

**HEALTH AND SOCIAL CARE**  
**Higher**

**First edition — March 2007**

## National Course Specification

### Health and Social Care (Higher)

#### COURSE CODE

#### COURSE STRUCTURE

This Course has four mandatory Units.

The mandatory Units are:

<i>FIC5 12</i>	<i>Understanding and Supporting People in Health and Social Care Settings</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>FIC6 12</i>	<i>Care Principles and Practice</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>FIC7 12</i>	<i>Working in Health and Social Care Settings</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>FIC8 12</i>	<i>Health, Safety and Protection Issues in Care Settings</i>	<i>1 credit</i>	<i>(40 hours)</i>

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

#### 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 its Unit(s)
- ◆ Early Education and Childcare (Intermediate 2) Course or its Unit(s)

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Scottish Vocational Qualifications in Health and Social Care
- ◆ further/higher education
- ◆ training/employment

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#### Administrative Information

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## **National Course Specification: (cont)**

### **COURSE** Health and Social Care (Higher)

#### **CREDIT VALUE**

The Higher Course in Health and Social Care 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**

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

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for this Course.

#### **LINKS TO NATIONAL OCCUPATIONAL STANDARDS**

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

Aspects of the underpinning knowledge in the NOS from levels 2 and 3 are reflected in this Course. As a result, the competences, knowledge and understanding achieved by candidates broadly reflect these standards.

The Units of this Course have been linked to elements of the following:

- ◆ level 3: Support the social, emotional and identity needs of individuals
- ◆ level 3: Promote effective communication for and about individuals
- ◆ level 2: Communication with and complete records for the individual
- ◆ level 2: Develop your knowledge and practice
- ◆ level 3: Reflect on and develop your practice
- ◆ level 3: Contribute to care planning and review
- ◆ level 2: Ensure your own actions support the care, protection and wellbeing of individuals
- ◆ level 2: Support the Health and Safety of yourself and individuals
- ◆ level 2: Move and position individuals
- ◆ level 2: Support individuals who are distressed

In this Course, the areas where the above standards are reflected are:

- ◆ developing positive self-esteem and maintaining a person's sense of identity
- ◆ developing good communication skills
- ◆ self-awareness and self-reflective practice
- ◆ understanding how to help protect people from abuse
- ◆ identifying people's needs and planning out an activity to meet a need
- ◆ awareness of health and safety and protection issues in a health and social care setting
- ◆ awareness of moving and handling
- ◆ understanding how to help someone manage their stress

## National Course Specification: Course details (cont)

### COURSE Health and Social Care (Higher)

#### RATIONALE FOR SKILLS FOR WORK COURSES

Skills for Work Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

#### Learning through practical experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - learning in real or simulated workplace settings
  - learning through role play activities in vocational contexts
  - carrying out case study work
  - planning and carrying out practical tasks and assignments

#### Learning through reflecting at all stages of the experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - preparing and planning for the experience
  - taking stock throughout the experience — reviewing and adapting as necessary
  - reflecting after the activity has been completed — evaluating and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

#### Core Skills

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Problem Solving
- ◆ Working with Others

## National Course Specification: Course details (cont)

### COURSE Health and Social Care (Higher)

#### Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *generic skills/attitudes valued by employers*
  - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
  - self-evaluation skills
  - positive attitude to learning
  - flexible approaches to solving problems
  - adaptability and positive attitude to change
  - confidence to set goals, reflect and learn from experience
- ◆ *specific vocational skills/knowledge*
  - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

## **National Course Specification: Course details (cont)**

### **COURSE      Health and Social Care (Higher)**

#### **RATIONALE FOR HIGHER HEALTH AND SOCIAL CARE COURSE**

The primary target group for the Higher Health and Social Care Course is candidates who have reached an appropriate point in their secondary education although adult returners may also find it a useful stepping stone to employment or further study.

The Higher Health and Social Care Course is an introductory Course designed to equip candidates with the knowledge and skills relevant to the health and social care sectors. The NHS, local authorities, voluntary and private organisations make up these sectors and provide care to people in a variety of establishments such as nursing homes, residential homes for older people, hospitals and resource centres for people with a learning disability. The demands of both these sectors are increasing and as a result the need for health and social care professionals is also increasing. This Course has been designed to allow candidates to develop the knowledge and both generic and vocational employability skills relevant to these sectors. It has also been designed to help candidates develop an understanding of the nature of health and social care work in order that they can make informed decisions about whether or not they wish to gain employment in these sectors.

The structure of this Course has been designed to cover the essential knowledge and skills needed to go into employment or further study at further/higher education institutions. Candidates will begin by investigating who may need care, what provision is available and the roles and responsibilities of a care worker. This knowledge will give candidates a good introduction to what care work consists of. It is also essential that care workers operate from a sound ethical value base. Therefore, candidates will be investigating the principles underpinning the National Care Standards, to enable them to understand the nature and importance of such a value base if they choose to work with people in need of care. Candidates will also study, from psychology, how people develop through life and how to manage stress. This will help prepare candidates for further training or working with any service user (patient or client receiving care) in any setting. Candidates will also learn about essential procedures in relation to health and safety and carry out a risk assessment which is invaluable experience before working in health and social care establishments. They will also learn about protection issues in relation to aggressive behaviour and service users who have experienced abuse.

The emphasis throughout the Course is on experiential learning through real or simulated work settings. Candidates will, therefore, have the opportunity to learn about and practise essential generic employability skills such as working with others, good time-keeping and a positive attitude to learning. They will also be learning about and practising skills particularly valued by the health and social care sectors such as listening skills, verbal and non-verbal communication skills and planning.

The general aims of the Course are to:

- ◆ allow candidates to experience vocationally related learning
- ◆ provide candidates with a broad introduction to the health and social care sectors
- ◆ encourage candidates to foster a good work ethic, including time-keeping and a positive and responsible attitude to work
- ◆ provide opportunities to develop a range of Core Skills in a realistic setting
- ◆ encourage candidates to take responsibility for their own learning and development
- ◆ facilitate progression to further education or employment

## National Course Specification: Course details (cont)

### COURSE Health and Social Care (Higher)

The specific aims of the Course are to:

- ◆ prepare candidates for work within the health and social care sectors
- ◆ help candidates to communicate effectively with a range of service users for example older people in residential care, patients in a hospital, children with a disability or people with dementia in a nursing home
- ◆ develop a caring and understanding attitude towards service users
- ◆ develop an awareness of health, safety and protection issues in health and social care settings
- ◆ develop skills of reflection and evaluating in relation to practice
- ◆ promote a positive and responsible attitude to health and social care work
- ◆ develop the skills to become a valued team member
- ◆ build candidates' confidence as they develop their own knowledge and skills
- ◆ develop essential knowledge for working with people in health and social care settings
- ◆ give candidates practical experiences in health and social care contexts and allow them to develop skills within these practical contexts

In this Course it is important that a variety of learning environments are available to allow candidates to learn and develop skills in practical contexts. It will be important that candidates have access to, for example, real or simulated health and social care environments, work placements or visits to health and social care settings and visiting speakers. It is, therefore, important that centres delivering the Course build on existing partnerships between schools, Further Education colleges, employers and other training providers. Partnerships of this nature will allow the Course to be delivered in appropriate learning environments.

