SCOTTISH QUALIFICATIONS AUTHORITY

CARE
Intermediate 2

First edition — published February 2007

Valid from August 2007

National Course Specification

Care (Intermediate 2)

COURSE CODE TS/CI2

COURSE STRUCTURE

This Course has 3 mandatory Units which are:

D### 10	***Psychology for Care (Intermediate 2)***	***1 Credit (40 hours)***
D### 10	***Sociology for Care (Intermediate 2)***	***1 Credit (40 hours)***
D### 10	***Values and Principles in Care (Intermediate 2)***	***1 Credit (40 hours)***

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment.

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:

- Intermediate 1 Care or its Units
- Intermediate 1 Early Education and Childcare or its Units
- A Standard Grade in a social subject at General level
- A Standard Grade in a relevant science subject at General level
- A Standard Grade Social and Vocational Studies at General level

PROGRESSION

This Course or its Units may provide progression to:

- Scottish Vocational Qualifications in Health and Social Care
- National Certificate in Health and Social Care (Higher)
- Higher Care
- Higher Early Education and Childcare
- Further education
- Training or employment

Administrative Information

Publication date: February 2007

Source: Scottish Qualifications Authority

Version: 01

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National Course Specification: (cont)

COURSE Care (Intermediate 2)

CREDIT VALUE

The Intermediate 2 Course in Care is allocated 24 SCQF credit points at SCQF level 5*

**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.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 2)

RATIONALE

Issues of health and social care are becoming increasingly important due to an increase in the population of care service users. As a result, there is a growing need for qualified health and social care professionals. The *Care (Intermediate 2)* Course provides a strong foundation of knowledge and skills for candidates who wish to progress to the next level and then on to higher education or employment in this area.

The Care Course at Intermediate 2 relates to caring for people in society, in an environment or agency whose codes of practice are dictated to and guided by legislation, policy and professional ethics. This includes formalised personal care and support in the community or home. It is concerned with the holistic study of the service user in context.

The Course will form an important part of the menu of provision, not only for those who have identified the field of care as their chosen career path, but also for any candidates following a programme of study at Intermediate 2 who wish to extend their educational experience.

The knowledge acquired in the areas of the understanding of human behaviour through applying psychological and sociological approaches and theories to care situations is transferable to other academic or career pathways, particularly those which involve working with people, either individually or as part of a team. This Course can therefore have a number of significant advantages for the candidate. For example it:

- helps candidates to understand the interrelationship between psychology, sociology and care values and principles which form the basis for care practice
- provides an insight into the wide range of factors which might impact on an individual's development and behaviour
- enables candidates to begin to inform and develop their understanding of effective service provision
- enables candidates to begin to understand the way wider social influences play a part in shaping people's lives and hence influence care provision
- develop the ability to recognise the qualities and skills needed to deliver care as a professional
- enable candidates to relate care practice to the current legislation and the use of the *National Care Standards*
- raises candidates' awareness of the factors influencing their perceptions of normal development and behaviour

Aims

The Course provides opportunities for candidates to:

- acquire knowledge and understanding required to care for others
- develop the ability to apply knowledge in a range of contexts
- develop an initial awareness of their personal value base
- develop a degree of self-awareness and self-reflective practice develop knowledge of the process of identifying people's needs
- develop an understanding of care planning in a variety of care contexts
- develop an understanding of the effects of discrimination on those in need of care

National Course Specification: Course details (cont)

COURSE Care (Intermediate 2)

- develop an understanding of the way in which psychological approaches help to understand aspects of human development and behaviour
- develop an awareness of the *National Care Standards*
- develop an understanding of the some of the sociological theories that provide insight into the influences that shape individuals' lives
- develop an understanding of socialisation as a basis for shaping lives
- develop an understanding of how care could improve the life chances for marginalised individuals or groups
- acquire knowledge of attachment theory and its impact on human development and behaviour
- develop an understanding of how we learn prejudice and stereotyping and their effect on those in care

COURSE CONTENT

Summary of Course

The Course aims to provide the knowledge, understanding and skills to enable a candidate to recognise the inter-relationship of sociology, and values and principles in fashioning care priorities and practice. This is entwined with the role of psychology in providing evidence of human behaviour and development that will have an effect on how the person in need of care reacts to physical or mental changes in their life. The application of theories in dealing with these service users enables us to account for specific behaviour. The Course also examines the *National Care Standards* and the principles which underpin professional care practice as care workers try to meet the care needs of individuals.

Summary of Unit content

Psychology for Care (Intermediate 2)

This Unit is designed to provide candidates with a framework to understand human development and behaviour. It will enable candidates to learn about some of the key psychological approaches that can provide insight into understanding human behaviour and development and to apply these approaches in a care context. Candidates will be given an introduction to the key features of attachment theory and the impact of attachments which are broken through separation or loss. Candidates will be able to examine the difficulties of establishing, maintaining and ending attachments throughout life and the impact that short-term separation, long-term separation and loss have on everyone involved, especially those in care.

In the Unit candidates study:

- the role of psychology in assisting care workers to understand aspects of human development in a care context
- the ways in which psychological approaches help workers to understand aspects of human development and behaviour in a care context
- the ways in which attachment theory helps workers to understand human development and behaviour in a care context

The mandatory content for this Unit is detailed in the appendix to the Unit Specification. This mandatory content is sampled in both Unit and Course assessment.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 2)

Sociology for Care (Intermediate 2)

This Unit introduces candidates to the contribution which sociology makes to an understanding of society and socialisation. Candidates will study agents and influences of socialisation and key sociological concepts. They will investigate prejudice and stereotyping and the negative impact of discrimination on individuals in need of care. Finally, candidates will describe how equality can be promoted.

In the Unit candidates study:

- the contributions of sociology to an understanding of care in society
- the effects of discrimination on individuals in need of care
- the ways equality can be promoted at different levels — individual, organisational, and structural

The mandatory content for this Unit is detailed in the appendix to the Unit Specification. This mandatory content is sampled in both Unit and Course assessment.

