

Care: Values and Principles

SCQF: level 5 (6 SCQF credit points)

Unit code: J22Y 75

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 investigate how needs are assessed and how care services meet these needs. Learners will gain an understanding of the key features of a positive care environment, including the role played by legislation. They will look at 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 provides 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 the *National Assessment Resource*.

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 4 Care Course or relevant component Units
- ◆ Literacy Unit (National 4)

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 Explaining the needs of individuals using care services
 - 1.2 Explaining how methods of assessment are used to identify needs
 - 1.3 Describing features of positive care practice, including values and principles
 - 1.4 Describing positive care environments and explaining how they meet needs
 - 1.5 Describing 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 require to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Course. Evidence may be presented for individual Outcomes, or gathered for the Unit.

Exemplification of assessment is provided in the *National Assessment Resource*. 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:

- ◆ Only one individual (instead of two) for Assessment Standard 1.1 is required.
- ◆ Only one care service (instead of three) for Assessment Standard 1.4 is required.

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

1.3 Listening and talking

3 Health and wellbeing

3.5 Relationships

5 Thinking skills

5.3 Applying

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 the following.

Needs of an individual

Learners could 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 might include:

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

Each individual has a range of inter-related needs and may require support at certain times of their life to meet these needs. Learners could compare their own and others' needs, and investigate the range of needs that different service users may have. Themes for an investigation might include addiction, children and families, homelessness, illness, learning disability, mental health, physical disability, older adults or any other relevant theme.

Method of assessing need

Learners could explore a range of methods of assessing need used in current care practice. Methods of assessing social, physical, emotional, cognitive, cultural and other needs might include checklist, community care assessment, diary, interview, logbook, observation, shared assessment, test or any other relevant method. Research into these methods would be enhanced by visits to care services or from guest speakers describing methods of assessment used in different care contexts.

Assessment is the first stage of the care planning process which also involves planning, implementing, monitoring and evaluating. The purpose of care planning is to enable planned interventions for the provision of individualised and holistic care and to ensure consistent quality care.

Care services

Learners could investigate types of provision 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 support, 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 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 and worksheets and other stimulus materials could be used to explore their own and others' values. Learners may explore what influences a person's values and the ability of individuals, communities and society to change their values, eg attitudes to adoption by same-sex couples, weight reduction surgery provided by the NHS, the effectiveness of the methadone programme in treating addiction, the rise in pension age, etc.

Care professionals demonstrate a value base which includes features such as promoting independence, empowering people, facilitating users' 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. Workers establish and maintain a professional value base by participating in induction and ongoing 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.

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 explore the context of workers developing and maintaining a professional value base by investigating relevant legislation, professional codes and organisational policies. At National 5, learners should be aware of the role of legislation and the general way that it impacts on care services.

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?' and learning and teaching could be structured around answering this question. If groups of learners chose 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 or an information booklet or website for potential users of the service.

Another example might be that learners could start with a professional code of conduct or the National Care Standards and use that as a framework around which to build their learning.

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
1.1	Assessment standard thresholds added Unit Support Notes Added	Qualifications Manager	September 2018
2.0	Unit code updated	Qualifications Manager	July 2019

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