Roles: (i) Belbin's model — leader, negotiator, challenger, scapegoat
or
(ii) Sociological role theory

Outcome 2

At least **two theories** that account for the functions of a team

- ◆ Individual factors: personal motivation, intrinsic rewards, extrinsic rewards
- ◆ Organisational factors: work procedures, health and safety requirements, and line management structure.

Outcome 3

Roles and responsibilities of teams

- ◆ Types of teams and their roles and responsibilities in each case.

Selected team

- ◆ The professional role of each member of the team
- ◆ The contribution of each member to the functioning of the team as a whole.

Outcome 4

The evaluation of the candidate's own contribution to working in a team must cover:

- ◆ Understanding their role
- ◆ Cooperative working
- ◆ Anticipating needs of others
- ◆ Providing support for others
- ◆ Showing own strengths and areas for development
- ◆ Keeping others informed of progress
- ◆ Contributing to team decisions
- ◆ Their own contribution to the team
- ◆ The candidate's reflection on their required areas of development.