Values and Principles in Care (Intermediate 2)

The Unit is designed to provide candidates with the opportunity to explore issues relating to the caring relationships that exist within a variety of care settings. Candidates will look at the needs of the service user and at the qualities and skills required by the carer. Candidates will explore the impact of the *National Care Standards* on how care is planned and provided in a variety of situations.

In this Unit candidates study:

- the inter-relationship between an individual's needs and care provision
- the principles of care and their application in practice
- the care planning process

The mandatory content for this Unit is detailed in the appendix to the Unit Specification. This mandatory content is sampled in both Unit and Course assessment.

ASSESSMENT

To achieve the Course award the candidate must achieve the Units as well as pass the Course assessment. The candidate's grade is based on the Course assessment.

Assessment objectives

At Intermediate 2, the key elements of knowledge and understanding, analysis, application and evaluation are assessed in the following ways:

- Knowledge and understanding

  Candidates should be able to demonstrate reasonably detailed knowledge and understanding of fundamental aspects of care practice and the relevant concepts, theories and methods employed by care professionals in their roles. The range of knowledge should extend to an understanding of some aspects of the theoretical and practical issues in sociology, psychology and values and principles for care and their application in care practice.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 2)

- Analysis

  Candidates should be able to present information clearly and focus it on the issues under review. Candidates should be able to use the language and concepts of care and demonstrate an understanding of the link between evidence and theory. Assessment of issues should be clear and reasoned and should reflect the candidate's growing confidence in dealing with these types of arguments. Candidates should be accurate when dealing with standards, principles, legislation and theorists. Much of the analysis at this level will be descriptive in nature.

- Application

  Candidates should be able to demonstrate some application of theories, concepts and methods covered in the Units and apply them to a care situation using stimulus material.

- Evaluation

  Candidates should demonstrate ability to make balanced evaluations of care related theories and practical examples and base these on justified and sustained arguments. Explanations offered and methods used by care professionals in the stimulus written material should be examined critically and the conclusions drawn should be well thought out, reflecting an understanding of the care topic being assessed.

The balance of assessment between knowledge and understanding, and analysis, application and evaluation in Course and Unit specifications will be approximately:

- Course — 60% knowledge and understanding, 40% analysis, application and evaluation
- Units — 70% knowledge and understanding, 30% analysis, application and evaluation

Unit assessment

Psychology for Care (Intermediate 2) and **Values and Principles in Care (Intermediate 2)**

Satisfactory evidence of the achievement of all Outcomes and Performance Criteria for each Unit is in the form of written and/or oral recorded evidence. This evidence is produced under closed-book, supervised conditions within a time limit of one hour for each Unit.

Each assessment will sample across the mandatory content for the individual Unit. The nature of sampling is detailed in the Evidence Requirements within the Statement of Standards in each of the Unit Specifications. If reassessment is required, it should sample across a different range of mandatory content.

Sociology for Care (Intermediate 2)

Satisfactory evidence of the achievement of Outcomes 1 and 3 and their Performance Criteria is in the form of written and/or oral recorded evidence. This evidence is produced under closed-book, supervised conditions within a time limit of 40 minutes.

For Outcome 2 written and /or oral evidence of the candidate's investigation is required. The evidence will be produced in open book conditions in the candidate's own time throughout the study of the Unit. Centres must ensure that the evidence is the candidate's own work.

National Course Specification: Course details (cont)

COURSE Care (Intermediate 2)

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

Course assessment

The Intermediate 2 Course assessment will be a Question Paper that will last for two hours and will have a total mark allocation of 80 marks. The paper will be divided into three sections:

- Section A: *Psychology for Care*
- Section B: *Sociology for Care*
- Section C: *Values and Principles in Care*

Most questions will be structured questions that require a short answer or restricted response answer with an allocation of 3 to 7 marks. An extended response question of up to 10 marks may be used in only one of the Sections.

Sections A and B are each allocated 25 marks and Section C 30 marks. In Section C marks will be allocated for the demonstration of the integration of knowledge from across the Course content. The candidate will be expected to demonstrate this in his or her answers.

Further details of the Course assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

Link between Unit and Course assessment/added value

The Course consists of three Units and an additional 40 hours' study. The Course assessment tests the candidate's knowledge and understanding of the content covered in all three Units and their ability to demonstrate and apply knowledge and skills acquired throughout the Course.

In the Intermediate 2 Units candidates are required to demonstrate knowledge and understanding as well as the ability to analyse and evaluate a range of related care theories and their practical application. The Course assessment will require candidates to use their knowledge and understanding of psychology, sociology and the values and principles applied in care, and to apply critical and analytical skills to answer questions drawn from the whole Course.

Unit and Course assessment complement each other. Unit assessment provides evidence of a specific level of achievement in psychology, sociology and values and principles sections of the Course. The Course assessment confirms and expands on this, providing sampled evidence of a range of skills exceeding those required for Unit success, such as retention of knowledge.

The Course assessment at Intermediate 2 requires that candidates demonstrate the ability to:

- retain knowledge and understanding from across all three Units of the Course on a single occasion
- explain and describe theories and applications in a care context from all three Units on a single occasion
- apply theories and applications in a care context to a range of topics from across the Units on a single occasion
- integrate knowledge and understanding of theories and applications in a care context in specific questions
- perform more complex analytical and evaluative tasks than required for the Unit assessment

National Course Specification: Course details (cont)

COURSE Care (Intermediate 2)

GRADE DESCRIPTIONS AT A AND C

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of achievement required for an award at Grade C and A in the Course.

For an award at Grade C, candidates should be able to:

- Recall and demonstrate clear and reasonably accurate knowledge of psychological and sociological theories as applied in care settings as well as some knowledge and understanding of values and principles required to work in a care setting. They will be able to describe some terms and theories and to recognise their application in a variety of care contexts. Responses will be adequately expressed, including some use of appropriate terminology.

