

SVQ Care level 3

Suggested Assessment Materials

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Introduction

The following Assessment Guidance is intended to assist you whether you are a new or existing Centre coming forward for Approval to offer specific care SVQs.

Part of the Approval requirements are that you should develop assessment materials for several of the Units you intend to offer. This is to give SQA confidence that you understand the content of the Unit, know what evidence is appropriate and have addressed issues of standardisation in relation to these Units.

This is sometimes difficult when the National Occupational Standards ask that evidence is derived from '*real work activities*'.

However, a proper understanding of the content of an SVQ Unit will ensure the assessor knows what kinds of work practice (ie real work activities) should be observed and what to advise the candidates in relation to the generation of evidence which will meet the Standards.

This Assessment Guidance is exactly what it says — *guidance*.

There is information on the mandatory Units and a selection of options for all the level 3 Care SVQs — Care, Promoting Independence and Caring for Children and Young People.

It gives examples of the kinds of areas of work and activities which might be used to demonstrate candidate competence. In your Approval submission, you can use these suggestions but should make them more specific to your own work setting.

We hope you find this short document helpful.

Thanks to our EVs who put this together — Jenny Hatton for the evidence suggestions, and Fiona Fraser for proof reading.

Carla Findlay
Care Scotland Manager
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The following is a list of activities and products that *could* be used to demonstrate competence in Care at level 3.

The list is not exhaustive and the items listed are suggestions and not requirements, and therefore should be used only as a guide.

Unit	Typical activities and products
O2 — Promote Peoples' Equality, Diversity and Rights	<p>The evidence for this Unit should be gathered alongside that of the other Units.</p> <p>Candidate's Reflective Accounts of their interactions with others.</p> <p>Records of Care Plans/Case Review Reports/Team meetings/Service User's meetings etc. These should demonstrate how the candidate has promoted the service users' legal and personal rights, eg to make informed choices, be treated as an individual, encouraged to express their views and information about them kept confidential.</p> <p>There is a requirement that <i>most</i> of each element is observed by an assessor.</p>
CL1 — Promote Effective Communication and Relationships	<p>Candidate's Reflective Account of their interactions with others, eg at a meal time, during an outing, talking to someone when they're upset, helping with putting to bed. This can also be through communicating with colleagues, carers, family etc.</p> <p>Records of Care Plans/Case Review Reports/Team meetings/Service User's meetings etc. These should demonstrate how the candidate ensures everyone has their say and where appropriate different methods/aids to communication are explored.</p> <p>There is a requirement that <i>most</i> of each element is observed by an assessor.</p>
CU1 — Promote, Monitor and Maintain Health, Safety and Security in the Workplace	<p>Candidate's Reflective Account of their actions regarding safe practices — use of protective clothing/reporting damage or unsafe practices.</p> <p>Records of Fire Tests and Drills/Accident Forms/Significant Occurrence Forms/Risk Assessments etc.</p> <p>Moving and Handling/Food Hygiene/First Aid Certificates.</p> <p>Witness Testimony/Simulation of a Health Emergency situation.</p>

<p>CU7 — Develop One's Own Knowledge and Practice</p>	<p>Candidate's Reflective Account demonstrating an awareness of their own values and beliefs and a recognition of how their own life experiences have influenced these, eg in relation to schooling/upbringing/health/responsibilities/family.</p> <p>Record/Notes of supervision sessions/staff appraisals/evaluations that focus on personal development and/or achievement.</p> <p>Candidate's Reflective Account demonstrating an awareness of the knowledge they have gained and how this has influenced their practice. This could be from a variety of sources, eg Training Courses/ programmes on Moving and Handling/Legislation/Articles/Books/Conferences/Staff discussions/Internet.</p>
<p>Z1 — Contribute to the Protection of Individuals from Abuse</p>	<p>Candidate's Reflective Account of their actions in situations of abusive behaviour.</p> <p>NB The abuse referred to can be either physical, verbal, sexual, financial, emotional etc, and inflicted by self as well as others, eg through the misuse of drug/alcohol/self-harm.</p> <p>Records of Violent Incidents/Significant Occurrences/Risk Assessments/Care Plans/Case Reviews/Team meetings etc.</p> <p>Witness Testimony/Simulation of an incident of abusive behaviour.</p>
<p>CL2 — Promote Communication with Individuals where there are Communication Differences</p>	<p>Candidate's Reflective Account of their interactions with others with communication differences, eg those with hearing/sight/speech difficulties but this could also be due to previous life experiences which have resulted in service users being unable to express their opinions in a 'socially acceptable' way.</p> <p>This can also be through communicating with colleagues, carers, family etc.</p> <p>Records of Care Plans/Case Review Reports/Team meetings/Service User's meetings etc. These should demonstrate how the candidate ensures everyone has their say and where appropriate different methods/aids to communication are explored.</p> <p>Letters/Notes involving Interpreters/Advocates etc.</p>