The Higher Health and Social Care Course builds on material covered in the Unit *Understanding Care Skills (Intermediate 2)* which is part of the Care (Intermediate 2) Course and builds on material covered in the Unit *Child Development and Health (Intermediate 2)* which is part of the Early Education and Childcare (Intermediate 2) Course. It also complements material covered in the Units, *Psychology for Care* and *Values and Principles in Care* which are part of the Care (Higher) Course. Unlike other Care Courses at this level it is not only developing knowledge in an experiential way, it is also developing employability skills.

The Course reflects National Occupational Standards for Health and Social Care and so helps prepare candidates to progress to:

- ◆ Scottish Vocational Qualifications (SVQs) in Health and Social Care
- ◆ further/Higher education courses
- ◆ training/employment

## **National Course Specification: Course details (cont)**

### **COURSE      Health and Social Care (Higher)**

#### **COURSE CONTENT**

##### **Summary of Course content**

The Course introduces candidates to the nature of health and social care work. It includes investigating the types of health and social care establishments that are available and the roles of care workers in these settings. Candidates will also be investigating the principles of good care practice and exploring what constitutes day-to-day care work, for example identifying people's needs and strengths and how care workers try to meet those needs through care plans.

Health, safety and protection issues are important within health and social care settings. Therefore candidates will explore these issues and some practical approaches to dealing with them. Using the insights of psychology they will also explore how to support service users in an informed way. This will include a study of how people develop, how to help raise self-esteem and how to help service users manage their stress. This will help candidates to become flexible health and social care workers if they decide to pursue a career in this sector. In preparation for such a career, candidates will also learn how to prepare a Curriculum Vitae, how to prepare for an interview and how to conduct themselves in a job interview.

Central to the Course is developing the attitudes and skills necessary for effective work in health and social care settings. These are embedded in the different Units giving candidates the opportunity to practise and develop throughout the Course. Candidates will have the opportunity to develop their skills through work placements or simulation exercises, investigation and group work. They will be involved in evaluating their own skills, setting themselves personal goals and reviewing their progress during the Course.

The Units of the Course have been designed to be delivered in an integrated way and guidance on a suggested teaching pattern is given in this Course Specification.

The specific employability skills assessed in this Course are:

- ◆ 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
- ◆ health and safety awareness
- ◆ understanding roles and responsibilities in the workplace
- ◆ awareness of care values



## **National Course Specification: Course details (cont)**

### **COURSE**      Health and Social Care (Higher)

These skills may be developed through attending work placements or through simulations and 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 throughout the Unit.

#### **Health, Safety and Protection Issues in Care Settings (Higher) (1 credit)**

The purpose of the Unit is to familiarise candidates with health, safety and protection issues in health and social care settings. Candidates will learn about health and safety responsibilities and typical hazards and risks. They will also carry out a simulated risk assessment. In addition, candidates will explore supportive approaches to managing aggressive behaviour and will learn how to respond appropriately to service users who may have experienced abuse.

### **ASSESSMENT**

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

#### **Assessment objectives**

Assessment across the Units of this Course allows candidates to demonstrate:

- ◆ employability skills and attitudes
- ◆ essential underpinning knowledge required to work in the health and social care sector
- ◆ the ability to apply knowledge in specific health and social care contexts
- ◆ evaluation skills
- ◆ investigation skills
- ◆ presentation skills

#### **Unit assessment**

#### **Understanding and Supporting People in Health and Social Care Settings (Higher) (1 credit)**

Assessment in this Unit will be in the form of:

- ◆ scenarios set in health and social care contexts accompanied by a series of structured questions covering knowledge of the strands of human development and application of Carl Roger's theory of self-concept to health and social care settings
- ◆ an investigation into stress and stress management strategies including an evaluation of these strategies.

#### **Care Principles and Practice (Higher) (1 credit)**

Assessment in this Unit will be in the form of:

- ◆ a group investigation and group presentation on the National Care Standards involving the assessment of candidate's ability to work with others and planning skills
- ◆ scenarios set in health and social care contexts accompanied by a series of structured questions on the care planning process and the application of knowledge through producing a care plan.

## National Course Specification: Course details (cont)

### COURSE Health and Social Care (Higher)

#### **Working in Health and Social Care Settings (Higher) (1 credit)**

Assessment in this Unit will be in the form of:

- ◆ an investigation into health and social care provision and the roles and responsibilities of health and social care workers
- ◆ a completed Curriculum Vitae
- ◆ performance evidence covering preparation for a job interview and performance during the interview
- ◆ candidate reviews completed on three occasions detailing progress in relation to the development of specific employability skills and attitudes valued by the health and social care sector.

#### **Health, Safety and Protection Issues in Care Settings (Higher) (1 credit)**

Assessment in this Unit will be in the form of:

- ◆ written and/or oral evidence that candidates will gather throughout the Unit covering knowledge of health and safety responsibilities and appropriate ways of helping to protect service users who have been abused
- ◆ carrying out a risk assessment involving evaluating risks in a health and social care setting
- ◆ scenarios set in health and social care contexts accompanied by a series of structured questions, completed under open-book conditions, covering application of knowledge of managing aggressive behaviour in health and social care settings.

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

### QUALITY ASSURANCE

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk).

## National Course Specification: Course details (cont)

### COURSE Health and Social Care (Higher)

#### GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE

##### Suggested order/sequence of delivery

Beginning with an induction to the Course will enable candidates to understand fully what is required and the approaches to be adopted. The importance of the employability skills should be highlighted at this stage and candidates made aware that they will be assessed on their skills development throughout the Course. Also making candidates aware from the outset that this Course differs from others with its emphasis on experiential learning will prepare candidates for active participation in group activities, simulations, role plays and presentations.

While the sequence of delivery of the Unit is for individual centres to decide, centres may wish to integrate delivery across Units. In this case, it may be helpful to begin with the investigation into care provision and roles of the care worker in the Unit *Working in Health and Social Care Settings (Higher)*, followed by an introduction to the specific employability skills and attitudes they will have the opportunity to develop throughout the Course. If this is followed by the investigation into the National Care Standards in the Unit *Care Principles and Practice (Higher)*, then candidates will have a good introduction to care work and the principles that underpin the work.

Following on from this, it may be helpful for candidates to learn about how people develop through life, development of self-concept and stress management, which are covered in *Understanding and Supporting People in Health and Social Care Settings (Higher)*. This will help candidates develop an understanding of people and their behaviour and what affects them through life, before embarking on the other areas of study. Candidates could then explore issues related to health, safety and protection in the Unit *Health, Safety and Protection Issues in Care Settings (Higher)* before completing the Course by learning how to produce a Curriculum Vitae and presenting themselves positively in a job interview. Whatever sequence of delivery is followed it is important that the employability skills are not taught or assessed in isolation. The learning, teaching and assessment of these skills will be integrated with the learning, teaching and assessment in the other three Units of the Course. Candidates also need the time to practise, learn from feedback and show progression in these skills.