- Demonstrate an ability to apply the various theories learned to a variety of care settings and show how an understanding of these theories can assist the care professional to develop strategies that provide the best care for the service user. They will display knowledge and understanding of given stimulus material, be able to address questions on that material and reach conclusions.

For and award at Grade A, candidates should be able to:

- Demonstrate accurate and comprehensive knowledge of psychological and sociological theories and of the values and principles required to work in a care setting by offering clear, structured and precise answers that use detailed and relevant applications in a variety of care contexts. Responses will be coherent and well expressed, including substantial use of appropriate terminology.

- Use information in a variety of ways to derive an appropriate meaning from a given stimulus and to express an opinion supported by relevant evidence. A key element will be the ability to evaluate psychological, sociological and care theories as applied in a care context and to assess strategies used in the care planning process. Responses will be coherent and show development of thought in reaching a conclusion.

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification in *Estimates, Absentees and Assessment Appeals 2006* document.

Appeals

Evidence used to support an appeal must show the full breadth of coverage of the content of the Course and must relate to the Course Grade Descriptions. Centres should base their appeals on the following criteria:

National Course Specification: Course details (cont)

COURSE Care (Intermediate 2)

- there should be evidence of retained knowledge and understanding from the three Units
- there should be analysis and/or evaluation of underpinning theory and its application in a care context from the three Units
- there should be evidence of an ability to apply and integrate care theories and methods from *Sociology for Care (Intermediate 2)*, *Psychology for Care (Intermediate 2)* and *Values and Principles in Care (Intermediate 2)*
- there should be evidence that the candidate is able to perform more complex analytical and evaluative tasks than those required for Unit assessment

A preliminary examination, which conforms to the advice given in the Course Assessment Specification, can provide a good indication of how a candidate will perform with the combination of time pressure and retention of a broader knowledge base on a single occasion.

Where a centre does not hold a preliminary examination, the evidence submitted must sample across all areas of the Course, show evidence of long-term retention and the potential to perform more complex tasks than those required for Unit assessment. Instruments of Assessment used must conform to the guidelines given in the Course Assessment Specification and clearly show a level of attainment in line with the Grade Descriptions for the Course.

The Specimen Question Paper will provide an example of the type of demands that a preliminary exam should make on candidates. Ideally elements of all the Units of learning and teaching should be fully assessed by a preliminary exam.

Questions from previous SQA question papers, including the Specimen Question Paper, may be adapted for use in a preliminary exam. However, questions should not be drawn from a single source and adjustments to such questions should be made to ensure that candidates have not seen the same questions previously. This is particularly important with past case studies as it is likely that candidates will be able to remember where the source of the answers is to be found and so a change of name in the material is not enough.

It is recommended that questions be drawn from a minimum of three sources for each paper or a completely new paper used.

Some centres may set a preliminary examination date prior to the completion of all of the Units when it would not be possible to assess all of the topics. In this case, additional evidence covering the later topics (which could be from a NAB, another preliminary exam, and other materials) and should be submitted along with any prelim.

An integrated preliminary examination which covers a minimum of two Units of the Course plus supporting evidence, such as a high scoring NAB, for the third Unit would support an Appeal for a Grade C (and possibly a B), but not for a Grade A.

For an Appeal for a Grade A, the most convincing evidence would replicate the standard, format, duration and security of SQA's Question Paper.

However, evidence gathered from Unit assessment items may contribute to an Appeal if this clearly shows a level of attainment in line with elements of the Grade Descriptions for the Course. Marking schemes which refer to the Grade Descriptions should be included with all evidence submitted in support of an Appeal.

COURSE Care (Intermediate 2)

QUALITY ASSURANCE

All National Courses are subject to external marking and/or verification. Externals Markers, visiting Examiners and Verifiers are trained by SQA to apply national standards.

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

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained Marker in their own time, Markers meetings are held to ensure that a consistent standard is applied. The work of all Markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Verifier reports are published on SQA's website **www.sqa.org.uk**.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Ideally the Units would be delivered in an integrated way, with learning and teaching drawing on related content from all three Units. *Sociology for Care (Intermediate 2)* will show the ways in which social influences impact on care delivery and shape the principles that underpin care values and practice. Candidates will investigate prejudice and stereotyping and the negative impact of discrimination on individuals in need of care. *Psychology for Care (Intermediate 2)* gives an insight into the role of psychology and psychological approaches in assisting care workers to understand aspects of human development and behaviour. The Unit also looks at attachment and separation and how they affect individuals in a care context.

The *Values and Principles in Care (Intermediate 2)* Unit gives candidates an understanding of the link between the needs of individuals and care provision as well as the principles of care and the care planning process. All these aspects of care practice are intertwined with the insights provided by psychology and sociology. For this reason, this Unit is best delivered alongside the other two Units. In terms of candidates' movement from Intermediate 2 into Higher and the reverse there is no particular order which would help them.

Learning and teaching approaches should reflect the aims and rationale of the subject. They should be varied and interesting, to encourage enthusiasm for care and prepare candidates for their next career step. Candidates should be encouraged to compare their own attitudes and values and identify with the values that are important in care work. Working in groups, class discussion, investigations and extracts from film and television can all help understanding as well as engender enthusiasm. Being able to discuss caring relationships or psychology as seen in film or television is a strong vehicle for understanding behaviour (psychology) and socialisation.

A variety of teaching approaches is recommended and candidates should be given every opportunity to participate in activities in a whole class, in small groups and as individuals. The approach should be candidate-centred and activity-based, but whole-class teaching can play a part in a flexible programme as a means of establishing understanding. In this process it will be essential to include a wide range of interesting stimulus materials and approaches including audio-visual materials, invited speakers, visits, paper-based resources and Information and Computing Technology (ICT) resources. The resources should be accessible, interesting and manageable for this level and should allow candidates to draw upon and reflect on their own experiences.

COURSE Care (Intermediate 2)

The Course may also be adapted for flexible delivery, including paper-based open learning and various modes of online delivery.

It may be helpful for candidates to have a clear notion of targets and experience ownership of the planned programme. Regular opportunities for remediation and review should be included in the programme.

