

National Unit Specification: general information

UNIT Working in Health and Social Care Settings (Higher)

CODE F1C7 12

COURSE Health and Social Care (Higher)

SUMMARY

This Unit is a mandatory Unit of the Higher Health and Social Care Course and has been designed to be taken as part of that Course. It is suitable for candidates who have not previously studied health and social care or had employment experience in this sector. It may also provide progression for those candidates who have successfully completed the Intermediate 2 Care Course or Unit(s) or the Intermediate 2 Early Education and Childcare Course or Unit(s).

The purpose of the Unit is to set care work in context and help candidates develop the appropriate knowledge and employability skills and attitudes for working in health and social care settings. Candidates will learn about the different types of health and social care provision that exist and the roles of health and social care workers. They will also learn how to prepare for employment or further training through completing a Curriculum Vitae and participating in a simulated job interview for a health and social care job role.

Candidates will have the opportunity to practise and develop important employability skills, for example, planning and listening skills. These skills may be developed through attending work placements or through simulations and other class exercises. Candidates will also have the opportunity to develop the skills of reflecting and evaluating, through assessing their own abilities and recording their progress in the employability skills throughout the Unit.

OUTCOMES

- 1 Investigate a variety of types of health and social care provision.
- 2 Produce a Curriculum Vitae for a specific job role in a health and social care setting.
- 3 Participate in an interview for the specific job role.
- 4 Evaluate own employability skills and attitudes relevant to working in a health and social care setting.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Working in Health and Social Care Settings (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) Unit(s)
- ◆ Early Education and Childcare (Intermediate 2) Unit(s)

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 in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Working in Health and Social Care Settings (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

Investigate a variety of types of health and social care provision.

Performance Criteria

- (a) Identify and describe different types of health and social care provision.
- (b) Identify and explain why people may need these types of provision.
- (c) Identify and describe the roles and associated responsibilities of those who work in these types of provision.

OUTCOME 2

Produce a Curriculum Vitae for a specific job role in a health and social care setting.

Performance Criteria

- (a) List all own existing qualifications in the Curriculum Vitae.
- (b) Describe own skills, qualities and experience relevant to the job role.
- (c) Explain why these skills, qualities and experience are relevant to the job role.

OUTCOME 3

Participate in an interview for the identified job role.

Performance Criteria

- (a) List potential questions that could be asked by the interviewer.
- (b) Prepare relevant questions to ask at the interview.
- (c) Arrive at the interview on time and presented appropriately.
- (d) Communicate appropriately during the interview, using effective verbal and non-verbal communication skills.
- (e) Respond appropriately and fully to questions asked at the interview.
- (f) Ask relevant questions at appropriate points in the interview.

OUTCOME 4

Evaluate own employability skills and attitudes relevant to working in a health and social care setting.

Performance Criteria

- (a) Explain own strengths and areas for improvement in relation to specified employability skills and attitudes.
- (b) Gather feedback from others on these skills and attitudes.
- (c) Set relevant personal goals in relation to the development of these skills and attitudes.
- (d) Evaluate progress in achieving the personal goals.

National Unit Specification: statement of standards (cont)

UNIT Working in Health and Social Care Settings (Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence and written and/or recorded oral evidence which covers all Outcomes and Performance Criteria is required for this Unit.

Outcome 1 — Folio

Candidates will investigate different types of health and social care provision on their own, to a given brief, at appropriate points throughout the Unit. The information gathered will be contained in a folio and progress will be discussed with the teacher/lecturer at an appropriate point during the investigation to ensure that the folio is the candidate's own work. A record of the discussion should be retained.

Candidates will be given a clear investigation brief informing them that the evidence for the folio must cover:

- ◆ **one** type of health or social care provision run by **each** of the following: the NHS, Local Authority, the Voluntary Sector and the Private Sector. The types of provision should include examples of residential provision, day centre provision and home care provision and cover provision appropriate for **two** different client groups
- ◆ **five** possible reasons why people may need health and social care services
- ◆ **five** health and social care roles and their associated responsibilities.

Outcome 2 — Curriculum Vitae

Candidates will produce a completed Curriculum Vitae, relating to a specific health and social care job role. Candidates will be given an appropriate curriculum vitae template, which they will complete on their own at an appropriate point in the Unit.