##### Learning and Teaching

This Course is designed with an emphasis on experiential learning where candidates will learn through practical experience and reflection, but there is also an emphasis on providing candidates with important knowledge of subjects related to health and social care work. Experiential learning may be in the form of work placement in a care setting or simulated environment. Candidates could be given the opportunity to develop their communication skills through, for example, interviewing a care worker on aspects of their job or through a class exercise where they practise open-ended questions by interviewing each other. A service user, for example a person receiving home care, may be willing to contribute to candidates' learning by being interviewed on their opinion of the service they receive. This could be an opportunity for candidates to develop interpersonal skills and gain helpful insight into what receiving care or assistance is really like and put a person-centred approach into practice.

## National Course Specification: Course details (cont)

### **COURSE** Health and Social Care (Higher)

There is an opportunity in this Course for teachers/lecturers to be creative in their teaching and learning approaches. Investigations, role plays, debates, presentations, case studies, discussions and simulation exercises could give candidates a stimulating and interesting learning experience. For example in *Working in Health and Social Care Settings (Higher)*, candidates will be exploring the use of good listening skills which they could practise through a role play. In *Care Principles and Practice (Higher)* candidates will investigate the National Care Standards in a group. This will give them the opportunity to develop planning skills, the skills of working together and verbal and non-verbal communication skills. Using case studies in *Understanding and Supporting People in Health and Social Care Settings (Higher)* will 'bring alive' the relevance of studying human development and self-esteem. Simulation exercises on hazards in the workplace will provide realistic experiences when studying *Health, Safety and Protection Issues in Care Settings (Higher)*.

Confidence building is also a beneficial aspect of this Course. Candidates will be reviewing their own skills and attitudes and setting personal goals which can help build confidence as candidates see progression. This Course also lends itself to confidence building on a more informal basis through, for example, class exercises, where progress can be commented on and encouragement given by the teacher/lecturer or others.

#### **Placements/visiting speakers/visits to care settings**

Centres are encouraged to establish links with care organisations that may be willing to offer support in the form of visits from a member of staff to give candidates a realistic view of care work. Centres could also arrange work placements or visits to care establishments to help candidates build their knowledge and develop their skills. If placements are organised, the centre's work placement guidelines and industry standard guidance on protection issues should be adhered to. Access to a variety of health and social care settings, for example resource centres for people with a learning disability, nursing homes and residential homes for older people is necessary. This will enable candidates to share their experiences and give them a broader picture of care work to help them make decisions about future employment or training.

#### **Health and Safety**

Candidates will be exploring a care worker's responsibilities under health and safety legislation. Simulation activities could be set up which demonstrate some of the possible risks and hazards encountered in a typical care setting. This could give candidates a realistic experience and provoke discussion. Candidates should be informed that care workers are not allowed to engage in moving and handling people or equipment without having participated in a relevant moving and handling course.

## National Course Specification: Course details (cont)

### COURSE Health and Social Care (Higher)

#### Approaches to assessment

The Evidence Requirements for Units in the Higher Health and Social Care Course are fully expressed in the mandatory section of each Unit specification.

A variety of approaches will be used for gathering evidence, reflecting the variety of learning experiences offered throughout the Course. These are:

- ◆ individual and group investigations
- ◆ a group presentation
- ◆ case studies set in health and social care contexts
- ◆ practical activities: carrying out a risk assessment; preparing a Curriculum Vitae; producing a care plan
- ◆ candidate performance in an interview for a health and social care job role
- ◆ candidate reviews of specific employability skills and attitudes
- ◆ folios or written and/or oral evidence produced by candidates throughout the Units

The Course allows for some integration of assessment across Units. An example would be the integration of the assessment of *Care Principles and Practice (Higher)* and *Working in Health and Social Care Settings (Higher)*. The process of working together to produce a presentation of work for Outcome 1 of the Unit *Care Principles and Practice* also lends itself to demonstrating some of the skills and attitudes required in Outcome 2 of the Unit *Working in Health and Social Care Settings (Higher)*. The assessment for Outcome 1 of the Unit *Understanding and Supporting People in Health and Social Care Settings (Higher)* is in the form of a case study covering the strands of human development, a pre-requisite, for understanding people's needs. This could be integrated with Outcomes 3 and 4 of the Unit *Care Principles and Practice (Higher)* which covers people's needs and how to meet those needs through a care plan. Candidates could be given case studies accompanied by a series of questions that allow them to generate the evidence required.

The National Assessment Bank Pack (NAB) provided for each Unit within the Health and Social Care (Higher) Course illustrates the standard that should be applied. If a centre wishes to design its own assessments, they should be of a comparable standard.

#### 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](http://www.sqa.org.uk)).

## National Course Specification: Course details

**COURSE** Health and Social Care (Higher)

**Appendix:** Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

**Understanding and Supporting People in Health and Social Care Settings** = A  
**Care Principles and Practice** = B  
**Working in Health and Social Care Settings** = C  
**Health, Safety and Protection Issues in Care Settings** = D

Employability skill/attitude	Evidence
◆ positive attitude to learning	C
◆ verbal and non-verbal communication skills	C
◆ listening skills	C
◆ good time-keeping	C
◆ ability to reflect on own abilities	C
◆ demonstrate reliability by completing tasks	C, B, D
◆ respect for others	B, C, D
◆ ability to work on feedback from others	C
◆ organisational skills	A, B, C
◆ planning skills	A, B, C
◆ willingness to carry out instructions	B, C, D
◆ ability to work with others	B, C
◆ health and safety awareness	C, D
◆ understanding roles and responsibilities	B, C, D
◆ awareness of care values	A, B, C, D

### Assessment evidence in all Units:

- A = Case study based on Carl Roger's theory of self-concept and investigation into stress and stress management
- B = Group investigation and presentation on the National Care Standards and the production of a care plan
- C = Investigation of health and social care provision, the production of a CV for a specific job role, participating in an interview for a specific job role and candidate reviews of employability skills
- D = Closed book test on health and safety responsibilities and protecting service users, case study on managing aggressive behaviour and carrying out a risk assessment in a real or simulated health and social care setting

## National Unit Specification: general information

<b>UNIT</b>	Understanding and Supporting People in Health and Social Care Settings (Higher)
<b>CODE</b>	F1C5 12
<b>COURSE</b>	Health and Social Care (Higher)

### SUMMARY

This Unit is a mandatory Unit in the Higher Health and Social Care Course, but can also be taken as a free-standing Unit. It is suitable for candidates who have not previously studied health and social care or had employment 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 this Unit is to help candidates understand people, their experiences and their behaviour within health and social care settings. Having a greater understanding of people can help candidates become more flexible workers. The Unit provides an introduction to some psychological theories and will give candidates a basis for further study or training. The emphasis in the Unit is on understanding the practical application of psychological theories.

