

Draft National Unit Specification



Unit title: Care: Values and Principles (National 4)

SCQF: level 4 (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 people requiring care. Learners will also reflect on the skills, qualities and values required by care workers and develop an understanding of what it means to work as a professional in the care sector.

Learners who complete this Unit will be able to:

- 1 Investigate the importance of professional working relationships in a care service

This Unit is a mandatory Unit of the Care (National 4) 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 Added Value Unit Specification for the Care (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Care (National 4) 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:

- ◆ Literacy (SCQF level 3)
- ◆ Numeracy (SCQF level 3)

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Investigate the importance of professional working relationships in a care service by:**
 - 1.1 Describing the needs of an individual
 - 1.2 Investigating three care services and explaining how they could meet the needs of this individual
 - 1.3 Describing skills and qualities a care worker could use to meet the needs of a service user in one of the care services
 - 1.4 Describing professional values that a worker would demonstrate in one of the care services and the impact this would have on the service user
 - 1.5 Describing how two principles of care would help maintain the rights of the service user in one of the care services

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.

Further guidance on Assessment Standards:

1.1 and 1.2

The candidate may receive guidance and support from the teacher/lecturer as appropriate when choosing the individual and the care services to be investigated. This may take the form of providing a case study or a list of suggested sources of information.

1.2

Care services could include social, health or child care services such as day care, domiciliary or residential.

1.3

Skills and qualities can be discussed holistically: the distinction between what is a skill and what is a quality does not need to be defined.

1.5

Principles of care could include those underpinning the National Care Standards, or any other relevant principles used by an appropriate organisation

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 undertaken 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*.

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

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

1.3 Listening and talking

3 Health and wellbeing

3.5 Relationships

5 Thinking skills

5.2 Understanding

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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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.