



National Unit Specification: general information

UNIT Working with Individuals in a Care Setting (SCQF level 5)

CODE F3FX 11

SUMMARY

This Unit is practice based and designed to allow candidates to demonstrate their skills in working with a variety of individuals. It will allow candidates to demonstrate their knowledge of a work setting. There is an expectation that candidates will be able to demonstrate their ability to work within the framework of policies and procedures whilst maintaining professional standards at all times.

Candidates must demonstrate their ability to work with individuals in a manner that takes account of the needs and stage of development of the individual. Candidates are also required to provide appropriate opportunities related to the individual whilst maintaining health, safety and well-being.

This Unit is suitable for candidates wishing to study the Unit on its own or candidates who are considering employment in the care sector or who wish to progress on to a higher qualification. A workplace practice/placement will be necessary and an adequate number of hours must be allocated to this. The candidate must have the opportunity for a suitable placement or may be employed in the care sector working under supervision.

OUTCOMES

- 1 Prepare for a work placement in a care setting.
- 2 Demonstrate an understanding of own roles and responsibilities while on the work placement.
- 3 Working under supervision, plan and implement activities which meet the needs of individuals in the work placement.
- 4 Review and evaluate own practice and skills.

Administrative Information

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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 Early Education and Childcare Units
- ◆ Intermediate 1 Care Units

Candidates would benefit from some knowledge and understanding of the individuals in their chosen setting and appropriate opportunities and activities for this group.

CREDIT VALUE

2 credits at Intermediate 2 (12 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 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

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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

Prepare for a work placement in a care setting.

Performance Criteria

- (a) Identify practical arrangements.
- (b) Identify the individuals relevant to the work placement.
- (c) Identify the dress code in the relevant work placement.
- (d) Set personal goals for development during the work placement.

OUTCOME 2

Demonstrate an understanding of own roles and responsibilities while on the work placement.

Performance Criteria

- (a) Describe the workplace setting.
- (b) Describe own individual roles and associated responsibilities in this setting.
- (c) Describe own roles and responsibilities as part of a team in this setting.

OUTCOME 3

Working under supervision, plan and implement activities which meet the needs of individuals in the work placement.

Performance Criteria

- (a) Identify activities appropriate to the needs of the specific individuals.
- (b) Identify and gather resources for the activity.
- (c) Work with individuals in a supportive manner during the activities.
- (d) Follow the principles of good care practice throughout the activity.
- (e) Follow all health and safety guidelines throughout the activity.
- (f) Follow all instructions given by the supervisor.

National Unit Specification: statement of standards (cont)

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OUTCOME 4

Review and evaluate own practice and skills.

Performance Criteria

- (a) Review own practice on completion of activities.
- (b) Identify strengths and areas for improvement of own skills and qualities in relation to activities carried out in placement.
- (c) Identify action points for the development of own skills and qualities.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral recorded evidence and performance evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria. The evidence for this Unit should take the form of a folio of evidence which should include:

Outcome 1

Their plan for work placement covering:

- ◆ a description of the practical arrangements, ie start and finish times, travel arrangements, etc
- ◆ the individuals within the setting
- ◆ the dress code
- ◆ **four** personal goals

Outcome 2

Written and/or oral recorded evidence is required to demonstrate that candidates have achieved all Performance Criteria.

The evidence should be gathered by candidates on their own in a folio and progress will be discussed with the assessor at appropriate points during the investigation to ensure that the folio is the candidate's own work. Candidates should be given a clear investigation brief informing them that they must generate evidence in relation to:

- ◆ a description of the work placement
- ◆ a clear description of the candidate's role and **four** associated responsibilities in the work placement

Outcome 3

Performance evidence supported by Observation Checklists is required to demonstrate that candidates have achieved all Performance Criteria.

The evidence from **six** activities should be gathered by candidates and centres must be satisfied that the evidence submitted is the candidate's own work and relates to the candidate's own workplace. The evidence should be retained in a folio.

National Unit Specification: statement of standards (cont)

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The evidence should be signed and dated by a supervisor, as verification of actual practice. The supervisor should be registered with the appropriate registration body at practitioner level. If the candidate is in placement with a childminder it will be the role of the college tutor to verify actual practice.

Outcome 4

Candidates will complete a review of their own practice and evaluate their own skills and qualities. This evidence should be retained in a folio.

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 Working with Individuals in a Care Setting (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 80 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.

This practice-based Unit is designed to allow candidates to demonstrate their skills while working with individuals. It will allow candidates to demonstrate knowledge of their workplace setting and to demonstrate their ability to work within this setting. There is an expectation that candidates will be able to demonstrate their ability to work within the framework of policies and procedures whilst maintaining professional standards at all times.