Candidates will study how people develop through life and what affects that development. They will also gain insight into how a self-concept is developed and how to help someone create a more positive self-esteem. Stress, its effects on people and preventing and managing stress are also studied.

### OUTCOMES

- 1 Explain the strands of human development and their relevance for health and social care workers.
- 2 Explain how Carl Roger's theory of self-concept can be applied to help specific individuals in health and social care settings.
- 3 Investigate strategies for preventing and managing stress.

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#### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT** Understanding and Supporting People 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 Understanding and Supporting People 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**

Explain the strands of human development and their relevance for health and social care workers.

##### **Performance Criteria**

- (a) Describe the strands of human development which relate to different life stages.
- (b) Explain the factors that influence human development and behaviour at different life stages.
- (c) Explain why it is important for care workers to understand the strands of human development.

#### **OUTCOME 2**

Explain how Carl Roger's theory of self-concept can be applied to help specific individuals in health and social care settings.

##### **Performance Criteria**

- (a) Describe the main points of Carl Roger's theory of self-concept.
- (b) Explain how the theory can be applied by a care worker to help a specific person to develop a positive self-esteem.
- (c) Explain how the theory can be applied by a care worker to help maintain a specific person's sense of identity in a residential setting.

#### **OUTCOME 3**

Investigate strategies for preventing and managing stress.

##### **Performance Criteria**

- (a) Identify and describe different models of stress.
- (b) Identify and explain the main causes of stress and the particular causes of stress for people receiving care.
- (c) Identify and explain the effects of stress.
- (d) Identify and explain healthy and unhealthy strategies for preventing and managing stress
- (e) Evaluate the benefits and disadvantages of these strategies.

## National Unit Specification: statement of standards (cont)

### UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

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

#### Outcomes 1 and 2

Candidates will produce written and/or oral evidence which may be in response to a series of structured questions based on scenarios set in health and social care contexts. The evidence will be produced by candidates on their own at appropriate points throughout the Unit with candidates having access to relevant learning and teaching materials.

The structured questions will require candidates to generate evidence covering:

- ◆ **five** strands of human development (social, physical, intellectual, cultural and emotional)
- ◆ **three** socio-economic factors and **three** life experiences that influence human development and behaviour
- ◆ the importance for care workers of understanding the strands of human development through the life stages
- ◆ the main points of Carl Roger's theory of self-concept. This should include explanations of self-concept, organismic self, external and internal locus of evaluation, conditions of worth and positive regard
- ◆ **two** ways in which the theory can be applied by a care worker to help a specific person develop a positive self-esteem
- ◆ **four** ways the theory can be applied by a care worker to help maintain a specific person's sense of identity in a residential setting.

#### Outcome 3 — Folio

Candidates will investigate stress and stress management 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 assessor 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:

- ◆ **two** models of stress chosen from the Engineering, the Transactional, the Physiological and the Personality Traits models
- ◆ **six** main causes of stress covering **three** internal and **three** external causes
- ◆ **five** possible causes of stress for people receiving care
- ◆ **six** effects of stress covering **two** psychological, **two** physical and **two** social effects
- ◆ **six** strategies for preventing and managing stress, covering **three** regarded as healthy and **three** regarded as unhealthy
- ◆ evaluate the benefits and disadvantages of these strategies.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**    Understanding and Supporting People in Health and Social Care Settings (Higher)

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains appropriate case studies accompanied by structured questions and a candidate brief for the investigation. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Understanding and Supporting People 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 help candidates understand people, their experiences and their behaviour. Having a greater understanding of people can help candidates become more flexible workers. The Unit provides an introduction to some psychological ideas and candidates will have a basis for further study or training.

The emphasis in the Unit is on understanding the practical application of certain psychological ideas. A good care worker, in order to apply these ideas, would need to have developed many of the skills and attitudes valued by the care sector. If this Unit is being taught in the context of the Higher Health and Social Care Course, it offers opportunities to develop awareness of these specific skills and attitudes.

#### Outcome 1

Candidates will learn how people develop through their life. They will cover social, physical, intellectual, cultural, and emotional development through infancy, childhood, adolescence, adulthood and mature adulthood. An explanation of the identifiable changes within each stage should be given. Candidates should be aware that this information is essential in understanding developmental delay and people's needs.

Candidates will also learn about what affects people's development and behaviour as they progress through the life cycle. Socio-economic factors such as poverty, discrimination, unemployment, poor living environment as well as life experiences such as illness, disability, going into care, family disruption, marriage, abuse and loss should be included. The age and stage of development is pertinent to understanding the impact of these factors.

Where this Unit is taught as part of the Higher Health and Social Care Course, it would be beneficial to make connections between Outcome 1 and the Unit *Care Principles and Practice (Higher)* where candidates will explore assessing needs and produce a care plan.

#### Outcome 2

In relation to Outcome 2, candidates will learn about Carl Roger's theory of self-concept. General background information on the Humanistic Approach is likely to set his theory in context. Candidates will learn about what affects a person's self-concept through life, especially conditions of worth and unconditional positive regard or lack of positive regard. Candidates will also explore how to help a service user raise his/her self-esteem. This will include aspects of Roger's theory such as encouraging self-acceptance through the worker applying the core conditions of unconditional positive regard, empathy and genuineness. Also included will be questioning the discrepancy between self-image and the ideal self. This could involve challenging limiting self-beliefs, encouragement, taking risks and trying new experiences.

## National Unit Specification: support notes (cont)

### UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

While learning how Roger's theory about self-concept can be applied by a care worker to help maintain a person's sense of identity, candidates could consider, for example, how to address someone correctly and the importance of maintaining objects around them that connect with their past and the sense of who they are.

#### Outcome 3

In relation to Outcome 3, it is important that candidates learn about the following models of stress:

- 1 *The Engineering Model* derived from the law of elasticity and concentrates on how external stressors give rise to the stress reaction.
- 2 *The Physiological Model* Including Seyle's (1956) General Adaptation Syndrome which concentrates on what happens to the person as a result of stress.
- 3 *The Transactional Model* which combines both of the above, emphasising it is an imbalance between the person's perception of the demands being made on them and their perceived ability to meet them.
- 4 *The Personality Traits Models* which includes the Type A personality being more prone to stress reactions and the more positive approach, The 3 C's model of Commitment, Control and Challenge.

Candidates need only cover the key features of each model and an in-depth study of stress and stress management is not required. This will help candidates to understand that there are a variety of different perspectives on stress and also to understand more fully the causes and effects of stress. When investigating unhealthy strategies for preventing and managing stress candidates could cover, for example, smoking or drinking excessively, covering possible short-term benefits and the long-term disadvantages. For healthy strategies candidates may consider, for example, exercising or changing how they think about situations.

