

Care: Values and Principles

SCQF: level 6 (6 SCQF credit points)

Unit code: J230 76

Unit outline

The general aim of this Unit is to enable learners to investigate the health and social care provision that is available to meet the needs of people requiring care. They will analyse needs and explore the care planning process involved in identifying needs. Learners will gain an understanding of the key features of a positive care environment, and explain the role of legislation, including specific pieces of legislation. They will also explore the importance of values and principles in promoting positive care practice.

Learners who complete this Unit will be able to:

- 1 Investigate how care services meet the needs of individuals

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5 Care Course or relevant Units
- ◆ Literacy Unit (National 5)

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Investigate how care services meet the needs of individuals by:

- 1.1 Analysing the needs of an individual using care services
- 1.2 Explaining the role of the care planning process in identifying needs
- 1.3 Explaining features of positive care practice, including values and principles
- 1.4 Analysing positive care environments and evaluating how they meet needs
- 1.5 Explaining the role of legislation in promoting a positive care environment

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Course. Evidence can be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ Candidates do not need to be re-assessed for Assessment Standard 1.3 if they have achieved Assessment Standard 1.4 or vice-versa.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.2 Writing

3 Health and wellbeing

3.5 Relationships

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the Unit Support Notes.

Appendix: Unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ♦ the *Unit Specification*
- ♦ the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning and teaching

Learners come from a variety of different backgrounds. Teachers and lecturers should be aware that some topics and issues may be sensitive for individual learners and should be alert to any signs of discomfort or distress. Discretion and professional judgement should always be used by teachers and lecturers and care should be taken in the choice and delivery of material. It would be appropriate to draw up a code of conduct at the beginning of the Unit to ensure that all learners are aware of the need to maintain boundaries, ask for help if required and show respect to self and others.

Suggestions for specific areas of learning and teaching include:

Learners will have the opportunity to explore the needs of an individual. It may be useful for learning purposes to divide needs into separate categories to aid initial understanding, but it is important for learners to understand that needs are experienced by people in a holistic way, and that the aim in many care services is to work with the whole person and not just specific aspects of their needs.

Needs could include:

- ◆ cognitive: making choices and decisions, solving problems, learning, creativity
- ◆ cultural: language, customs, diet, religion, lifestyle choices
- ◆ emotional: need for love, sense of self-worth, need to be valued
- ◆ physical: warmth, safety, food and drink
- ◆ social: making, building and ending relationships; interacting with others

Each individual has a range of inter-related needs and may require support at certain times of their life to meet these needs. It would be useful if learners were able to access models or frameworks of assessment that are used in practice. Working with current examples of assessment forms or other instruments of assessment would enhance the relevance of learning.

Learners could reflect on their own needs and explore the needs of others, and investigate a range of needs that different service users may have. Themes for research and investigation might include addiction, children and families, homelessness, illness, learning disability, mental health, physical disability, older adult or any other relevant theme.

The purpose of care planning is to enable planned interventions for the provision of individualised and holistic care and to ensure consistent quality care. Methods of assessing needs might include checklist, community care assessment, diary, interview, logbook, observation, self-assessment, test or other relevant methods. Learners could investigate who does the assessment and the role of shared assessment in partnership working.

Learners could explore a range of ways in which assessing need and implementing care plans is used in current care practice. This would be enhanced by visits or guest speakers describing the process of care planning in different care contexts.

Care services

A wide range of types of provision is available to meet the needs of people requiring care. The statutory, private and third sectors may provide services in day care, domiciliary, residential or other contexts. Learners will have the opportunity to investigate the multi-

disciplinary nature of care and explore the partnerships between the different services. Learners could look at the contribution of both formal care providers and informal carers such as family, friends and neighbours.

Learners could investigate care service provision in a number of ways, for example, by geographical area, age group or service user. Personalisation and choice could be encouraged when learners choose, with guidance, which services to be investigated.

Positive care environment

There are a number of features which contribute to a positive care environment and these could include organisational, physical, therapeutic, community or any other relevant feature.

Organisational	Such as: aims and objectives, mission statement, policies and guidelines; training and supervision of workers; promotion of good quality assessment and care management; working in partnership with other relevant organisations; involvement of service users and others.
Physical	Such as (where the service is based in a building): the building and grounds; its location: in terms of transport, accessibility etc.
Therapeutic	Such as: promotion of positive outcomes for people who use services and carers; range and choice of services offered.
Community	Such as: relationship with the local community; use by service users of other community resources; links with other similar groups locally/nationally/electronically etc.

Learners could access a range of reports from inspection and regulatory bodies and the media which identify good practice and highlight areas for improvement. This will enable them to reflect on what constitutes a positive care environment in different settings.

Positive care practice

Positive care practice is based on legislation, values and principles. Before exploring the importance of care workers developing a professional value base, learners could have the opportunity to explore their own personal value base. This should be handled with sensitivity and the teacher/lecturer should maintain a safe, non-judgmental environment throughout and set clear boundaries with the learners.