Opportunity could also be given for candidates to:

- set learning objectives
- review progress
- assess and develop existing knowledge
- seek and receive feedback and support

The additional 40 hours may be used to:

- help candidates achieve appropriate integration of the knowledge and skills they have developed in care contexts
- deliver an initial orientation programme outlining the content of the Course and the skills to be developed
- reinforce the essential knowledge, understanding and skills that need to be developed in the Course
- provide additional support and follow up assessment in order to ensure all Outcomes of the Units have been achieved
- engage in discussion and practice to extend the use of analytical and evaluative skills in a variety of contexts
- prepare for Course assessment

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)**.

National Unit Specification: general information

UNIT Psychology for Care (Intermediate 2)

CODE TS/PCI2

COURSE Care (Intermediate 2)

SUMMARY

This is a mandatory Unit in the *Care (Intermediate 2)* Course but it can also be taken as a free standing Unit.

This Unit is designed to provide candidates with a framework to understand human development and behaviour. It will enable candidates to learn about some of the key psychological approaches that can provide insight into understanding human behaviour and development and to apply these approaches in a care context. Candidates will be given an introduction to the key features of attachment theory and the impact of attachments which are broken through separation or loss. Candidates will be able to examine the difficulties of establishing, maintaining and ending attachments throughout life and the impact that short-term separation, long-term separation and loss have on the people involved, especially those in care.

The Unit is suitable for candidates who wish to progress to employment in the care sectors or to progress to further study.

OUTCOMES

1 Explain the role of psychology in assisting care workers to understand different aspects of human development in a care context.
2 Explain the ways in which psychological approaches help care workers to understand different aspects of human development and behaviour in a care context.
3 Explain the ways in which attachment theory helps care workers to understand human development and behaviour in a care context.

Administrative Information

Superclass: PK

Publication date: February 2007

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

UNIT Psychology for Care (Intermediate 2)

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:

- Intermediate 1 Care or its Units
- Intermediate 1 Early Education and Childcare or its Units
- A Standard Grade in a social subject at General level
- A Standard Grade in a relevant science subject at General level
- Standard Grade Social and Vocational Studies at General level

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**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 or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Psychology for Care (Intermediate 2)

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 role of psychology in assisting care workers to understand different aspects of human development in a care context

Performance Criteria

(a) Describe the different strands of human development and their inter-relationship
(b) Describe the stages of human development in the lifespan of an individual
(c) Explain the contribution of both *nature* and *nurture* to human development

OUTCOME 2

Explain the ways in which psychological approaches help care workers to understand different aspects of human development and behaviour in a care context

Performance Criteria

(a) Describe different psychological approaches
(b) Describe a theory from each of these psychological approaches
(c) Explain the ways in which these approaches can help care workers understand human development and behaviour

OUTCOME 3

Explain the ways in which attachment theory helps care workers understand human development and behaviour in a care context

Performance Criteria

(a) Describe attachment theory
(b) Explain how understanding of attachment theory assists care workers in their work with service users

National Unit Specification: statement of standards (cont)

UNIT Psychology for Care (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of this Unit specification.

Written and/or oral evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria for the Unit. The evidence must be produced under closed-book, supervised conditions within a time limit of **one** hour. 70% of the total marks available must be allocated for knowledge and understanding with the remaining 30% of the marks being awarded for analysis, application and evaluation.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit.

The use of a cut-off score may be appropriate for this assessment.

An appropriate instrument of assessment would be a case study or case studies accompanied by a series of structured questions. The questions must sample across the mandatory Unit content and allow candidates to generate evidence for all Outcomes and Performance Criteria in an integrated way.

Each assessment will allow candidates to generate evidence which covers:

- **two** strands of human development
- **two** stages of human development
- the contribution of n*ature* and *nurture* to human development
- **one** psychological approach
- **one** theory from **one** psychological approach
- **two** reasons why **one** of the approaches help care workers to understand human development and behaviour
- at least **two** key features of attachment theory
- at least **two** reasons why knowledge of attachment theory helps care workers understand human development and behaviour in a care context, particularly related to adolescence and adult life stages

If reassessment is required, it should sample a different range of mandatory content.

The standard to be applied, the breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

UNIT Psychology for Care (Intermediate 2)

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 mandatory content for this Unit can be found in the appendix at the end of this Unit Specification.

This is a mandatory Unit in the *Care (Intermediate 2)* Course but also can be taken as a free-standing Unit.

Outcome 1

Candidates will have the opportunity to look at the different strands and stages of human development and the impact of nature and nurture on this process.

The 5 strands and 5 stages to be covered in this Unit are listed within the mandatory content in the Appendix to the Statement of Standards.

Outcome 2

This introduces the candidates to three psychological approaches and specified theorists in each. The different psychological approaches and theorists to be covered in this Unit are listed within the mandatory content in the Appendix to the Statement of Standards.

Candidates should focus on the strengths of each approach and theorist and the positive contributions they make to an understanding of behaviour: of staff, service users and carers — all in a care context.

Outcome 3

Candidates should be given an introduction to the key features of attachment theory, including: bonding, secure/insecure attachments, separation, deprivation, privation, trust, security and safety. The impact of attachments which are broken, through separation or loss, should be taught in general terms, without discussion of a particular model. Key features of the impact of separation and loss include: numbness, yearning, anger, depression, disorganisation and acceptance.

Attachment theory is based on the work of John Bowlby. Emphasis in this Unit should be given to attachment theory as it relates to adolescent and adult attachments, as this is more relevant to care contexts. There should not be too much concentration on the details of attachment processes in the early years, as this is more relevant to child care Units. However, candidates should be aware that early experiences of attachment and separation may influence the ability of a person to form and maintain relationships in later years.

Attachments are a special kind of affectional bond. An affectional bond is a relatively long enduring tie in which the partner is important as a unique individual and where there is a desire to maintain closeness to the partner. This definition moves the focus away from mother-child interactions and widens it to include other familial relationships, friendships, adult partnerships and worker-service user relationships. Candidates may also consider the attachments people make to things other than people (eg a place, an object, an animal).

