

Higher National Unit Specification

General information for centres

Unit title: Social Care Theory for Practice

Unit code: DH3K 34

Unit purpose: This Unit is designed to enable candidates to examine and apply methods and models of social care. Candidates will develop an understanding of values and principles. They will understand the importance of care planning and team working and apply these to social care practice.

On completion of the Unit the candidate should be able to:

- ◆ Explain how social care values and principles influence practice.
- ◆ Understand and apply the care planning process.
- ◆ Understand methods and models of practice in a social care setting.
- ◆ Describe and evaluate effective team working in social care.

Credit value: 2 HN Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**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.*

Recommended prior knowledge and skills: Candidates should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF Level 5 or by the completion of a pre-course interview part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview. In addition to proven communication skills candidates should preferably have undertaken some real work experience, paid or voluntary, in a care setting.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Communication: oral and written communication will be evidenced through the candidate's direct work with individuals and groups and through the preparation of written assessments.

Problem Solving: critical thinking, planning and organising, reviewing and evaluating will be evidenced through supervision with the candidate's assessor in the workplace and by the preparation of written assessments – especially from the work done for Outcome 1.

General information for centres (cont)

Working with Others: will be evidenced by the written assessments, especially in relation to teamworking in Outcome 4

Information Technology: could be evidenced by the use of standard applications to obtain and process information and data

Context for delivery:

This unit forms part of the HNC Social Care. It should be taught and assessed within the context of this particular group award.

This unit may be beneficially delivered in tandem with or immediately following on from the units: Sociology for Social Care Practice and Psychology for Social Care Practice.

Assessment: Assessment will take the form of an essay (Outcome 1), a Case Study generated from the candidate's work setting (Outcomes 2, 3 and some of 4) and a short essay or restricted response questions (Outcome 4).

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain how social care values and principles influence practice.

Knowledge and/or skills

- ◆ What values are and how they influence behaviour
- ◆ Exploration of own personal values in the context of social care values
- ◆ The core values of social care, as expressed in the National Care Standards, and their translation into principles of practice
- ◆ Agency policies relating to these values and practices and dealing with value conflicts

Evidence requirements

Candidates should be able to:

- ◆ Understand the importance and relevance of values to social care
- ◆ Apply core values of dignity, privacy, choice, safety, realising potential and equality and diversity that underpin practice
- ◆ Explain concepts such as social justice, equality, confidentiality, individuality and access to services based on individual need
- ◆ Identify and explore the influence of sociology and psychology on social care values
- ◆ Understand discrimination and anti-discriminatory practice as applied to individuals receiving care
- ◆ Identify issues surrounding the maintenance of confidentiality in relationships
- ◆ Examine a conflict situation or a dilemma from practice or personal experience involving social care values.

Higher National Unit specification: statement of standards (cont)

Unit title: Social Care Theory for Practice

Assessment guidelines

The assessment for outcome 1 is an essay and it should be no more than 1500 words in length. The essay must include examples from the candidate's own work practice.

Outcome 2

Understand and apply the care planning process.

Knowledge and/or skills

- ◆ Stages of care planning
- ◆ Relevant legislation and policy
- ◆ Maintaining individuality
- ◆ Promoting independence
- ◆ Respect for individual's beliefs and preferences
- ◆ Confidentiality in care planning
- ◆ Involvement of the individual receiving care
- ◆ Recording an effective care plan
- ◆ Risk assessment

Evidence requirements

Candidates should be able to:

- ◆ Explain each stage of the care planning process and how this is applied in the workplace
- ◆ Show understanding of relevant legislation and policy relating to the care planning process
- ◆ Demonstrate the centrality of the individual, family or group within the process.
- ◆ Recognise that the care planning process must at all times respect individuals' beliefs and preferences
- ◆ Recognise the importance of confidentiality of information
- ◆ Recognise and demonstrate the importance of involving individuals in their plan of care and the role of advocacy to support this
- ◆ Produce an effective plan of care

Higher National Unit specification: statement of standards (cont)

Unit title: Social Care Theory for Practice

Assessment guidelines

Please see Outcome 3.

Outcome 3

Understand methods and models of practice in a social care setting.

