



## National Unit Specification: general information

**UNIT** Social Services in Scotland: An Introduction (SCQF level 5)

**CODE** F3G2 11

### SUMMARY

This Unit is designed to help candidates understand how social services in Scotland are organised and provided. It will cover the roles of statutory, voluntary and independent bodies that provide these services and how these bodies are monitored and regulated. The Unit will also look at a range of individuals, their needs and how these are met by the social services.

It is suitable for candidates who wish to gain employment at support worker level in the health or social care sectors. It is also suitable for those wishing to progress to further study.

### OUTCOMES

- 1 Describe how social services are organised and provided in Scotland.
- 2 Investigate the way in which social services meet the needs of a range of individuals.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates may benefit from having attained one of the following, or equivalent:

- ◆ Intermediate 1 Care Units
- ◆ Intermediate 1 Early Education and Childcare Units.

### 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.*

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#### Administrative Information

**Superclass:** PM

**Publication date:** April 2008

**Source:** Scottish Qualifications Authority

**Version:** 01

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

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### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in the Unit.

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

## National Unit Specification: statement of standards

### UNIT Social Services in Scotland: An Introduction (SCQF level 5)

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

Describe how social services are organised and provided in Scotland.

##### Performance Criteria

- (a) Describe relevant legislation which underpins the provision of social services in Scotland.
- (b) Describe the roles of statutory, voluntary and independent bodies in providing these services.
- (c) Describe how these services are monitored and regulated.

#### OUTCOME 2

Investigate the way in which social services meet the needs of a range of individuals.

##### Performance Criteria

- (a) Identify a range of individuals who require social services.
- (b) Identify and describe the needs of these individuals.
- (c) Identify and describe the social services available to these individuals.
- (d) Identify and explain how social services meet the needs of these individuals.

### EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral evidence is required which demonstrates that the candidate has achieved Outcomes 1 and 2 to the standard specified in the Outcomes and Performance Criteria.

#### Outcome 1

The evidence for Outcome 1 should be obtained under controlled supervised conditions. This assessment should be closed-book and should last no more than 30 minutes. The assessment will allow candidates to generate evidence in relation to:

- ◆ **two** pieces of legislation underpinning the provision of social services in Scotland
- ◆ the roles of **three** statutory services
- ◆ **the role** of one other type of service which should be either *voluntary or independent*
- ◆ the monitoring and regulatory role of one agency

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

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

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#### Outcome 2

Written and/or oral recorded evidence is required to demonstrate that candidates have achieved all Performance Criteria. Candidates will investigate **two** individuals and the range of services provided for them. *Statutory services must be included. Candidates should also include an example of either voluntary or independent service provision to each individual chosen.*

The evidence should be gathered by candidates on their own in a folio at appropriate points throughout the Unit as they develop their knowledge and skills. Candidates should be given a clear investigation brief informing them that they must generate evidence in relation to:

*Two individuals* from the following list:

- ◆ Older adults
- ◆ Children and young people
- ◆ Vulnerable families (may include families experiencing domestic abuse)
- ◆ Vulnerable adults (may include adults with learning disabilities)
- ◆ Offenders
- ◆ People with drug and alcohol misuse problems
- ◆ People with mental health problems
- ◆ People with physical impairments
- ◆ People with sensory impairments
- ◆ Individuals experiencing homelessness

Centres must ensure that the folio is the candidate's own work. A method of authentication could be an interview with the candidate at a mid-point of their investigation or by reviewing drafts of their work.

The standard to be applied and the breadth of coverage 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 Social Services in Scotland: An Introduction (SCQF level 5)

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

This Unit is an optional Unit in the National Certificate in Child, Health and Social Care at SCQF level 5, but it can also be taken as a free-standing Unit.