This wider definition will allow candidates to examine the difficulties of establishing, maintaining and ending attachments throughout life and the impact of short-term separation, long-term separation and loss has. There will be many ways of exploring this in care settings, eg when an adolescent has to move in with foster parents, when a woman and her children have to move into a Women's Refuge, when a favoured key worker moves to a new job or when someone moves from long stay residential accommodation into community based housing.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit, there should be a balance between teacher/lecturer presentation and candidate centred learning. It is important that candidates not only understand the concepts which are identified in this Unit but that they can apply them to given situations as well.

The content of this Unit can be taught using a variety of methods such as:

- small group exercises
- group discussion
- case studies
- worksheets
- individual or group research
- videos
- lectures
- use of information and computing technology (ICT) such as appropriate and relevant websites

Teachers/lecturers and candidates are encouraged to use the Internet and professional journals as sources for current examples of the way in which psychological approaches are used in care contexts. This will also enable teachers/lecturers and candidates to relate the key concepts to a variety of care contexts and service user groups. Use of video material may also be useful to bring the concepts to life and prompt group discussion.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix to this Unit both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence teachers/lecturers must look for.

An appropriate Instrument of Assessment would be a single closed-book test, lasting no more than one hour, which may contain structured, restricted and extended response-type questions. The test should make use of case study material as a tool to help candidates focus on the question(s) posed.

National Unit Specification: support notes (cont)

UNIT Psychology for Care (Intermediate 2)

Evidence should be gathered by means of a single assessment towards the end of the Unit. Care should be taken to ensure that sufficient time is allowed for remediation and reassessment, if required.

The NABs illustrate the national standard for the Unit. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB are restricted and extended response. Sampling of content within the Outcomes and Performance Criteria is acceptable and should be adopted as good practice. In the Unit the sampling will be from all theories and applications covered in learning and teaching. Evidence Requirements detail the extent of sampling involved and the NABs illustrate this.

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)**.

National Unit Specification: appendix to the statement of standards

UNIT Psychology for Care (Intermediate 2)

This appendix is part of the statement of standards, ie requirements that are mandatory.

Outcome 1

- five strands: social, physical, emotional, cognitive, culture
- five stages: infancy, childhood, adolescence, adulthood and older adulthood
- different life experiences give rise to variations in development
- a minimum of **two** explanations of the role of nature in human development
- a minimum of **two** explanations of the role of nurture in human development

Outcome 2

Three psychological approaches:

- Psychodynamic Approach
  - people are born with instincts and drives
  - unconscious forces
  - childhood experiences

- Behavioural Approach
  - people are born as 'blank slates'
  - learning how to behave
  - antecedents (stimuli), behaviour (responses) and consequences

- Humanist Approach
  - people are born with the potential for growth
  - uniqueness of individuals
  - achieving full potential

Three theorists:

- Psychodynamic Theorist
  - Berne and Transactional Analysis
  - three Ego States: Child, Adult, Parent

- Behavioural Theorist:
  - Bandura and Social Learning Theory
    - social context: observational learning — imitation — modelling — rewards

- Humanist Theorist:
  - Maslow's Hierarchy of Needs
    - five levels: physical, safety, social, esteem and self actualisation

Minimum of **two** reasons why each approach helps us to understand human development

National Unit Specification: appendix to the statement of standards (cont)

UNIT Psychology for Care (Intermediate 2)

Outcome 3

The attachment theory is based on the work of John Bowlby. Emphasis in this Unit should be given to attachment theory as it relates to adolescent and adult attachments, as this is more relevant to care contexts. There should not be too much concentration on the details of attachment processes in the early years, as this is more relevant to child care Units. However, candidates should be aware that early experiences of attachment and separation may influence the ability of a person to form and maintain relationships in later years.

Key features of attachment theory:

- bonding
- secure/insecure attachments
- separation
- deprivation
- privation
- trust
- security and safety

Key features of the impact of separation and loss include:

- numbness
- yearning
- anger
- depression
- disorganisation
- acceptance

A minimum of **two** reasons why knowledge of attachment theory helps workers to understand human development and behaviour in a care context.

National Unit Specification: general information

UNIT Sociology for Care (Intermediate 2)

CODE TS/SCI2

COURSE Care (Intermediate 2)

SUMMARY

This is a mandatory Unit in the *Care (Intermediate 2)* Course but it can also be taken as a free standing Unit.

This Unit introduces candidates to the contribution that sociology makes to an understanding of society and socialisation. Candidates will study agents and influences of socialisation and key sociological concepts. They will investigate prejudice and stereotyping and the negative impact on development of discrimination on individuals in need of care. Finally, candidates will look at how equality can be promoted.

The Unit is suitable for candidates who wish to progress to employment in the care sector or to progress to further study.

OUTCOMES

1 Explain the contribution of sociology to an understanding of society.
2 Investigate the effects of discrimination on individuals in need of care.
3 Describe how equality can be promoted at different levels using sociological concepts.

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:

- Intermediate 1 Care or its Units
- Intermediate 1 Early Education and Childcare or its Units
- A Standard Grade in a social subject at General level
- A Standard Grade in a relevant science subject at General level
- Standard Grade Social and Vocational Studies at General level

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Administrative Information

Superclass: PK

Publication date: February 2007

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

UNIT Sociology for Care (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**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 or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Sociology for Care (Intermediate 2)

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 contribution of sociology to an understanding of society

Performance Criteria

(a) Explain the difference between sociological and common sense explanations
(b) Describe the influence of the main agents of socialisation
(c) Describe key sociological concepts

OUTCOME 2

Investigate the effects of discrimination on individuals in need of care

Performance Criteria

(a) Identify and explain the relationship between prejudice, stereotyping and discrimination
(b) Identify and explain how prejudice is learned using sociological concepts
(c) Identify and describe the effects of discrimination on individuals in need of care

OUTCOME 3

Describe how equality can be promoted at different levels using sociological concepts

Performance Criteria

(a) Describe how equality can be promoted at a personal level by care workers
(b) Describe how equality can be promoted at an organisational level by care agencies
(c) Describe how equality can be promoted at a structural level in society by government bodies

National Unit Specification: statement of standards (cont)

UNIT Sociology for Care (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the Appendix at the end of this Unit specification.