#### Employability Skills

In this Unit, candidates will be assessed on the following employability skills:

- ◆ organising skills
- ◆ planning skills
- ◆ awareness of care values

## **National Unit Specification: support notes (cont)**

### **UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)**

Although these are not directly assessed in the Unit, candidates should have an awareness of the following employability skills which are of particular relevance in a health and social care context:

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

As well as the employability skills and attitudes which 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**

This covers the strands of human development. Candidates will benefit from teacher/lecturer input on the content of the Outcome supplemented by class discussions and information from visiting speakers. Visiting speakers could provide valuable input especially in relation to working with people whose development has been delayed due to life experiences or socio-economic factors.

#### **Outcome 2**

In relation to Outcome 2, candidates will need teacher/lecturer input on Roger's theory of self-concept, but would also benefit from gathering information from visiting speakers or from placement experience on how to raise self-esteem and help maintain identity. There is also the opportunity here for candidates to develop the skill of self-awareness and build on their own self-esteem and confidence. Through exploring what affects self-concept and self esteem, they may set goals for themselves as well as understand how to support service users.

## National Unit Specification: support notes (cont)

### UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

It will also be helpful for candidates to practise applying Carl Roger's theory to a variety of scenarios set in health and social care contexts. Group work, discussions and debates will help them explore issues of self-esteem and personal identity.

#### Outcome 3

Candidates will carry out an investigation. They can access information on the Internet, through visiting care establishments, interviewing service users or health and social care workers. Candidates can also gather information from those specialising in stress management or alternative therapies. There is, therefore, the chance for practising and developing specific employability skills, for example, listening and planning skills, verbal and non-verbal communication and respect for others. Candidates should be made aware that these skills are important in gaining employment or pursuing further health and social care training.

If this Unit is being delivered as part of the Higher Health and Social Care Course, it is advised that this Unit be taught after candidates have covered Outcomes 1 and 4 of *Working in Health and Social Care Settings (Higher)*, where they will investigate care provision and a worker's role and also develop employability skills and attitudes. It also might be helpful to deliver this Unit after covering Outcome 1 of the Unit *Care Principles and Practice (Higher)* where candidates will participate in a group investigation into the National Care Standards. This will give candidates a basic knowledge of care work, social care values, attitudes and skills before learning how psychological theories can be applied.

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

#### Core Skills

In this Unit candidates will be involved in identifying, gathering, analysing and evaluating a variety of information. These tasks are good opportunities for developing aspects of:

- ◆ Problem Solving

## **National Unit Specification: support notes (cont)**

### **UNIT** Understanding and Supporting People in Health and Social Care Settings (Higher)

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The Evidence Requirements are fully expressed as part of the Statement of Standards of this Unit Specification.

#### **Outcomes 1 and 2**

As an appropriate instrument of assessment, candidates could be given case studies — one related to the strands of human development and one related to Carl Roger's theory of self-concept. Case studies should be accompanied by a series of questions that allow candidates to generate the evidence required to achieve both Outcomes and Performance Criteria. As stated in the Evidence Requirements, candidates should complete the case studies on their own at appropriate points throughout the study of the Unit.

#### **Outcome 3**

Evidence for the investigation should be gathered at appropriate points throughout the Unit when candidates are learning about models of stress and stress management strategies. The information required to complete the investigation could be gathered from a variety of sources for example visiting speakers, the Internet, books, videos and/or placement experiences. Candidates will be carrying out the investigation on their own throughout the Unit, but progress will be discussed with the assessor at an appropriate point during the investigation to ensure that the folio is the candidate's own work and a record of the discussion will be retained.

#### **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](http://www.sqa.org.uk)).

## National Unit Specification: general information

**UNIT** Care Principles and Practice (Higher)

**CODE** F1C6 12

**COURSE** Health and Social Care (Higher)

### SUMMARY

This Unit is a mandatory Unit of the Higher Health and Social Care Course, but can also be taken as a free-standing Unit.

The Unit 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 candidates who have successfully completed Intermediate 2 Care Course or Unit(s) or Intermediate 2 Early Education and Childcare Course or Unit(s).

The purpose of this Unit is to give candidates a sound foundation of the values that underpin health and social care work and the standards workers should meet. Candidates will investigate the National Care Standards, the principles underpinning them and why they are important in care work. Then they will take part in a group presentation of their findings. They will also learn how to apply these standards by assessing a person's needs and strengths and producing a plan of care.

### OUTCOMES

- 1 Contribute to a group investigation into the importance of the National Care Standards in health and social care work.
- 2 Participate in a group presentation on the National Care Standards
- 3 Explain the care planning process used to meet a service user's needs
- 4 Produce a plan to meet the needs of a specific service user.

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## **National Unit Specification: general information (cont)**

### **UNIT** Care Principles and Practice (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:

#### **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 Care Principles and Practice (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**

Contribute to a group investigation into the importance of the National Care Standards in health and social care work.

##### **Performance Criteria**

- (a) Agree roles and responsibilities with the others in the group.
- (b) Gather agreed information from a variety of sources about the principles underpinning the National Care Standards.
- (c) Gather agreed information from a variety of sources about how the National Care Standards apply these principles.
- (d) Gather agreed information from a variety of sources about why it is important for care workers to apply these Standards.
- (e) Work co-operatively with others throughout the investigation.

#### **OUTCOME 2**

Participate in a group presentation on the National Care Standards.

##### **Performance Criteria**

- (a) Agree roles, responsibilities and group goals with members of the group.
- (b) Prepare an agreed part of the presentation to meet agreed group goals.
- (c) Present the agreed part of the presentation effectively.
- (d) Work co-operatively with others throughout the preparation and presentation.

#### **OUTCOME 3**

Explain the care planning process used to meet a service user's needs.

##### **Performance Criteria**

- (a) Describe the needs people have at different life stages.
- (b) Explain a person-centred approach to care planning.
- (c) Explain the stages of the care planning process that are used to meet a service user's needs.

## **National Unit Specification: statement of standards (cont)**

### **UNIT Care Principles and Practice (Higher)**

#### **OUTCOME 4**

Produce a plan to meet the needs of a specific service user.

#### **Performance Criteria**

- (a) Analyse the different needs and strengths of a specific service user.
- (b) Identify and describe appropriate strategies to meet these needs using a person-centred approach.
- (c) Identify and describe the resources needed to meet the needs.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

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

#### **Outcome 1 (a–d) and Outcome 2 (a) — Folio**

Candidates will work in groups of three to four to investigate the National Care Standards and present their group findings.

Written and /or oral evidence for Outcome 1, Performance Criteria (a–d) and Outcome 2(a) will be gathered by the candidate throughout their group investigation and presentation and compiled in a folio. The folio will contain:

- ◆ a list of agreed roles and responsibilities for the group investigation
- ◆ the information the candidate has gathered during the group investigation. This information could take the form of: notes the candidate has made from articles, textbooks, Internet research and health and social care journals; notes the candidate has made of interviews with workers while on placements or visits to health and social care provision; notes the candidate has made from talks by visiting speakers or videos. The information will be from at least three different sources and will cover:
  - the six principles underpinning the National Care Standards
  - the way in which the National Care Standards apply each of these principles.
  - why it is important for care workers to apply these Standards
- ◆ a list of the agreed roles, responsibilities and group goals for the group presentation.

