



## National Unit specification

### General information

**Unit title:** Social Services in Scotland (SCQF level 6)

**Unit code:** HD6J 46

**Superclass:** PM

**Publication date:** April 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit has been developed for learners who wish to pursue a career in social services, and is a mandatory Unit of the National Progression Award Social Services and Healthcare. It may also be undertaken as a stand-alone Unit.

The Unit is suitable for learners who have not previously studied aspects of social service or had practical experience in this sector, as well as those who have already gained some experience.

The purpose of the Unit is to introduce the learner to the context and the range of social services provision, providers of services and the role of social services and healthcare partnerships. Learners will also cover the guidance that influences social services and the importance of reflection as a learning and developmental tool.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Investigate a variety of types of social services provision for adults.
- 2 Investigate the values, principles and standards underpinning social services provision.
- 3 Investigate reflection as a learning and development tool.

### Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6)

## National Unit specification: General information (cont)

**Unit title:** Social Services in Scotland (SCQF level 6)

### Recommended entry to the Unit

Entry is at the discretion of the centre. This Unit is suitable for learners who have not previously studied aspects of social services or had practical experience in this sector, as well as those who have already gained some experience. Learners may benefit from previous relevant learning such as National 5 or an equivalent level.

It is recognised that a range of formal and informal prior learning may be relevant, such as:

- ◆ opportunities to carry out research and develop a useful background knowledge base
- ◆ opportunities to think about the needs of self and others
- ◆ skills in review, analysis and evaluation

This Unit is suitable for learners who wish to enter employment in social services settings. It is also suitable for learners undertaking a placement or volunteering in a social services setting.

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

### Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit is a mandatory Unit of the National Progression Award Social Services and Healthcare.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

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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 SQA.

### **Outcome 1**

Investigate a variety of types of social services provision for adults.

#### **Performance Criteria**

- (a) Explain ways in which services are provided.
- (b) Identify and describe a range of social services provision for adults.
- (c) Identify and explain why people may need these types of provision.
- (d) Explain the role and responsibilities of Social Service and Healthcare Partnerships.

### **Outcome 2**

Investigate the values, principles and standards underpinning social services provision.

#### **Performance Criteria**

- (a) Identify the principles that underpin the National Care Standards.
- (b) Explain the ways in which the above principles can be applied within the National Care Standards.
- (c) Explain the responsibilities of social services employers and employees in relation to the SSSC Codes of Practice.
- (d) Explain the values that social services workers should possess.
- (e) Describe what professional boundaries are, and the differences between professional and personal life.

### **Outcome 3**

Investigate reflection as a learning and development tool.

#### **Performance Criteria**

- (a) Explain the stages of the reflective cycle.
- (b) Explain how to use the reflective cycle in relation to your own learning.

## National Unit specification: Statement of standards (cont)

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### Evidence Requirements for this Unit

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

Written and/or oral evidence is required for all Outcomes and will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence can be generated using a range of techniques. An assessor observation record must be used to support performance evidence.

#### Outcome 1

In this Outcome, learners will investigate social services provision for adults. An appropriate instrument of assessment for this Outcome may be a learner folio.

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

- ◆ Explanation of **three** ways in which services are provided
- ◆ Description of **one** type of provision for each of **three** people who use services
- ◆ Explanation of why users of services identified above may need these types of provision
- ◆ **Two** responsibilities of Health and Social Care Partnerships

The ways in which services are provided will be chosen from the range below:

- ◆ Statutory sector
- ◆ Voluntary sector
- ◆ Independent provision
- ◆ Families and informal carers

The types of provision will be chosen from the range below:

- ◆ Day care services
- ◆ Care at home
- ◆ Residential care
- ◆ Supported accommodation

People who use services will be chosen from the range below:

- ◆ Older adults
- ◆ People who have learning difficulties
- ◆ People who have physical disabilities
- ◆ People who have mental health conditions
- ◆ People who misuse substances
- ◆ People who are homeless

## National Unit specification: Statement of standards (cont)

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### Outcome 2

An appropriate instrument of assessment for Outcome 2 may be learner delivered presentations which could be undertaken as group work or individually. Learners will be provided with a brief for their investigation, and it is recommended that a range of different topics be allocated to small groups or individual learners.