Outcome 1 and 3

Written and/or oral evidence is required to demonstrate the achievement of Outcomes and Performance Criteria for Outcomes 1 and 3. The evidence must be produced under closed-book, supervised conditions within a time limit of 40 minutes. 70% of the total marks available must be allocated for knowledge and understanding with the remaining 30% of the marks being awarded for analysis, application and evaluation.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit.

The use of a cut-off score may be appropriate for this assessment.

An appropriate instrument of assessment would be a case study or case studies accompanied by a series of structured questions. The questions must sample across the mandatory Unit content and allow candidates to generate evidence for all Outcomes and Performance Criteria in an integrated way.

Each assessment will allow candidates to generate evidence which covers:

- how sociological explanations differ from common sense explanations
- the influence of **two** main agents of socialisation from: family, education, mass media, work, peers, religion
- **two** concepts from: roles, norms, values, culture
- **two** ways to promote equality at a personal level
- **one** way to promote equality at an organisational level
- **one** way to promote equality at a structural level

If reassessment is required, it should sample a different range of mandatory content.

The standard to be applied, the breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

Outcome 2

Written and/or oral evidence of the candidate's investigation into the effects of discrimination is required. The evidence will be produced in open book conditions, in the candidate's own time throughout the study of the Unit. Teachers/lecturers must ensure that the evidence is the candidate's own work.

National Unit Specification: statement of standards (cont)

UNIT Sociology for Care (Intermediate 2)

Appropriate evidence would be a written and/or oral report of approximately 500 words detailing the findings of the candidate's investigation.

The investigation will generate evidence which covers:

- the relationship between prejudice, stereotyping and discrimination
- the use of sociological concepts to identify and explain how prejudice is learned
- **two** effects of discrimination on individuals in need of care

National Unit Specification: support notes

UNIT Sociology for Care (Intermediate 2)

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 mandatory content for this Unit can be found in the appendix at the end of this Unit Specification.

This is a mandatory Unit in the *Care (Intermediate 2)* Course but can also be taken as a free standing Unit.

Outcome 1

The candidate will gain an understanding of:

- the way sociological explanations differ from common sense which assume that an aspect of behaviour is 'natural' and which sees the individual as an uninfluenced 'free agent'
- how sociological knowledge is based upon researched evidence and needs to be systematic and objective
- socialisation
- how the individual is influenced by social norms and pressures
- the influences of primary and secondary agents of socialisation
- the influences of culture, norms, values and roles

Outcome 2

The candidate should understand the link between prejudice, stereotyping and discrimination:

- prejudice: prejudging someone, this opinion is often based on lack of knowledge or fear
- stereotyping: labelling someone as part of a group and not seeing them as an individual
- discrimination: treating someone differently, this can be positive or negative
- discrimination occurs when someone acts on a prejudice about a person, according to the stereotyped view they hold about the person, rather than seeing them as an individual who has a right to respect and fair treatment

Prejudice is learned through the process of socialisation, based on the values and norms of the culture in which we are brought up. These norms and values vary between the different agents of socialisation with whom the person is in contact. So, people from different families, different religions, or who go to different schools may have different values, norms and beliefs.

National Unit Specification: support notes (cont)

UNIT Sociology for Care (Intermediate 2)

The impact of discrimination:

- People's life chances are reduced as they are more likely to:

  — experience physical and mental health problems
  — have poor attainment in education
  — have limited opportunities in employment
  — live in poverty
  — face barriers to services

Outcome 3

Candidates should use sociological concepts to describe how equality is promoted at the following levels:

- At a personal level as a care worker by:

  — challenging discrimination when it is witnessed
  — taking part in training to keep well informed
  — reflecting on own practice
  — adhering to policies and guidelines
  — respecting service users' rights

- At an organisational level in a care setting by:

  — having service user involvement in the care planning process
  — having service user involvement in decision making in the organisation
  — having policies in place to promote equal opportunities
  — having complaints procedures
  — having good supervision procedures in place
  — making sure that the rules, norms and values in the organisation are anti-discriminatory
  — creating a culture that values diversity

- At a structural level by:

  — creating legislation: the government creates legislation which promotes equality and social inclusion, it sends a message to society about what beliefs and values are acceptable
  — organising campaigns: there are many types of campaign which aim to challenge prejudice and stereotyping and discrimination, such as those to raise awareness of racism, or to reduce stigma against people with mental health problems, or to reduce sectarianism

National Unit Specification: support notes (cont)

UNIT Sociology for Care (Intermediate 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit, there should be a balance between teacher/lecturer presentation and candidate centred learning. It is important that candidates not only understand the concepts which are identified in this Unit but that they can apply them to given situations as well.

The content of this Unit can be taught using a variety of methods such as:

- small group exercises
- group discussion
- case studies
- worksheets
- individual or group research
- videos
- lectures
- use of Information and Computing Technology(ICT) such as appropriate and relevant websites

Teachers/lecturers and candidates are encouraged to use the Internet and professional journals as sources of current examples of how discrimination has an impact on life chances and of campaigns which challenge discrimination and promote equality at a structural level.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the Appendix to this Unit both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence assessors should look for.

An appropriate instrument of assessment for **Outcomes 1 and 3** would be a single closed book test which contains a range of structured short answer, and restricted response-type questions. The test should make use of stimulus case study type material as a tool to help candidates focus on the question(s) posed. Evidence for Outcomes 1 and 3 should be gathered in a single assessment towards the end of the Unit.

Care should be taken to ensure that sufficient time is allowed for remediation and reassessment, if required.

If reassessment is required, it should sample across a different range of mandatory content.