## National Unit Specification: statement of standards (cont)

### UNIT Care Principles and Practice (Higher)

#### Outcome 1 (e) and Outcome 2 (b)–(d) — Performance Evidence

Evidence of the candidate's performance will be supported by an assessor checklist. The checklist will cover:

- ◆ working co-operatively with others throughout the group investigation
- ◆ working co-operatively with others for the group presentation
- ◆ preparing an agreed part of the group presentation to meet agreed group goals
- ◆ presenting an agreed part of the group presentation effectively.

The group presentation can be a written, oral or audio/visual presentation or a combination of these. It could take the form of an information booklet or display, a group talk or a computer presentation. As with the group investigation, candidates will work in groups of three to four. The presentation must cover:

- ◆ the six principles underpinning the National Care Standards
- ◆ the way in which the National Care Standards apply each of these principles
- ◆ why it is important for care workers to apply these standards

The assessor checklist should clearly indicate which part of the presentation the candidate has prepared and presented.

#### Outcomes 3 and 4

Written and/or oral evidence is required for these Outcomes. The evidence may be generated in response to a series of structured questions based on scenarios set in health and social care contexts. It will be produced at an appropriate point during the Unit, under supervision, in open-book conditions with candidates having access to notes totalling no more than 200 words. Candidates may be given the scenarios being set in advance of the assessment, but not the questions. The structured questions will allow candidates to generate evidence covering:

- ◆ the social, physical, intellectual, cultural and emotional needs people have at two life stages in the life span
- ◆ the importance of using a person-centred approach to care planning
- ◆ the care planning process including the following stages: assessment, planning, implementing, monitoring and reviewing
- ◆ a care plan that identifies two needs and two strengths of a specific service user, describes appropriate strategies to meet those needs and the resources required. Candidates will be given a template for the care plan.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains an investigation brief, an assessor checklist, case studies and a suitable template for the care plan. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Care Principles and Practice (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 give candidates a clear understanding of the values underpinning health and social care work, knowledge of the care planning process and skills in completing a care plan.

#### Outcomes 1 and 2

Candidates will be investigating as a group the National Care Standards and the principles underpinning them. They will also be preparing for and participating in a group presentation. It will be helpful to refer candidates to wider literature on health and social care values to ensure they have a clear understanding of what, for example, respecting dignity or ensuring privacy consists of. Class discussions after initial research may help candidates to gain clarity and understand how the Standards are applied in different health and social care settings. Candidates could also speak to care workers or visiting speakers about ways in which care establishments put the National Care Standards into practice. It would be helpful to get a range of ideas from different types of care establishments.

There are a variety of National Care Standards for health and social care settings. Candidates can choose which ones to research and present, depending on their particular interests. Since the Standards are not examples of the principles, but have the principles embedded in them, candidates will need to read the Standards and decide which ones reflect the principles. For example, a candidate with an interest in pursuing a career in the health sector may wish to research and present information on the Standards for Hospice Care. If they are investigating how the principle of Choice is applied then they can refer to Standard 2 which is concerned with ensuring patients are involved in decisions about their care. A candidate with a particular interest in the care of older people can research and present information on the Standards for Care Homes for Older People. If they are investigating how the principle of Privacy is applied then Standard 10.4 covers confidentiality of information.

Candidates will work in groups of three to four when investigating the National Care Standards and participating in a group presentation. Both the group investigation and the group presentation must cover:

- ◆ the six principles underpinning the national Care Standards
- ◆ the way in which the National Care Standards apply each of these principles
- ◆ why it is important for care workers to apply these standards.

When preparing to present an agreed part of the presentation effectively, candidates should be informed that their part of the presentation needs to be clear, accurate and based on their research.

To set the research in context teachers/lecturers should provide input on the Regulation of Care (Scotland) Act 2001 and also refer the candidates to the *Codes of Practice for Social Services Worker* and *The Nursing and Midwifery Council Code of Professional Conduct: Standards for conduct, performance and ethics*.

## National Unit Specification: support notes (cont)

### UNIT Care Principles and Practice (Higher)

#### Outcomes 3 and 4

When candidates are exploring a person-centred approach to care planning, it would be useful to put this into its historical context and explain that care plans are no longer something created for service users without their input, but rather service users should be at the centre of the process.

To set Outcomes 3 and Outcome 4 in context, it is important to give candidates an overview of the legislative framework covering assessment of needs and care plans. This might include an overview of:

- ◆ The NHS and Community Care Act 1990
- ◆ The White Paper ‘Caring for People’
- ◆ The Social Work (Scotland) 1968
- ◆ Children Act (Scotland) 1995

Since this is an introductory Unit, case studies and scenarios used in learning and teaching should not deal with highly complex issues. The focus should be on helping candidates to develop a sound understanding of the process of care planning and how to meet service user’s needs using a person-centred approach.

Where this Unit is taken as part of the Higher Health and Social Care Course it would be helpful to relate Outcome 3 to Outcome 1 of the Unit *Understanding and Supporting People in Health and Social Care Settings (Higher)*, where candidates learn about the strands of human development. Learning about the strands of human development at different life stages will enable candidates to understand the changing needs service users have at different life stages.

#### Employability Skills

In this Unit, candidates will be assessed on the following employability skills:

- ◆ ability to work with others
- ◆ planning skills
- ◆ demonstrate reliability by completing set tasks
- ◆ organisational skills
- ◆ awareness of care values
- ◆ understanding roles and responsibilities
- ◆ respect for others
- ◆ willingness to carry out instructions

Although not directly assessed in this Unit, candidates should also be made aware of the following employability skills and attitudes relevant in a health and social care context.

- ◆ positive attitude to learning
- ◆ verbal and non-verbal communication skills
- ◆ listening skills

## **National Unit Specification: support notes (cont)**

### **UNIT Care Principles and Practice (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**

#### **Outcomes 1 and 2**

Before candidates begin working on their group investigation and group presentation they may need some guidance on what it means to work co-operatively. It would be helpful to make the connection between the skills they will develop here and those of working as part of a care team. Participating in the presentation could be an opportunity for candidates to increase their self-confidence.

Candidates can gather their information from a variety of sources including the Internet, local libraries, visiting speakers, visits to health or social care settings and interviewing service users.

#### **Outcomes 3 and 4**

Case studies, as a teaching tool, will be particularly useful for these Outcomes, giving candidates simulated experience of the needs of different service users with a variety of life experiences. If candidates are studying this Unit as part of the Higher Health and Social Care Course then through role plays candidates could also practise and develop listening skills and verbal and non-verbal communication. These are some of the employability skills and attitudes covered in the Unit *Working in Health and Social Care Settings (Higher)*.