<p>CU9 — Contribute to the Development and Effectiveness of Work Teams</p>	<p>Records of Presentations at meetings/Supervision Sessions/Staff Appraisals/Team Meetings/Case Conferences etc, where there has been discussion about methods and strategies of working with individuals.</p> <p>Candidate's Reflective Account of their interactions with others where they have discussed their own and others' work practice and methods of development to improve the service.</p>
<p>SC8 — Contribute to the Development, Provision and Review of Care Programmes</p>	<p>Records of Assessments/Care Plans/Case Review Reports/Team meetings/Service User's meetings etc.</p> <p>Letters of invitation to meetings.</p> <p>Notes/Records to demonstrate that the Service User and appropriate others were consulted and kept informed of any changes/development.</p>
<p>Y2 — Enable Individuals to Find Out About and Use Services and Facilities</p>	<p>Resource File compiled or contributed to by Candidate about any relevant Services/Facilities, eg Cinemas/Bus/Train Timetables/Doctors/Lawyers/Libraries/Health Centres/Sports Centres.</p> <p>Records of Care Plans/Activities/Daily/Weekly Programme etc, that demonstrate the support given to the service user's to find out about and/or use the above services/facilities.</p> <p>Candidate's Reflective Account regarding the support given and an acknowledgement that the extent of the support will lessen as the service user grows in confidence, eg shopping/cooking/travelling.</p>
<p>Y3 — Enable Individuals to Administer their Financial Affairs</p>	<p>Records/Notes regarding the assistance given to service users in managing their own money, eg shopping/paying bills/Board & Lodgings.</p> <p>Records/Notes regarding the assistance given to service users in Claiming benefits/allowances and the collection of these, eg Disability Living Allowance/Pensions/Housing Benefit.</p> <p>Candidate's Reflective Account demonstrating the advice given and that service users are empowered to make their own choices.</p>

<p>Y4 — Support Individuals in Undertaking Health Care</p>	<p>Records/Notes of assisting service users to change and/or apply dressing to wounds etc.</p> <p>Records/Notes of assisting service users to obtain, eg urine/ blood specimens/check weight/height.</p> <p>Records/Notes of assisting service users to manage and administer their own medication where appropriate.</p> <p>Candidate’s Reflective Account regarding enabling and empowering the service user to make informed choices and to be as self-managing as possible.</p>
<p>Z8 — Support Individuals when they are Distressed</p>	<p>Records/Notes/Assessments/Case Reviews/Care Plans etc, that demonstrate the candidate’s contribution to discussions/ agreement about preventing and/or reducing the individual’s distress. The distress could be in relation to physical abilities/ mental health/emotional well-being/dementia/drug and alcohol misuse/death/loss of a significant person/conflict etc.</p> <p>Candidate’s Reflective Account of their interactions with individuals while they are distressed including the support given at the time — verbal and/or physical where appropriate — and contact with other relevant people, eg Family/Friends/Doctor/ Nurse/Community Psychiatric Nurse/ Psycho-geriatrician/ Dietician/Priest/Minister/Rabbi.</p>
<p>Z12 — Contribute to the Management of Client Continence</p>	<p>Due to the nature of this Unit it may be difficult or intrusive for the assessor to observe practice directly with the service user, however, they could observe some of the following records. Records/Notes relating to the service user’s food and drink intake and bowel and bladder action.</p> <p>Candidate’s Reflective Account of the assistance given during personal care and their actions to ensure privacy and dignity, eg through the use of screens, and encouraging the service user to be as self-managing as possible.</p> <p>Candidate’s Reflective Account of their discussions with service users and others(Nurses, Doctor, Health Visitor) regarding the types of equipment required and the best methods for using these. The candidate should demonstrate how their interactions with service users encourages their involvement and informed choice.</p>

<p>CU5 — Receive, Transmit, Store and Retrieve Information</p>	<p>Records of updating Care Plans/Case Review Reports/Team meetings/Service User's meetings etc.</p> <p>Copies of Letters/Notes/Faxes etc.</p> <p>There is a requirement that <i>most</i> of each element is observed by an assessor.</p>
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