#### Outcome 1

The starting point for teaching this Outcome could be a **very simple** explanation of the role of the Scottish Parliament in passing appropriate legislation. This should go no further than outlining that all social policy is underpinned by legislation. The legislation dictates what should be done and the social policies that follow on from legislation say how it will be done. If the Scottish Parliament passes a law affecting how social services are provided then it will be down to local authorities and health boards to decide on how they are going to provide that service. It would be useful to explain the link between the Parliament and the Scottish Government and the role of the minister in charge of Health. This could be done through a simple chart or diagram. Candidates should also be made aware of the link between the Scottish Government and the delivery of statutory services at Local Authority level.

It should be remembered that legislation can be amended and new legislation introduced which replaces or adds to current legislation. The most up-to-date version should be used for reference.

Relevant legislation should include:

- ◆ Social Work Scotland Act 1968
- ◆ Regulation of Care (Scotland) Act 2001
- ◆ Community Care and Health (Scotland) Act 2002
- ◆ Children (Scotland) Act 1995
- ◆ Protection of Children (Scotland) Act 2003
- ◆ Protection of Vulnerable Groups (Scotland) Act 2007

Candidates should only be expected to know the key features of these pieces of legislation and not the detail of any of them.

Candidates could explore the basic functions of the Care Commission in regulating and inspecting care services using National Care Standards and the role of the Scottish Social Services Council in regulating the social work and social care work-force. The importance of the National Care Standards and their role in ensuring fair and equal provision should be emphasised.

Candidates should be able to distinguish the difference between statutory, voluntary and independent bodies and to identify examples of each.

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

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#### **Outcome 2**

Learning and teaching content for this Outcome will depend on the individuals which the candidates chose to investigate. There is opportunity for candidates to link their research to the type of placement they undertake, if placement is part of their programme, or to link research to an individual in which they have a personal interest.

Candidates could also use their research to assist with free-standing Units such as Local Investigations, Community Involvement or Contemporary Issues.

Types of services to be researched could include:

- ◆ Day services
- ◆ Residential services including respite services
- ◆ Support services including support in a service user's home
- ◆ Secure accommodation
- ◆ Fostering and adoption

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It is important that a supportive learning environment is created and that 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 need for social service provision and how it comes about through legislation, but that they understand how provision should link to individuals' needs.

This Unit provides an opportunity to introduce candidates to the National Care Standards and to show how these become embedded in service provision.

The Unit provides opportunities for individual or small group research into selected individuals and the services provided to them. There is also opportunity for candidate's research to be linked to other Units such as Local Investigations, Community Involvement and Contemporary Issues.

The Unit content can be taught using a variety of methods including:

- ◆ Lectures
- ◆ Group discussion
- ◆ Group presentations
- ◆ Case studies
- ◆ Worksheets
- ◆ Visits to relevant provision
- ◆ Speakers
- ◆ Videos/DVD
- ◆ Use of ICT such as appropriate websites

Candidates should be encouraged to draw on their own experiences and observations.

## National Unit Specification: support notes (cont)

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#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates will be producing written and oral communication evidence as part of assessment and will also be carrying out an investigation. This offers ideal opportunities to develop aspects of the Core Skills of communication and problem solving.

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

The Evidence Requirements 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 Outcome 1 would be a closed-book supervised test lasting no more than 30 minutes containing a range of structured short answer and restricted response type questions.

For Outcome 2 the evidence should be gathered by candidates on their own in a folio at appropriate points throughout the Unit as they develop their knowledge and skills. Candidates should be given a clear investigation brief informing them that they must generate evidence in relation to two individuals with different needs and the social provision available to them.

Centres must ensure that the folio is the candidate's own work. The folio could be in the form of:

- ◆ A written/oral report
- ◆ Information pamphlet
- ◆ Audio/video presentation
- ◆ Electronic presentation
- ◆ e-portfolio

Centres should ensure that the folio is the candidate's own work. A method of authentication could be having an interview with the candidate at a mid-point of their investigation or by reviewing drafts of their work.

If re-assessment is required for Outcome 1 another assessment should be used.

The Evidence Requirements provide specific criteria for Unit assessment. They set out clearly what must be addressed by candidates and what evidence assessors should look for.

#### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

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

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### **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)).