Where candidates are studying this Unit as part of the Higher Health and Social Care Course, then it is recommended that Outcome 1 of this Unit is the first Outcome they study in conjunction with Outcome 1 of the Unit *Working in Health and Social Care Settings (Higher)*, which covers roles of a care worker. This will give candidates a good foundation in the values underpinning health and social care work and also a basic understanding of what that work entails. It would also be useful for candidates to have covered Outcome 1 of the Unit *Understanding and Supporting People in Health and Social Care Settings (Higher)*, before covering Outcomes 2 and 3 of this Unit. Candidates would then have learned about the strands of human development which will give them relevant information to help them identify a service user's needs and strengths.

## National Unit Specification: support notes (cont)

### UNIT Care Principles and Practice (Higher)

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

#### Core Skills

In this Unit, candidates will be involved in a number of activities which offer opportunities to develop aspects of Core Skills. They will be involved in a group investigation and presentation, working both as a team and individually. They will also be creating a care plan to meet a specific person's needs. These activities offer opportunities to develop aspects of the following Core Skills:

- ◆ Working with Others
- ◆ Communication
- ◆ Problem Solving

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

#### Outcomes 1 and 2

Candidates will be working co-operatively to investigate and present their findings. Candidates could present their information as an oral presentation which could also include visual aids. The presentation could also be in a written format and incorporate for example pictures, images or tables.

When delivering this Unit as part of the Higher Health and Social Care Course, there is the possibility of assessment integration with the Unit *Working in Health and Social Care Settings (Higher)*. The process of working together to produce a presentation of work for Outcome 1 also lends itself to practising and developing some of the skills and attitudes required in the Unit *Working in Health and Social Care Settings (Higher)*.

#### Outcomes 3 and 4

Candidates could be given case studies to show their knowledge of the care planning process, assessing needs and to help them produce a care plan for a specific service user. Case studies should be accompanied by a series of questions that allow candidates to generate the evidence required to achieve both Outcomes and Performance Criteria. Candidates should also be given a template that they can use when they are creating a care plan for a specific individual.

## **National Unit Specification: support notes (cont)**

### **UNIT** Care Principles and Practice (Higher)

#### **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](http://www.sqa.org.uk)).

## 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.

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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](http://www.sqa.org.uk)).

## National Unit Specification: general information

**UNIT** Health, Safety and Protection Issues in Care Settings (Higher)

**CODE** F1C8 12

**COURSE** Health and Social Care (Higher)

### SUMMARY

This Unit is a mandatory Unit of the Higher Health and Social Care Course, but can also be taken as a free-standing Unit.

The Unit 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 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 familiarise candidates with health, safety and protection issues in health and social care settings. Candidates will learn about health and safety responsibilities and typical hazards and risks. They will also carry out a risk assessment. In addition, candidates will explore supportive approaches to managing aggressive behaviour and will learn how to respond appropriately to service users who may have experienced abuse.

Candidates will have the opportunity to develop their knowledge in a variety of ways by interviewing care workers, through placement experience or by visits to health and social care settings.

### OUTCOMES

- 1 Explain the health and safety responsibilities of employers and employees in health and social care settings.
- 2 Carry out a risk assessment in a health and social care setting.
- 3 Explain how to manage incidents involving aggressive behaviour in health and social care settings.
- 4 Explain how health and social care workers can help protect service users who have been abused.

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### Administrative Information

**Superclass:** PL

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## **National Unit Specification: general information (cont)**

**UNIT**      Health, Safety and Protection Issues in 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) Units

### **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 Health, Safety and Protection Issues in 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**

Explain the health and safety responsibilities of employers and employees in health and social care settings.

##### **Performance Criteria**

- (a) Explain the main responsibilities of employers under current health and safety legislation.
- (b) Explain the main responsibilities of employees under current health and safety legislation.

#### **OUTCOME 2**

Carry out a risk assessment in a health and social care setting.

##### **Performance Criteria**

- (a) Identify the hazards present in a given care setting.
- (b) Explain the risks associated with these hazards.
- (c) Evaluate these risks in terms of likelihood and impact.
- (d) Describe appropriate control measures that will minimise these risks.

#### **OUTCOME 3**

Explain how to manage incidents involving aggressive behaviour in health and social care settings.

##### **Performance Criteria**

- (a) Explain the reasons why a specific service user may be displaying a particular type of aggressive behaviour.
- (b) Explain how a worker should manage this aggressive behaviour in a supportive manner.
- (c) Describe appropriate reporting procedures a worker should follow after an incident involving aggressive behaviour.

#### **OUTCOME 4**

Explain how health and social care workers can help protect service users who have been abused.

##### **Performance Criteria**

- (a) Explain what is meant by the term abuse in a health and social care context.
- (b) Describe the possible indicators of specific forms of abuse.
- (c) Explain appropriate ways workers should respond to service users who disclose abuse.
- (d) Describe appropriate reporting procedures workers should follow if abuse is suspected.

## National Unit Specification: statement of standards (cont)

### UNIT Health, Safety and Protection Issues in Care Settings (Higher)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

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

#### Outcomes 1 and 4

Candidates will produce written and/or oral evidence which may be in response to structured questions. The evidence will be produced under closed-book, supervised conditions within a time limit of one hour. The evidence should be produced towards the end of the Unit and include:

- ◆ **five** responsibilities an employer has under current Health and Safety legislation. General safety, equipment safety, information, training and risk assessments should be included
- ◆ **four** responsibilities an employee has under current Health and Safety legislation. General instructions, materials/equipment, clothing and cooperation with employers should be included
- ◆ a clear explanation of what is meant by the term abuse, including an example of each form of abuse including physical, sexual, emotional, financial, neglect and inexplicable failure to thrive
- ◆ **three** possible indicators of each of the forms of abuse
- ◆ **four** ways of appropriately responding to disclosure of abuse
- ◆ appropriate reporting procedures a worker should follow if abuse is suspected.

#### Outcome 2 — Risk Assessment

Written and/or oral evidence is required to demonstrate achievement of this Outcome. Candidates should undertake a risk assessment in **one** specific health and social care setting on **one** occasion. They will be given an appropriate risk assessment template. The risk assessment will be carried out in a real or simulated setting under supervision at an appropriate point in the Unit.

#### Outcome 3

Written and/or oral evidence is required for this Outcome. The evidence may be generated in response to a series of structured questions based on scenarios set in health and social care contexts. The evidence will be produced by candidates at an appropriate point in the Unit, under supervision in open-book conditions with candidates having access to notes totalling no more than 150 words. Candidates may be given the scenarios being set in advance of the assessment, but not the questions. The structured questions will allow candidates to generate evidence covering:

- ◆ **three** reasons why a service user may be displaying specific forms of physically or verbally aggressive behaviour
- ◆ **three** ways a care worker should manage physically or verbally aggressive behaviour in a supportive way
- ◆ appropriate reporting procedures workers must follow after an incident of aggressive behaviour

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains appropriate structured questions, case studies accompanied by structured questions, and a risk assessment 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

### UNIT Health, Safety and Protection Issues in 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 the Unit is to familiarise candidates with health, safety and protection issues in health and social care settings.