The brief will inform learners that the evidence they provide must cover:

- ◆ **four** of the six principles that underpin the National Care Standards
- ◆ **one** way in which **each** of the identified principles can be applied to the National Care Standards
- ◆ **three** responsibilities of social services employers in relation to the SSSC Codes of Practice
- ◆ **three** responsibilities of social services employees in relation to the SSSC Codes of Practice
- ◆ **four** values that social services workers should possess
- ◆ an explanation of what professional boundaries are, and the differences between professional and personal life

### Outcome 3

An appropriate instrument of assessment for Outcome 3 may be a folio of evidence which includes a learner learning log. Learners will investigate reflection as a learning and development tool.

Learners will be given a brief for the investigation informing them that the evidence for the learning log must cover:

- ◆ **one** model of the reflective cycle
- ◆ **one** explanation of reflective skills
- ◆ **one** example of the learners own learning using the reflective cycle



## National Unit Support Notes

**Unit title:** Social Services in Scotland (SCQF level 6)

Unit Support Notes are offered as guidance and 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

This Unit introduces learners to the context and the range of social services provision, providers of services and the role of Social Service and Healthcare Partnerships. The Unit also covers the guidance that influences social services and the importance of reflection as a learning tool.

The Unit has been developed for learners who wish to pursue a career in social services, and is mandatory for the National Progression Award Social Services and Healthcare. It can also be undertaken as a free-standing Unit.

#### Outcome 1

This Outcome is intended to introduce learners to the type and range of social service provision for adults and the role of Social Service and Healthcare Partnerships. It also provides an opportunity for learners to explore their personal values and the importance of a non-judgemental attitude in relation to users of service and the reasons why they may need those services. Learners should consider the present circumstances of users of service such as illness, old age or infirmity but also the influence of past experiences.

#### Outcome 2

This Outcome is intended to introduce learners to the principles, values and standards underpinning social services provision for adults. It also provides an opportunity for learners to explore the responsibilities of social services employees and employers in relation to the SSSC Codes of Practice. In particular Learners will gain an understanding of:

- ◆ The values social services employees should ideally have
- ◆ The responsibilities of social services employers and employees
- ◆ The ways in which values can be transferrable between different social services contexts
- ◆ The nature of professional boundaries and why they are important

Where National Care Standards are referenced, particular attention should be paid to the six principles which underpin the standards (Dignity, Privacy, Choice, Safety, Realising potential, Equality and diversity). It would be possible to focus on a specific relevant set of standards for adult services, such as 'Support Services', or 'Housing Support Services'. The above is not an exclusive list, and other approaches may be used.

## National Unit Support Notes (cont)

**Unit title:** Social Services in Scotland (SCQF level 6)

### Outcome 3

This Outcome is intended to introduce learners to developing skills for reflection. It provides an opportunity for learners to consider that reflection is not passive, it is an active engagement involving **thinking** about learning/practice, **learning** from what you have thought about, and then **making use** of what you have learnt. Teachers/lecturers should ensure that learners understand that genuinely reflective thoughts often reveal weaknesses as well as strengths. Teachers/lecturers should consider possible barriers to reflection, such barriers might be:

- ◆ assumptions about what is/is not possible
- ◆ assumptions about how to learn
- ◆ confidence/self-confidence
- ◆ previous (negative) experiences
- ◆ expectations of others — expectations of self
- ◆ environment
- ◆ unclear/ambivalent intent — do you really want to do this?

Teachers/lecturers should consider what skills and qualities are needed to be reflective, these might include, to be:

- ◆ tolerant of diversity of ideas — not everyone will think in the same way, not everyone understands or interprets the world in the same way.
- ◆ curious — a willingness to ask questions, to want to find out.
- ◆ patient — not jumping to conclusions.
- ◆ open — to absorb what is happening.
- ◆ honest — to be honest with yourself, including being honest about doubts or uncertainty or lack of knowledge. Learning can't take place if you pretend to know what you don't understand.

