



National Unit specification: general information

Unit title: Working with Communities: Values and Principles (SCQF level 6)

Unit code: H1MH 12

Superclass: PN

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Summary

This Unit is designed to introduce candidates to values and principles. They will be able to develop an awareness of the values and principles held by themselves and others. They will also be introduced to professional values and principles. In addition, candidates will consider how individual values and principles can affect Community Learning and Development practice and the importance of reflection.

The Unit has been designed as a mandatory Unit within the NC Working with Communities but can also be taken as a stand-alone Unit.

Outcomes

- 1 Explain how individuals develop values.
- 2 Examine professional values and principles.

Recommended entry

While entry is at the discretion of the centre, it would be beneficial if the candidate had good communication and interpersonal skills.

Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

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Core Skills

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

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

National Unit specification: statement of standards

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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 SQA.

Outcome 1

Explain how individuals develop values.

Performance Criteria

- (a) Explain what is meant by norms, values and beliefs.
- (b) Show how culture may influence an individual's values.
- (c) Explain the importance of recognising and respecting the values of others.

Outcome 2

Examine professional values and principles.

Performance Criteria

- (a) Explain what is meant by professional values and principles.
- (b) Describe how the values and principles which underpin CLD are put into practice.
- (c) Describe the importance of reflection.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate the achievement of the Outcomes and the Performance Criteria.

Outcome 1

Candidates are required to:

- ◆ define norms, values and beliefs
- ◆ describe how culture may influence individual values
- ◆ explain why it is important to recognise and respect the importance of other people's values.

Outcome 2

Candidates are required to;

- ◆ explain what is meant by professional values and principles
- ◆ provide an example of how the values and principles that underpin CLD are put into practice
- ◆ describe the importance of reflection.

National Unit specification: support notes

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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 designed to encourage candidates to consider their own values and principles. Candidates should become aware that in working in a CLD setting they will encounter a variety of values and principles which will differ in varying degrees from their own and will include values and principles determined by professional bodies. They should become aware that these differences will have to be catered for and that the values and principles of others are important. The importance of the reflective practitioner should be stressed.

Outcome 1

This Outcome requires candidates to identify and define norms, values and beliefs. They should be encouraged to recognise the rights of others to hold differing norms, values and beliefs and they should recognise the need to respect and value individual differences. Candidates should also recognise that many of our values are set by our belief systems and that, for others, the same will apply. Belief systems will include religious, political, moral views, etc.

Outcome 2

Candidates should also be introduced to examples of the values and principles developed by industry bodies.

Values for Community Learning and Development (Standard Council for Scotland)

The values of CLD are:

- ◆ Self-determination — respecting the individual and valuing the right of people to make their own choices
- ◆ Inclusion — valuing equality of both opportunity and Outcome, and challenging discriminatory practice
- ◆ Empowerment — increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action
- ◆ Working collaboratively — maximising collaborative working relationships with the many agencies which contribute to CLD and/or which CLD contributes to, including collaborative work with participants, learners and communities
- ◆ Promotion of learning as a lifelong activity — ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life.

National Unit specification: support notes (cont)

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Candidates should also be encouraged to take cognizance of current and emerging National Occupational Standards (NOS).

Reflection

Reflection enables us to understand and make sense of incidents or events of which we are part. Reflection allows us to look at an event, understand it and learn from it. It should be stressed that strengths as well as areas which may require improvement need to be identified.

Gibbs, for example, identified a series of six steps to aid reflective practice. These elements make up a cycle that can be applied over and over.

- ◆ Description — what happened?
- ◆ Feelings — what were you thinking and feeling?
- ◆ Evaluation — what was good and bad about the experience?
- ◆ Analysis — what sense can you make of the situation?
- ◆ Conclusion — what else could you have done?
- ◆ Action plan — what will you do next time?

Unlike many other models Gibbs takes in to account the realm of feelings and emotions which played a part in a particular event.

It should be emphasised that reflective practice can be applied by an individual or by a group.

Guidance on learning and teaching approaches for this Unit

In the delivery of this Unit there should be a balance between teacher/lecturer presentation and candidate centred learning. Candidates should be encouraged to participate in order to get them to articulate their own values and principles. Candidates should also be encouraged to appreciate the viewpoint of other members of the group. The sharing of experiences and feelings in group situations should also be encouraged.

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

- ◆ Group work exercises
- ◆ Case studies
- ◆ Individual or group research
- ◆ Video/CD
- ◆ Lectures
- ◆ Guest speakers
- ◆ Presentations, including handouts
- ◆ Use of ICT, including on-line materials

National Unit specification: support notes (cont)

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Teachers/candidates should be encouraged to use a variety of research materials, including relevant text books, journals, newspapers, government publications and on-line resources. Candidates should be encouraged to take some responsibility for their own learning, to develop research skills and increase confidence.

Guidance on approaches to assessment for this Unit

Evidence is required to demonstrate the achievement of the Outcomes and the Performance Criteria. The learning Outcomes should be assessed separately. As candidates will increase their knowledge, understanding and skills throughout their studies, assessment should take place towards the end of the Unit.

Outcome 1

An appropriate instrument of assessment would be a number of restricted response questions. The word count in total should be no more than 750 words or equivalent. Candidates should be asked to generate evidence which demonstrates that they:

- ◆ can define norms, values and beliefs
- ◆ can describe how culture may influence individual values
- ◆ can explain why it is important to recognise and respect other people's values.

Outcome 2

An appropriate instrument of assessment would be an extended response of no more than 750 words (or equivalent) which:

- ◆ explains is meant by professional values and principles
- ◆ provides an example of how the values and principles that underpin CLD are used in practice
- ◆ describes the importance of reflection.

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 Communication 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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Opportunities for developing Core Skills

Candidates undertaking this Unit will be exploring their own values and principles as well as those of others. There may be opportunities for them to develop effective *Communication* skills as well as developing interpersonal skills. Candidates will also have the opportunity to develop the skills required to *Work with Others* and, if using computers during this Unit, they will have the opportunity to develop their *Information and Communication Technology (ICT)* skills.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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