An appropriate instrument of assessment for **Outcome 2** would be a report of approximately 500 words detailing the findings of the candidate's investigation. There should be two meetings with the candidate, the first about planning the investigation and the second meeting when the investigation is complete.

The NABs illustrate the national standard for the Unit. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB require short answers and restricted responses.

National Unit Specification: support notes (cont)

UNIT Sociology for Care (Intermediate 2)

Sampling of content within the Outcomes and Performance Criteria is acceptable and should be adopted as good practice. In the Unit the sampling will be from all theories and applications covered in learning and teaching. Evidence Requirements detail the extent of sampling involved and the NABs illustrate this.

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)**.

National Unit Specification: appendix to the statement of standards

UNIT Sociology for Care (Intermediate 2)

This appendix is part of the statement of standards, ie requirements that are mandatory.

Outcome 1

- common sense explanation: based on personal opinion and experience (subjective)
- sociological explanation: based on research and evidence (objective)
- description of primary and secondary agents of socialisation: family, education, mass media, work, peer, religion
- description of key sociological concepts: roles, values, norms and culture

Outcome 2

- define prejudice, stereotyping and discrimination
- explanation of links between prejudice, stereotyping and discrimination
- explanation of how prejudice is learned
- description of the following impacts of discrimination on individuals in need of care

The effects of discrimination:

- People's life chances are reduced as they are more likely to:

  — experience physical and mental health problems
  — have poor attainment in education
  — have limited opportunities in employment
  — live in poverty
  — face barriers to services

Outcome 3

How equality is promoted at the following levels:

- at a personal level as a care worker:

  — challenging discrimination when it is witnessed
  — taking part in training to keep well informed
  — reflecting on own practice
  — adhering to policies and guidelines
  — respecting service user's rights

- at an organisational level in a care setting by:

  — having service user involvement the care planning process
  — having service user involvement in decision making in the organisation
  — having policies in place to promote equal opportunities
  — having complaints procedures
  — having good supervision procedures in place
  — making sure that the rules, norms and values in the organisation are anti-discriminatory
  — creating a culture that values diversity

National Unit Specification: appendix to the statement of standards (cont)

UNIT Sociology for Care (Intermediate 2)

- at a structural level by:

  — creating legislation: the government creates legislation which promotes equality and social inclusion, it sends a message to society about what beliefs and values are now acceptable
  — organising campaigns: there are many types of campaign which aim to challenge prejudice and stereotyping and discrimination such as those to raise awareness of racism, or to reduce stigma against people with mental health problems, or to reduce sectarianism

National Unit Specification: general information

UNIT Values and Principles in Care (Intermediate 2)

CODE TS/VPCI2

COURSE Care: (Intermediate 2)

SUMMARY

This is a mandatory Unit in the *Care (Intermediate 2)* Course but it can also be taken as a free-standing Unit.

The Unit is designed to provide candidates with the opportunity to explore issues relating to the caring relationships that exist within a variety of care settings. Candidates will look at the needs of the service user and at the qualities and skills required by the carer. Candidates will explore the impact of the *National Care Standards* on how care is planned and provided in a variety of situations.

The Unit is suitable for candidates who wish to progress to employment in the care sector or to further study.

OUTCOMES

1 Explain the inter-relationship between an individual's needs and care provision.
2 Describe the principles of care and their application in practice.
3 Explain the care planning process.

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:

- Intermediate 1 Care or its Units
- Intermediate 1 Early Education and Childcare or its Units
- A Standard Grade in a social subject at General level
- A Standard Grade in a relevant science subject at General level
- Standard Grade Social and Vocational Studies at General level

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Administrative Information

Superclass: PM

Publication date: February 2007

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

UNIT Values and Principles in Care (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**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 or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Values and Principles in Care (Intermediate 2)

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 inter-relationship between an individual's needs and care provision

Performance Criteria

(a) Describe the needs of individuals
(b) Describe different types of care provision which are designed to meet these needs

OUTCOME 2

Describe the principles of care and their application in practice

Performance Criteria

(a) Describe the principles underpinning the *National Care Standards*
(b) Describe how the principles of care are applied in a care setting

OUTCOME 3

Explain the care planning process

Performance Criteria

(a) Explain the purpose of a care plan
(b) Explain the values underpinning the care planning process
(c) Describe the process of care planning for an individual

National Unit Specification: statement of standards (cont)

UNIT Values and Principles in Care (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The mandatory content for this Unit can be found in the appendix at the end of the Unit specification.

Written and/or oral evidence is required to demonstrate the achievement of all Outcomes and Performance Criteria for the Unit. The evidence must be produced under closed-book, supervised conditions within a time limit of **one** hour. 70% of the total marks available must be allocated for knowledge and understanding with the remaining 30% of the marks being awarded for analysis, application and evaluation.

As candidates will increase their knowledge, understanding and skills throughout their study, assessment should take place towards the end of the Unit.

The use of a cut-off score may be appropriate for this assessment.

An appropriate instrument of assessment would be a case study or case studies accompanied by a series of structured questions. The questions should sample across the mandatory Unit content and allow candidates to generate evidence for all Outcomes and Performance Criteria in an integrated way

Each assessment will allow candidates to generate evidence which covers:

- **three** needs of individuals
- **two** types of care provision
- **three** of the principles of the *National Care Standards*
- **two** principles of care applied in **two** care settings
- the purpose of a care plan
- **two** of the values underpinning the care planning process
- the care planning process for an individual

If reassessment is required, it should sample a different range of mandatory content.

The standard to be applied, the breadth of coverage and an appropriate cut-off score are illustrated in the National Assessment Bank (NAB) items available for this Unit. If a centre wishes to design its own assessments they should be of a comparable standard.

National Unit Specification: support notes

UNIT Values and Principles in Care (Intermediate 2)

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 mandatory content for this Unit can be found in the appendix at the end of this Unit specification.

This is a mandatory Unit in the *Care (Intermediate 2)* Course but also can be taken as a free standing Unit.