### Guidance on approaches to delivery of this Unit

The Unit should be taught and assessed in the order presented. A variety of approaches to delivery could be used.

### Outcome 1

Learners should be given a brief to facilitate their research and ensure they gather the correct information required. The information should be gathered from a variety of sources including:

- ◆ websites
- ◆ newspaper and magazine articles
- ◆ interviews with social services workers
- ◆ visiting speakers

## National Unit Support Notes (cont)

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It may be beneficial for learners to work in groups and share information although the final investigation must be the learner's own work. Learners should discuss and agree with the teacher/lecturer a suitable format for presenting the information.

### Outcome 2

A range of different methods will be used for the delivery of this Outcome, so as to meet the needs of learners and address the Outcomes and Performance Criteria. Possible methods include:

- ◆ Presentations — to provide information and generate discussion
- ◆ Group and individual projects in preparation for assessment — such as research into different aspects of social services values, and standards
- ◆ Case studies (written and/or audio visual) to illustrate and inform thinking about professional values, boundaries, standards
- ◆ Guest speakers — such as social services workers from different settings, volunteers, service users and carers – who might share their experiences
- ◆ On line learning — such as available SSSC learning materials

### Outcome 3

Learners should be given a brief from the teacher/lecturer to facilitate their research to ensure they gather the correct information required. The information should be gathered from a variety of sources including:

- ◆ websites
- ◆ newspaper and magazine articles
- ◆ visiting speakers
- ◆ electronic practice simulation
- ◆ electronic case studies
- ◆ apps

It may be beneficial for learners to work in groups and share information although the final investigation must be the learner's own work. Learners should discuss and agree with the teacher/lecturer a suitable format for presenting the information.

It is anticipated that a range of different delivery methods will be used for the delivery of this Outcome, so as to meet the needs of learners and address the Performance Criteria. Possible methods include:

- ◆ case studies (electronic, verbal, written or audio visual) to illustrate reflection as a learning tool
- ◆ group or individual project work to enable learners to research and explore different aspects of reflection as a learning tool
- ◆ electronic, visual, PowerPoint, or other types of presentation to provide information, encourage discussion and guide learning



## National Unit Support Notes (cont)

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- ◆ discussions to enable learners to share their experiences of different learning experiences
- ◆ guest speakers to share knowledge, provide information and encourage and facilitate discussion
- ◆ on-line learning — such as available SSSC learning materials

Please note it is not expected or anticipated that all of the above methods be used, and this is not an exhaustive list. Other approaches to delivery may also be used.

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessments must be carried out under supervision. Assessment methods should reflect delivery methods and could include:

- ◆ **Case studies** (electronic, verbal, written, audio visual, or on line) with associated questioning of different types to draw out evidence of knowledge and understanding relevant to SSSC Codes of Practice and National Care Standards.
- ◆ **Group or individual projects** which may be presented on paper or electronically and are based on exploratory or investigative work, such as research into different types of social service provision for adults and the role of Health and Social Care Partnerships. Where group projects are undertaken, individual learner's evidence will be assessed on the basis of each group member's contribution and ability to work co-operatively with others, which must be tracked and recorded by assessors.
- ◆ **Use of online resources/case studies, blogs.**
- ◆ **Posters or leaflets** which may be presented on paper or electronically and have been designed by individuals or groups which illustrate aspects of relevant learning, such as skills, knowledge and values required of social services workers.
- ◆ **Presentations** prepared and delivered by individuals or groups of learners, such as in relation to SSSC Codes of Practice and National Care Standards (evidence may be generated using a range of techniques such as: presentation notes, posters, PowerPoint, blogs). Where this approach is used it is recommended that a range of different topics be allocated to involved groups or individuals, who might be expected to provide handouts for their peers, and be prepared to respond to relevant questions from them. Performance evidence will be based on observation of each individual's contribution, and in the case of group work, their ability to work co-operatively. An assessor observation record must be used to support the performance evidence.
- ◆ **Practical activities, electronic practice simulation** with scenarios contextualised to social service settings.

It is not expected or anticipated that all of the above methods be used.