Outcome 3 — Interview

Written and/or oral evidence of preparation for the interview and evidence of the candidate's performance during the interview, supported by an observation checklist, must include the following:

- ◆ a list of potential questions that could be asked by the interviewer, which the candidate has identified
- ◆ a list of questions the candidate has prepared to ask at the interview
- ◆ an observation checklist, completed by the teacher/lecturer, recording the candidate's performance during the interview which covers: arriving on time and being appropriately presented; appropriate and effective verbal and non-verbal communication skills; responding appropriately to questions asked by the interviewer.

The interview will take place at an appropriate point during the Unit and there will be **one** interviewer who may be a teacher/lecturer or health and social care worker.

National Unit Specification: statement of standards (cont)

UNIT Working in Health and Social Care Settings (Higher)

Outcome 4 — Candidate Reviews

Candidates will complete three reviews, covering specified employability skills, at different points throughout the Unit. This will give them the opportunity to record their personal progress in developing these skills. One will be based on an early review, one will be completed at an appropriate point during the Unit and the third will be based on a review carried out towards the end of the Unit. Candidates will review and evaluate these skills in the context of real or simulated health and social care workplace settings, role plays and in group, individual or paired classroom activities.

The candidate reviews will include the following:

- 1 A record of the candidate's review of their own strengths and areas for improvement in relation to the following skills and attitudes:

- ◆ positive attitude to learning
- ◆ verbal and non-verbal communication skills
- ◆ listening skills
- ◆ good time keeping
- ◆ ability to reflect on own abilities
- ◆ demonstrate reliability by completing tasks
- ◆ respect for others
- ◆ ability to work on feedback from others
- ◆ organisational skills
- ◆ planning skills
- ◆ willingness to carry out instructions
- ◆ ability to work with others
- ◆ understanding roles and responsibilities in the workplace
- ◆ awareness of care values
- ◆ health and safety awareness

- 2 A record of feedback gathered from others in relation to the employability skills.

Candidates should gather feedback from the teacher/lecturer on **three** occasions and another person on **one** occasion. The other person could be, for example, fellow candidates, placement supervisor or care worker who has observed the candidate.

- 3 A record of personal goals set in relation to the development of these skills.
- 4 An evaluation of progress made in relation to the personal goals.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an investigation brief, curriculum vitae template, an observation checklist and a candidate review template. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes (cont)

UNIT Working in Health and Social Care Settings (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 purpose of this Unit is to set health and social care work in its context and help candidates to develop the skills and attitudes necessary to work effectively in a variety of health and social care settings.

Outcome 1

While investigating a variety of health and social care provision, candidates will learn about the different people who may need care on a temporary or permanent basis. They will also be researching different types of provision available. For example they may find out about a voluntary organisation which provides addiction rehabilitation on a temporary basis in a drop-in centre or permanent residential care for people with dementia provided by the NHS.

This is also an opportunity to explore personal values and the importance of a non-judgemental attitude in relation to people who may need care and why they may need it. When considering the reasons why people may need assistance, candidates should consider not only present circumstances such as illness, but also the influence of past experiences.

If this Unit is being delivered as part of the Higher Health and Social Care Course then connections could be made with the Unit *Understanding and Supporting People in Health and Social Care Settings (Higher)*, where influences on development, the effects of stress and what affects a person's self-concept are covered. All of these factors may be reasons why some people need health and social care services. Connections could also be made with the Unit *Health, Safety and Protection Issues in Care Settings (Higher)* which covers the different forms of abuse — another reason why people may need health and social care services.

Since candidates will be investigating the roles of health and social care workers it may also be helpful for them to be aware of the different qualifications for social care workers and health care workers. They could also discuss the two different routes of training that are possible. One route would be into the health profession as, for example, an auxiliary in a hospital, a nurse or a physiotherapist. The other route would be into the social services sector as, for example, a social care worker, social worker or occupational therapist (these professionals may also work within the NHS). Discussions about possibilities for career progression and the qualifications needed by managers would also be relevant. This may help candidates to decide on the direction of future training or employment.