Quizzes, exercises, worksheets and other stimulus materials could be used to explore their own and other's values. Learners may explore what influences a person's values and the ability of individuals, communities and society to change their values in relation to a variety of topics, eg attitudes to IVF treatment, termination of pregnancy, age limits for adoption, assessment of fitness for work of people with long term sickness and disability. Examples should be taken from current debates in the media and the care sector.

Care professionals demonstrate a value base which includes features such as promoting independence, empowering people, facilitating user involvement, promoting acceptable risks, being dynamic and responsive, facilitating informed consent, promoting social justice, protecting from harm and abuse and other relevant features. Values form the basis of professional working relationships with service users, other staff, informal carers, volunteers, family members and others, and are influenced by legislation, professional codes and organisational policies. Learners could investigate National Occupational

Standards and compare what is required for working with individuals using different types of care services.

Professionals have to adhere to certain standards in their work such as those published by a regulatory body, or any other relevant standards published by an appropriate organisation. These standards generally describe what each individual service user can expect from their care providers. They focus on the quality of life that the individuals using that service should experience. Learners could investigate current sources of guidance on standards of care practice. Visiting speakers and/or case studies based on published reports could be used to stimulate discussion of how the principles and standards are applied in practice.

Workers establish and maintain a professional value base by participating in induction and on-going training to ensure they keep up to date with current legislation. They are accountable for their work and monitor and record the progress of self and others.

Learners could be presented with various care scenarios where they have to make some ethical decision and work in groups to decide what options there are and which might be the best response. They could also be given care scenarios where they have to choose between two courses of action and asked to discuss which one they would prioritise and why. Problem based or enquiry based activities such as these provide learners with an opportunity to make connections between different aspects of their learning.

Learners could explore the context of workers developing and maintaining a professional value base by investigating relevant legislation, professional codes and organisational policies. At Higher level, learners should be aware of the key features of legislation which is relevant for particular care contexts. This could be enhanced by visits or talks from guest speakers outlining the ways in which legislation affects the policies and day-to-day work in their service.

Thematic approach to the Unit

Teachers/lecturers could adopt a thematic approach as a context for the Unit or when delivering parts of the Unit.

For example, learners could start with a question such as 'What knowledge and skills would I need to work as a professional in a care service?', or 'What should a potential service user expect when accessing this care service?' Learning and teaching could be structured around answering this/these questions. If groups of learners choose different care services, then they could compare and contrast the findings to their investigations. They could build up the information gathered into an output such as an induction programme for a new staff member, an information booklet or website for potential users of the service.

Learners could also start exploring a professional code of conduct or the National Care Standards and use that as a framework around which to build their learning.

General guidance on learning and teaching

Learners should be encouraged to develop planning and task management skills throughout the Unit where relevant, and be given appropriate support and guidance to facilitate this.

Active learning should be facilitated by encouraging learners to use the internet, professional journals and other sources for individual, paired or group investigations. Learners may be set tasks such as researching a particular topic, reviewing and evaluating a number of sources and selecting the most relevant/useful material. There are many websites for care-related subjects and learners should be guided to look for credible sources such as those from the government, public organisations or service providers. Such activities may have many benefits including increased motivation and development of web research skills, evaluative skills, independent learning and specific areas of knowledge. Whether integrated into class time, or set as homework tasks, IT-based activities work best when they are structured and have clear learning objectives.

Use of video and audio material, visits and guest speakers may also be useful to bring the issues to life and prompt group discussion and debate, or examples could be drawn from the learner's own experiences, where appropriate.

Learners should be gradually encouraged, as far as possible, to research topics themselves in the library, online, in newspapers, magazines and journals, and to demonstrate initiative and creativity, wherever appropriate. The benefits of collaborative learning, peer support and peer feedback can be substantial, therefore, group work, both in class and for homework tasks, is to be encouraged. Learners could reflect on their experiences during the Unit, by keeping a learning log, as this may promote insight into their own learning.

Learners learn best when they understand clearly what they are trying to learn, and what is expected of them, are given feedback about the quality of their work and what they can do to make it better, are given advice about how to make improvements and are fully involved in deciding what needs to be done next and know who can give them help if they need it. To this end, teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ deliver effective feedback
- ◆ encourage peer and self-assessment
- ◆ question effectively, using higher order questioning when appropriate

Combining assessment within Units

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

Administrative information

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Superclass: PM

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Page 1 — Minor rewording to Unit outline section to aid clarity. Page 3 — Bulleted list of Assessment Standards reformatted to a numbered list. Page 3 — Assessment Standard 1.1: 'individuals' changed to 'an individual'.	Qualifications Development Manager	April 2014
3.0	Level changed from Higher to SCQF level 6. Unit support notes added. Assessment standard threshold added.	Qualifications Manager	September 2018
4.0	Unit code updated	Qualifications Manager	July 2019

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