

National Unit Specification: general information

UNIT Care Principles and Practice (Higher)

CODE F1C6 12

COURSE Health and Social Care (Higher)

SUMMARY

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

The Unit is suitable for candidates who have not previously studied health and social care or had employment experience in this sector. It may also provide progression for candidates who have successfully completed Intermediate 2 Care Course or Unit(s) or Intermediate 2 Early Education and Childcare Course or Unit(s).

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

OUTCOMES

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

Administrative Information

Superclass: PM

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RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

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

CORE SKILLS

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

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

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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 the Scottish Qualifications Authority.

OUTCOME 1

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

Performance Criteria

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

OUTCOME 2

Participate in a group presentation on the National Care Standards.

Performance Criteria

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

OUTCOME 3

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

Performance Criteria

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

National Unit Specification: statement of standards (cont)

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OUTCOME 4

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

Performance Criteria

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

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

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

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

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

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

National Unit Specification: statement of standards (cont)

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

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

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

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

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

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

Outcomes 3 and 4

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

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

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

National Unit Specification: support notes

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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

The purpose of this Unit is to give candidates a clear understanding of the values underpinning health and social care work, knowledge of the care planning process and skills in completing a care plan.

Outcomes 1 and 2

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

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

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

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

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

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

National Unit Specification: support notes (cont)

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Outcomes 3 and 4

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

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

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

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

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

Employability Skills

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

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

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

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

National Unit Specification: support notes (cont)

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As well as the employability skills and attitudes that are assessed in this Unit, candidates should be made aware there are other specific personal qualities and attitudes of care workers that are valued by the health and social care sector. Although these qualities and attitudes are not assessed in this Unit, they contribute towards a good working relationship between health and social care workers and service users. For example candidates should be aware of the importance of compassion, friendliness and empathy to enable service users to feel comfortable enough to discuss personal issues of concern to them. Candidates should also be made aware of the central place given to self-awareness in health and social care training. Encouraging candidates to become more aware of the impact they have on people, the way they feel about things and the impact of experiences on themselves will help prepare them for future training or employment in the health or social care sector.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcomes 1 and 2

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

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

Outcomes 3 and 4

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

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

National Unit Specification: support notes (cont)

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

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

Core Skills

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

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

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

Outcomes 1 and 2

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

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

Outcomes 3 and 4

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

National Unit Specification: support notes (cont)

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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).