National Unit Specification: support notes (cont)

UNIT Working in Health and Social Care Settings (Higher)

Outcomes 2 and 3

Whether candidates progress to employment or to further/higher education, they will be required to complete an application form or Curriculum Vitae and will probably attend an interview. Outcomes 2 and 3 have been designed to help prepare candidates for this process. Candidates may benefit from advice on how to present themselves in a positive manner in the curriculum vitae and at the interview. Candidates may not have employment experience, therefore, guidance on highlighting the relevance of other experiences such as helping out at a children's club, babysitting or having a place on a youth club committee will be useful. Guidance on how to recognise less obvious personal qualities and skills that would be relevant will also be useful. Since candidates will have the opportunity to develop and evaluate their skills in relation to Outcome 4, for example, listening skills, eye contact, body positioning, communicating clearly, they could find this a useful experience that will prepare them for completing their Curriculum Vitae and identifying their skills and qualities.

Although in this Unit candidates will only take part in an individual interview, it would also be useful for candidates to be made aware that the interviewing process for some health and social care jobs may involve them being interviewed by service users as well as by employers. In addition, although not in this Unit, the interviewing process for training courses may involve group interviews whereby candidates are given a topic for discussion and they are assessed on their contributions and group interactions.

Outcome 4

When candidates are involved in the self-evaluation process for Outcome 4, it would be useful to provide tuition on how to ask for and receive feedback from others in order to avoid defensive reactions that impede progress. Since candidates themselves may be giving feedback, it would be helpful for them to learn ways to give constructive criticism on a person's skills or behaviour rather than their personality.

Employability Skills

Candidates will be required to review and evaluate the following employability skills:

- ◆ positive attitude to learning
- ◆ verbal and non-verbal communication skills
- ◆ listening skills
- ◆ good time-keeping
- ◆ ability to reflect on own abilities
- ◆ demonstrate reliability by completing tasks
- ◆ respect for others
- ◆ ability to work on feedback from others
- ◆ organisational skills
- ◆ planning skills
- ◆ willingness to carry out instructions
- ◆ ability to work with others
- ◆ understanding roles and responsibilities in the workplace
- ◆ awareness of care values
- ◆ health and safety awareness

National Unit Specification: support notes (cont)

UNIT Working in Health and Social Care Settings (Higher)

These skills can be practised, reviewed and evaluated in the context of real or simulated health and social care workplace settings, role plays and in group, individual or paired classroom activities. When this Unit is being studied as part of the Higher Health and Social Care Course, opportunities for practising, reviewing and evaluating will also arise while candidates are studying the other Units of this Course. These opportunities will arise when candidates are:

- ◆ contributing to a group investigation and taking part in a group presentation in the Unit *Care Principles and Practice (Higher)*
- ◆ producing a plan to meet a service users' needs in the Unit *Care Principles and Practice (Higher)*
- ◆ investigating stress prevention and management strategies in the Unit *Understanding and Supporting People in Health and Social Care Settings (Higher)*
- ◆ exploring health and safety responsibilities and carrying out a risk assessment in the Unit *Health, Safety and Protection Issues in Care Settings (Higher)*.

As well as the employability skills and attitudes that are assessed in this Unit, candidates should be made aware there are other specific personal qualities and attitudes of care workers that are valued by the health and social care sector. Although these qualities and attitudes are not assessed in this Unit, they contribute towards a good working relationship between health and social care workers and service users. For example candidates should be aware of the importance of compassion, friendliness and empathy to enable service users to feel comfortable enough to discuss personal issues of concern to them. Candidates should also be made aware of the central place given to self-awareness in health and social care training. Encouraging candidates to become more aware of the impact they have on people, the way they feel about things and the impact of experiences on themselves will help prepare them for future training or employment in the health or social care sector.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

In relation to Outcome 1, candidates could gather information on health and social care services and establishments from a variety of sources, including the Internet, library, local social services departments or health boards. Information on the roles and responsibilities of care workers could be gathered from placement experience, interviewing care workers, the care organisations' websites or from visiting speakers.

Outcomes 2 and 3

Candidates could be referred to the Internet or libraries for information on how to prepare a Curriculum Vitae and prepare for a job interview. Visiting speakers specialising in careers advice will also be a useful resource. Class discussions and opportunities for candidates to give each other feedback on their skills and qualities could help build self-confidence in preparation for the job interview. Candidates will also need opportunities to practise presenting themselves in a positive way in an interview through simulation exercises.