It is essential that all service user groups and the health and social care services available for these groups are addressed. Reference must be made to the *National Care Standards*.

Outcome 1

Needs of an individual

- social*:* relationships and the opportunity to build and maintain them
- physical*:* warmth, safety, food and drink
- emotional*:* need for love, sense of self worth, need to be valued
- cognitive*:* stimulation at home, education, access to resources
- cultural*:* language, customs, diet

Types of care provision

- residential*:* care home; hospitals; respite care
- day care*:* adult resource centre; day hospital; counselling project; in-patient clinics
- domiciliary*:* health visitor; community psychiatric nurse; home care organiser

Provided by the following sectors:

- formal care*:* statutory and independent sectors
- informal care*:* families, neighbours, friends

Outcome 2

National Care Standards

The principles underpinning these standards are — dignity, privacy, choice, safety, realizing potential, equality and diversity.

National Unit Specification: support notes (cont)

UNIT Values and Principles in Care (Intermediate 2)

The principles of care applied in care settings

A variety of health and social care settings, eg day care, care in the service user's own home, primary health care, could be explored to identify how the principles of care are applied to ensure the delivery of good care.

Outcome 3

The **purpose of a care plan** as a basis for action and a means of identifying the care to be provided for the individual service user. Areas to be addressed are: planned intervention, individual care, holistic care and consistency of care.

To ensure the care planning process is effective it is underpinned by a set of values and principles. These values and principles are to ensure that the focus is on the service users' needs and the best means of meeting these needs is identified.

The **care planning process** for an individual should be described as a dynamic and responsive process.

The process includes:

- assessment*:* the means of identifying the individual's needs
- planning*:* long and short term goal setting
- implementation*:* how needs are met including the role of different care providers and workers
- monitoring and evaluation*:* this is an ongoing process which assesses the Outcomes and how they have been achieved

The process should always focus on the service user and their views

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit can be delivered using a variety of learning and teaching methods, eg mind-mapping, case studies, role play, visiting speakers, simulation exercises, etc. Examples could be drawn from the candidate's own experiences and observations and also from the media — TV and radio programmes, documentaries, newspaper and journal articles, etc.

At the beginning of each Outcome it could be useful to provide a basic general introduction to the terminology being used.

Outcome 1

This Outcome must be related to the individual's needs and care provision to meet these needs.

Discussion could also take place around the candidate's perception of their own needs and wants and a comparison could take place by looking at other groups within society. Emphasis could be placed on the commonality of needs but the differences identified in how needs are met depending on the individual.

National Unit Specification: support notes (cont)

UNIT Values and Principles in Care (Intermediate 2)

Discussion, generated by case studies, Internet research, video, etc could assist the candidate to identify and investigate service user groups and their needs and examples of the health and social care services that may be provided to meet these needs. Visits to or from service providers who are providing care to different service user groups, could allow the candidate to build on their existing experience of working in care.

Outcome 2

As a result of the Regulation of Care (Scotland) Act (2001), and the work of a number of working groups, the *National Care Standards* were developed. These standards describe what each individual service user can expect from their care providers. They focus on the quality of life that the individuals using that service experience. The principles behind these standards are – dignity, privacy, choice, safety, realising potential, equality and diversity.

Discussion should also take place on the importance of the *National Care Standards*. Candidates should be encouraged to use the *National Care Standards* to explore a variety of care settings of healthcare and social care types eg - residential, hospital day care, domiciliary and case studies could be used to give practical examples to demonstrate the application of these standards.

Outcome 3

The rationale of the care planning process should be introduced and candidates' understanding enhanced by the use of visiting speakers, eg social worker, to explain the terminology, purpose, and the values and principles relating to this process. Case studies could be used to allow the candidate to gain a 'working' knowledge of the process looking at changes in a service user's life and the possible responses to these changes.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements and the appendix to this Unit both provide specific requirements for Unit assessment. They set out clearly what must be addressed by candidates and what evidence assessors must look for.

An appropriate Instrument of Assessment would be a single closed-book test which contains a range of structured short answer, and restricted response-type questions. The test should make use of stimulus case study type material as a tool to help candidates focus on the question(s) posed.

Evidence should be gathered on a single occasion towards the end of the Unit. Care should be taken to ensure that sufficient time is allowed for remediation and reassessment, if required.

If reassessment is required, it must sample across a different range of mandatory content.

The NABs illustrate the national standard for the Unit. NAB materials provide assessment instruments and guidance on implementation. The questions in the NAB require short answers, and restricted responses.

National Unit Specification: support notes (cont)

UNIT Values and Principles in Care (Intermediate 2)

Sampling of content within the Outcomes and Performance Criteria is acceptable and should be adopted as good practice. In the Unit the sampling will be from all theories and applications covered in learning and teaching. Evidence Requirements detail the extent of sampling involved and the NABs illustrate this.

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)**.

National Unit Specification: appendix to the statement of standards

UNIT Values and Principles in Care (Intermediate 2)

This appendix is part of the statement of standards, ie requirements that are mandatory.

Outcome 1

Explanation of the five needs of individuals:

- Social
- Physical
- Emotional
- Cognitive
- Cultural

Types of care provision

- Residential*:* care home; hospitals; respite care
- Day care*:* adult resource centre; day hospital; counselling project; in-patient clinics
- Domiciliary*:* health visitor; community psychiatric nurse; home care organiser

Provided by the following sectors:

- Formal care: statutory and independent sectors
- Informal care: families, neighbours, friends

Outcome 2

- National Care Standards

  Dignity, privacy, choice, safety, realising potential, equality and diversity

The principles of care applied in minimum of **four** care settings must be taught.

Outcome 3

The Care Planning Process:

- Purpose

  Areas to be addressed: planned intervention, individualised care, holistic care, consistency of care.

- Values

  Empowerment, right to self determination, user involvement, acceptable risks, promoting independence, dynamic and responsive, informed consent, social justice, protection from harm and abuse.

- Process of Care Planning

  Assess, plan, implement, monitor and evaluate.