Workplace practice/experience is essential for the completion of this Unit and an adequate number of hours should be allocated to this. It is recommended that a minimum of 40 hours be spent in placement. Placements may be taken over a period of time during their study or in a single block.

The candidate should be working under the supervision of someone registered with the relevant registration body at practitioner level. The candidate will work within the practitioner's codes of practice.

Outcome 1

Candidates must have the opportunity to select and take part in the planning of a suitable workplace experience. The candidate could assist in the application to the placement. They must set the goals which they aim to achieve whilst on placement.

Preparation for the placement should include finding out about:

- ◆ Placement hours
- ◆ Individuals in setting
- ◆ Start times
- ◆ Dress code
- ◆ Travel arrangements

National Unit Specification: support notes (cont)

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Candidates should set themselves some realistic personal goals. These could include:

- ◆ increasing confidence
- ◆ development of communication skills
- ◆ ability to time manage
- ◆ working with others
- ◆ regular attendance
- ◆ gaining relevant information on the individuals
- ◆ working as a team member
- ◆ effective time keeping

This list is not exhaustive. Other relevant goals agreed by the candidate and teacher/lecturer will be accepted.

Outcome 2

Candidates must have the opportunity to describe their workplace setting in terms of the type of establishment.

Candidates must be able to identify their own role and responsibilities within the workplace setting and team. They should be aware of their line management route and be aware of the limits of their responsibility. They must demonstrate competent practice in line with these responsibilities and demonstrate that they carry out their designated role and the responsibilities associated with their role as a candidate.

- ◆ an awareness of the age and stage of the individual's development
- ◆ recognising the needs of the individual
- ◆ treating the individual with respect
- ◆ working under practitioner supervision
- ◆ maintaining confidentiality of the individual
- ◆ empowerment of the individual
- ◆ encouraging choice of the individual
- ◆ showing empathy towards the individual
- ◆ maintaining the dignity of the individual
- ◆ maintaining privacy of the individual

This list is not exhaustive. Other relevant roles and responsibilities agreed by the candidate and teacher/lecturer will be accepted.

National Unit Specification: support notes (cont)

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Outcome 3

Candidates must demonstrate an understanding of what is expected of them in relation to working with individuals in their setting. They must demonstrate their ability to provide suitable activities appropriate to the age, developmental level and individual's choice.

They must demonstrate their ability to support the well-being of the individuals in their setting in a manner that is appropriate, whilst maintaining the health, safety and well-being of the individual. The activities should be agreed between the candidate and the placement prior to implementation.

Examples of suitable activities could include:

- ◆ assist in providing a snack
- ◆ assist with personal care
- ◆ assistance with mobility
- ◆ assist with a play activity
- ◆ assist with recreational activities
- ◆ assistance at meal times
- ◆ assisting in the participation of activities out with the care establishment
- ◆ assisting in the participation of a cultural celebration

This list is not exhaustive. Other relevant activities agreed between the candidate and placement will be accepted.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit is practice based, and candidates must be given the opportunity to work in a practical setting. Candidates should be made aware of workplace policy and procedures and workplace guidelines. It is important to emphasise that the Unit involves the demonstration of practical competences and the application of knowledge and understanding in the work setting.

For this, regular tutorial meetings with candidates which explore aspects of workplace practice and which support candidates in the process of self evaluation and recording of evidence is strongly recommended. If the candidate is on placement, a combination of tutorial support and placement supervision would facilitate candidates' progress through the Unit.

A named workplace practitioner should monitor candidate progress in partnership with teacher/lecturers. It is also essential that delivering centres regularly discuss with practitioner and candidates to aid understanding and establish candidate progress.

Centres should continue to offer placement experiences to candidates according to principles of best practice in an appropriate setting. Placements should be offered to candidates across the care sector, including the local authority, independent and voluntary sectors, eg nursery, care homes, day care centres, hospitals. They should also be able to complete the Unit in a placement that provides only part day provision, eg playgroup, private nursery, out of school care, day centres or day hospital.

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. This offers ideal opportunities to develop aspects of the Core Skill of communication.

While on placement there will also be the opportunity to develop aspects of the Core Skill Working with Others.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment evidence for this Unit should be gathered on an on-going basis to allow candidates to reflect on their practices within their own workplace. The evidence for this Unit should be obtained through the compilation of a folio of evidence based on the candidate's practice in their setting.

The candidate will also be expected to maintain a reflective diary which includes six examples of their workplace practice of different opportunities and activities which are suitable for the individuals in their setting. The observation checklist should be used to record the candidate practice and might include resources, preparation, etc. This should be included in a folio of evidence. It is the responsibility of the college tutor and/or the placement supervisor as appropriate to ensure that the observation checklist is completed and that the folio of evidence is the work of the candidate.

Centres wishing to develop their own assessments should refer to the National Assessment Bank item to ensure a comparable standard.

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)*.

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).