If this Unit is being studied as part of the Higher Health and Social Care Course, then it would be appropriate to cover Outcomes 2 and 3 at the end of the Course. Candidates will then have had the opportunity to develop their knowledge, listening, communication and planning skills. This should help prepare them for interviews for employment or further/higher education courses.

National Unit Specification: support notes (cont)

UNIT Working in Health and Social Care Settings (Higher)

Outcome 4

It will be important for candidates to be given teacher/lecturer input on the employability skills and attitudes they will be reviewing and evaluating. As candidates will be required to set goals and evaluate their progress, it will be important that they are reminded of these skills and attitudes throughout the delivery of the Unit. They should also be given opportunities to practise and develop the skills through role plays, group, paired or individual exercises, placement experience or visits to health and social care settings.

When candidates are setting personal goals, they may find it useful to use the SMART plan model, which includes specific, measurable, attainable, realistic and time-limited goals.

In order to help candidates develop their ability to review and evaluate their employability skills and attitudes they could be encouraged to use a personal development diary. The personal development diary would not be assessed, but it could include examples of experiences where they have practised skills, learned something about themselves or reviewed their own abilities. This information would then be a useful tool when candidates set personal goals as part of the Candidate Reviews. The diary could also help to build self-confidence as candidates reflect on all activities and record progress.

If this Unit is being delivered as part of the Higher Health and Social Care Course, it would be helpful for candidates to cover the learning and teaching of Outcome 1 first in conjunction with Outcome 1 of the Unit *Care Principles and Practice (Higher)*. Outcome 1 of this Unit sets the whole Course in context, providing information on different types of care work and the roles of a care worker and Outcome 1 of the Unit *Care Principles and Practice (Higher)* provides essential knowledge of the values underpinning the work. Following on from this, candidates would benefit from information on the employability skills and attitudes before embarking on the knowledge and skills covered in the other Units.

Delivery of this Unit could incorporate a variety of teaching and learning approaches including:

- ◆ tutor presentations
- ◆ group work and discussions
- ◆ simulated activities
- ◆ visits to care establishments
- ◆ video presentations
- ◆ visiting speakers
- ◆ handouts
- ◆ individual and group research
- ◆ reflection.

National Unit Specification: support notes (cont)

UNIT Working in Health and Social Care Settings (Higher)

Core Skills

In this Unit candidates will be involved in an investigation, producing a Curriculum Vitae, taking part in an interview and self-evaluations of employability skills. These tasks are good opportunities for developing aspects of:

- ◆ Problem solving
- ◆ Communication

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

When this Unit is being delivered as part of the Higher Health and Social Care Course, it would be appropriate for Outcome 1 to be assessed at the beginning of the Course to set the rest of the Course in context and for Outcomes 2 and 3 to be assessed at the end of the Course once candidates have had the opportunity to develop relevant skills and attitudes. Candidate reviews, in relation to Outcome 4, should be carried out at appropriate points in the Course after candidates have had the opportunity to practise their skills.

Outcome 1

To ensure the folio is the candidate's own work, the folio should be discussed with the teacher/lecturer at an appropriate point in the investigation and a record of the discussion should be retained.

Outcomes 2 and 3

The job role identified for the production of the curriculum vitae and simulated interview should be a realistic one appropriate for someone entering the health and social care sector without prior experience, such as a residential care worker with older people, auxiliary in a hospital or day centre worker for people with a learning disability.

The teacher/lecturer completing the observation checklist may also be the interviewer or candidates may benefit from being interviewed by a health or social care worker while the teacher/lecturer completes the interview checklist.

The observation checklist for the candidate's performance during the interview should include:

- ◆ time-keeping
- ◆ presenting self appropriately for the interview
- ◆ effective verbal and non-verbal communication skills
- ◆ asking relevant questions
- ◆ responding appropriately to questions asked

National Unit Specification: support notes (cont)

UNIT Working in Health and Social Care Settings (Higher)

Outcome 4

Where this Unit is taken as part of the Higher Health and Social Care Course, it would be appropriate for the assessment related to Outcome 4 to be integrated with practical activities throughout the Course. Concerning feedback from others, feedback will be from the teacher/lecturer on three occasions, but feedback from others could include placement supervisors, health and social care workers and other candidates and service users where appropriate.

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).