##### Outcome 1

Teachers/lecturers should ensure candidates are informed that although the Health and Safety at Work Act 1974 generally covers care settings, this legislation has also been updated and supplemented by other important legislation for example:

- ◆ Manual Handling Regulations 1992
- ◆ The safety Representatives and safety Committees regulations 1977
- ◆ Control of Substances Hazardous to Health Regulations 2002 (COSHH)
- ◆ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
- ◆ Health and Safety First Aid Regulations 1981
- ◆ Management of Health and Safety at Work Regulations 1999
- ◆ The Food Safety Act 1990

Teachers/lecturers should ensure that the main points of all relevant, current health and safety legislation are covered.

##### Outcome 2

Candidates will learn about risk assessments and how these are carried out and recorded. A common hazard in health and social care settings is moving and handling people and objects. Candidates need not complete a moving and handling course, but they need to be aware that they must not move or handle someone without prior training. This is very important for those candidates who are studying this Unit as part of the Higher Health and Social Care Course and may be attending a placement or visiting care settings.

##### Outcome 3

In relation to Outcome 3, candidates will learn about the kinds of verbal and physical aggression that people may experience. It would be useful to emphasise that in some health and social care settings this is very rare. However, in some instances this may consist of generally abusive comments or lashing out.

Concerning the reasons why people display aggressive behaviour, candidates could be taught that this can often be due to unmet needs. If candidates are studying this Unit as part of the Higher Health and Social Care Course, then this section connects to Outcome 2 of the Unit *Care Principles and Practice (Higher)*, which relates to identifying needs. Candidates could also cover at least one from Instinct Theory, Frustration Theory or Social Learning Theory as possible reasons for aggressive behaviour.

## National Unit Specification: support notes (cont)

### UNIT Health, Safety and Protection Issues in Care Settings (Higher)

A variety of case studies could help candidates understand the different situations workers come across, for example, a woman with dementia unable to control her actions or a person with communication difficulties who has become agitated. Candidates could learn about the skills of de-escalation procedures such as distraction, good listening and calming. Candidates should be made aware there are a range of models for example, The Antecedent Behaviour and Consequences Method (ABC), Therapeutic Crisis Intervention (TCI), C.A.L.M. amongst others, but candidates do not need to know these in any detail.

If candidates are studying this Unit as part of the Higher Health and Social Care Course and they have a work placement, they should be aware they need to follow placement guidelines about incidents involving aggressive behaviour.

#### Outcome 4

When studying neglect as one of the forms of abuse, it would be useful for candidates to cover not only physical neglect, but emotional neglect, where a carer omits to meet an individual's emotional needs. An example for discussion could be a care worker in a home for older people who is told not to spend time talking with residents when there is work to be done. A discussion on whether this could be described as emotional neglect may be useful.

Concerning the possible indicators of abuse, it would be helpful for candidates to be made aware that these are not prescriptive and some people may not show any of the commonly held indicators. It would be useful for candidates to learn about behavioural, emotional, social and physical indicators.

When this Unit is being delivered as part of the Higher Health and Social Care Course, candidates could be made aware of the connection with the care principles covered in the Unit *Care Principles and Practice (Higher)* and the skills and attitudes covered in the Unit *Working in Health and Social Care Settings (Higher)*. Responding to someone who discloses abuse would incorporate the correct values and attitudes as well as skills.

#### Employability Skills

In this Unit, candidates will be assessed on the following employability skills:

- ◆ willingness to carry out instructions
- ◆ health and safety awareness
- ◆ demonstrate reliability by completing tasks
- ◆ respect for others
- ◆ understanding roles and responsibilities
- ◆ awareness of care values

## National Unit Specification: support notes (cont)

### UNIT Health, Safety and Protection Issues in Care Settings (Higher)

Although not directly assessed in the Unit, it would be useful for candidates to have an awareness of the following employability skills which are of particular relevance in a health and social care context:

- ◆ positive attitude to learning
- ◆ verbal and non-verbal communication skills
- ◆ listening skills
- ◆ good time-keeping
- ◆ ability to reflect on own abilities
- ◆ ability to work on feedback from others
- ◆ organisational skills
- ◆ planning skills
- ◆ ability to work with others

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

This Unit lends itself to some practical experience in a simulated environment or in a care setting placement. In a simulated environment candidates could practise aspects of infection control, learn about different types of fire extinguishers, how to recognise dangerous obstacles or other hazards. Demonstrations by a tutor will be particularly useful.

Candidates can learn about managing aggressive behaviour through interviewing care workers who deal with this type of behaviour regularly, watching video material and case studies.

In relation to protection from abuse, it is advised the subject is tackled very sensitively. For personal reasons some candidates may not want to engage in discussions, which should be respected. The subject could be introduced by emphasising it is a vital part of care work that workers are able to recognise possible abuse and help to protect vulnerable children and adults. If candidates have a work placement they should be referred to the organisation's guidelines on protection from harm and abuse.

Where this Unit is being delivered as part of the Higher Health and Social Care Course, it would be appropriate for candidates to have first covered the content of the following:

- ◆ Outcomes 1 and 4 of the Unit Working in Health and Social Care Settings (Higher), which addresses the nature of care work and employability skills and attitudes
- ◆ Outcomes 1, 3 and 4 of the Unit Care Principles and Practice (Higher), which covers the values underpinning care work and the needs people have throughout life.

## **National Unit Specification: support notes (cont)**

### **UNIT Health, Safety and Protection Issues in Care Settings (Higher)**

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

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

#### **Core Skills**

In this Unit candidates will be involved in carrying out a risk assessment which is a good opportunity for developing aspects of:

- ◆ Problem Solving

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

#### **Outcomes 1 and 4**

The evidence required for these Outcomes will be generated by candidates in response to a series of structured questions under closed-book supervised conditions within a time limit of one hour. Teacher/lecturer input, information from visiting speakers and research and or/placement experiences will help to provide them with the information necessary to respond to the questions. Information from a variety of sources would be beneficial.

#### **Outcome 2**

A room that is typical of a room in a hospital, home or residential care setting should be provided to enable candidates to carry out a realistic simulated risk assessment. Candidates should be provided with an appropriate template for the risk assessment.

#### **Outcome 3**

Candidates could be given case studies to generate the evidence required to achieve the Outcome. One case study illustrating verbally and physically aggressive behaviour would be relevant. The case studies should be accompanied by a series of structured questions. As stated in the Evidence Requirements, candidates should complete the case studies under supervision in open-book conditions. Candidates may be given the scenarios being set in advance of the assessment, but not the questions.

## **National Unit Specification: support notes (cont)**

**UNIT** Health, Safety and Protection Issues in Care Settings (Higher)

### **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](http://www.sqa.org.uk)).