## **National Unit Support Notes (cont)**

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### **Outcome 1**

An appropriate method of assessment for this Outcome may be a learner folio. The folio would be discussed by the learner and the teacher/lecturer at an appropriate point to authenticate that it is the learner's own work. A record of this discussion must be retained.

The folio could be produced in a variety of formats, such as a multimedia presentation, display, poster or leaflet. Learners should be encouraged to identify ways in which their folio or presentation of information reflects and promotes equality and diversity. This could include the use of signs, symbols, pictures, etc.

### **Outcome 2**

An appropriate instrument of assessment for Outcome 2 may be learner delivered presentations which may be undertaken as group work or individually. Where this approach is used it is recommended that a range of different topics be allocated to groups or individuals who might be expected to provide handouts for their peers and prepared to respond to relevant questions from them. Presentations might include topics such as the values and principles included in the SSSC Codes of Practice and National Care Standards with emphasis on how this relates to professional boundaries, roles and responsibilities. Performance evidence will be based on observation of each group member's contribution and ability to work co-operatively. An assessor observation record must be used to support the performance evidence.

### **Outcome 3**

An appropriate method of assessment for this Outcome may be a learner folio. The folio would be discussed by the learner and the teacher/lecturer at an appropriate point to authenticate that it is the learner's own work. A record of this discussion must be retained.

The assessment methods discussed for all Outcomes are for guidance purposes, as other methods may prove better suited to learners and the circumstances of assessment. Integration of assessment across the Outcomes and Performance Criteria may be used where this is considered appropriate and to enable holistic assessment.

The issues associated with plagiarism should be discussed with learners. Some written work might be undertaken outside the centre but clear conditions will always be in place to ensure authenticity of evidence. Retention of preparatory or draft work, and any tracking records or e-mail exchanges between learners and teachers/lecturers can help support quality assurance and the internal and external verification processes.

There should be no artificial barriers to learning or assessment. Delivery and assessment will be open to the use of alternative methods to facilitate the inclusion of all learners, and support them towards achievement of this Unit. The nature of learners' needs should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative assessment instruments. Examples could include extensions to the time line for assessments, and use of supportive technology.

## National Unit Support Notes (cont)

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Any oral evidence should be recorded in order to provide examples of standards for learners as well as to support internal and external verification procedures. If an observation record is used as evidence of competence, assessor notes should be detailed and comprehensive.

### Resources

Several relevant web based resources have been identified that may be useful for learners. These can be found on the SQA NPA Social Services and Healthcare web page.

Further resources and information for teachers, lecturers and learners can be accessed via SQA's Ushare site which provides links to open learning resources, including NQ Care.  
<http://ushare.education/Ushare/Home>

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

In this Unit learners will be involved in an investigation. There may be opportunities for learners to work with others which would enable them to develop effective communication and interpersonal skills.

The skills that learners will be expected to develop through this Unit are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be: a successful learner, a confident individual, a responsible citizen and an effective contributor. Specific skills associated with this Unit are listed below and should be built into the learning opportunities where possible.

- 1 Verbal, and written communication
- 2 Information and Communication Technology
- 3 Citizenship
- 4 Employability
- 5 Analysis and evaluation
- 6 Application of learning to practical situations

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### Unit title: Social Services in Scotland (SCQF level 6)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is a mandatory part of the National Progression Award Social Services and Healthcare. The Unit is suitable for you even if you have not previously studied aspects of social service or had practical experience in this sector and it could lead you towards employment in social services, or further study.

This Unit introduces you to the context and the range of social services provision, providers of services and the role of Social Service and Healthcare Partnerships. You will also cover the guidance that influences social services and the importance of reflection as a learning tool.

There are three learning Outcomes for this Unit

- 1 Investigate a variety of types of social services provision for adults
- 2 Investigate the principles, values and standards underpinning social services provision
- 3 Investigate reflection as a learning and development tool.

Assessments for this Unit may include a folio, a presentation and a learning log. The submission of these assessments materials will help improve your inter-personal and communication skills

The skills that you will develop through this Unit are consistent with the Four Capacities outlined in the Curriculum for Excellence, which are to enable each individual to be: a successful learner, a confident individual, a responsible citizen and an effective contributor.