

Draft National Unit Specification



Unit title: Care: Values and Principles (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is for the learner to understand the range of health and social care provision available to meet the needs of someone requiring care. Learners will look at the care planning process and investigate how care services meet needs. Learners will gain an understanding of the key features of a positive care environment and the influence of legislation on professional working relationships. They will look at the importance of values, principles and national standards in promoting positive care and their impact on the service user.

Learners who complete this Unit will be able to:

- 1 Investigate how care services meet the needs of service users

This Unit is a mandatory Unit of the Higher Care Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Course Assessment Specification for the Higher Care Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Care Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Care (National 5) Course or relevant component Units
- ◆ Literacy Unit (SCQF level 5)
- ◆ Numeracy Unit (SCQF level 5)

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. For further information please refer to the *Unit Support Notes*.

Draft

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Investigate how care services meet the needs of service users by:

- 1.1 Describing the needs of a service user
- 1.2 Explaining the role of the care planning process in identifying these needs
- 1.3 Investigating three care services and explaining how they meet the needs of this service user
- 1.4 Explaining features of a positive care environment in one of these care services and the impact these could have on the service user
- 1.5 Explaining how legislation influences professional working relationships in one of these care services and the impact this could have on the service user
- 1.6 Explaining how national standards promote positive care in one of these care services and the impact these could have on the service user

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.2 Writing
- 1.3 Listening and talking

3 Health and wellbeing

- 3.5 Relationships

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

Administrative information



Published: November 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2011

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at www.sqa.org.uk.

Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.