Knowledge and/or skills

- ◆ Recognised models of working with individuals, families and groups
- ◆ Methods of working with individuals, families and groups that can be applied to the candidate's work practice
- ◆ Methods of dealing with behaviour which is challenging
- ◆ Listening and interviewing
- ◆ Reporting and recording information

Evidence requirements

Candidates should be able to:

- ◆ Understand and use effective listening and interviewing skills
- ◆ Explain at least one model and method of working in care settings
- ◆ Explain ways of working with individuals, families and groups and how this work needs to be informed by knowledge taken from psychology and sociology
- ◆ Understand how information can be used to gain greater insight into individuals' needs
- ◆ Prepare information simply and clearly
- ◆ Apply appropriate methods to deal with behaviour which is challenging (if appropriate to the chosen case study)

Assessment guidelines

The assessment is a case study and should address the evidence requirements for Outcomes 2 and 3. It may also cover some parts of Outcome 4, but if not, further assessment guidance is provided under Outcome 4. Candidates will need to show they understand the care planning process in detail and the assessment of an individual, family or group with whom they are working. This should be supported by the completion of a care planning document.

Candidates should make their assessment of the situation by drawing on learning from the psychology and sociology units. The case study will be anonymous to ensure confidentiality. It will show the involvement of the individual receiving care, family and relatives as appropriate, the care team and/or other relevant professionals, in the planning process.

Higher National Unit specification: statement of standards (cont)

Unit title: Social Care Theory for Practice

The candidate should prepare an analysis of information and propose which method/methods of intervention could be used and the reasons for the choices made. This is the next stage of the work started under Outcome 2 and is more about how candidates put the plan into action.

The case study covering Outcomes 2 and 3 (and maybe some of 4) should not exceed 2000 words.

Outcome 4

Describe and evaluate effective team working in social care

Knowledge and/or Skills

- ◆ The importance of working collaboratively with other disciplines and agencies
- ◆ Theories of the ways teams function
- ◆ Communication and recording within a team
- ◆ Networking on behalf of the individual receiving care
- ◆ Collaborative working
- ◆ Organisational culture and climate
- ◆ Dealing with change and conflict within organisations

Evidence Requirements

Candidates should be able to:

- ◆ Explain team working, using at least one relevant theory and concept.
- ◆ Identify and explain the importance of good communication (verbal and written) in maintaining a positive care environment
- ◆ Discuss the value of networking in assisting individuals receiving care to gain access to information relating to their care
- ◆ Explain the importance of working collaboratively with other disciplines and agencies in the provision of care services
- ◆ Identify factors which contribute to change and to conflict within teams and organisations
- ◆ Identify organisational cultures within their own workplace

Assessment guidelines

Some of the evidence for this Outcome could be contained in the final stage of the case study (used for Outcome 2 and 3). In addition a short essay of approximately 500 words or restricted response questions may be given to ensure understanding of the concepts and theories of teamwork.

Candidates should provide an accurate and clear explanation of the importance of effective teamworking and provide evidence of how this is achieved within their workplace.

Administrative Information

Unit code:	DH3K 34
Unit title:	Social Care Theory for Practice
Superclass category:	PM
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History of changes:

Version	Description of change	Date
02	Narrative relating to assessment guidance transferred from Evidence Requirements section to Assessment Guidelines section.	08/05/07

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Higher National Unit specification: support notes

Unit title: Social Care Theory for Practice

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

The Support Notes below are intended as ‘helpful advice’ and guidance. They are not prescriptive.

Outcome 1

This Outcome requires the candidate to show knowledge and understanding of values from a personal, professional and societal perspective. Candidates should also develop knowledge and understanding of professional values as identified in the National Care Standards and the Codes of Practice – www.scotland.gov.uk/publications.

Candidates need to develop a reflective approach allowing them to identify the impact of their own personal value base on their work and to critically evaluate this. An understanding of how attitudes and values are established and can be changed should be encouraged.

The professional perspective requires candidates to show their awareness of the range and source of social care values. They should be able to identify any conflict between personal and professional values and indicate an awareness that, at times, personal values have to be put to the side. Awareness of conflict between professional values should also be explored.

In addition candidates should refer to material within the agency which indicates commitment to values such as: statements of aims and values, complaints procedures, service user committees, National Care Standards and Codes of Practice etc.

Candidates must develop an understanding of how values underpin anti-discriminatory practice. The different levels of discrimination need to be explored - personal, cultural and structural discrimination. Candidates should be able to provide examples of each level of discrimination and show a commitment to tackling discrimination.

Links could be made to the Unit: Sociology for Social Care Practice with candidates showing how institutionalisation, stigma, labelling, the way services are provided, the major social divisions, etc all contribute to the context within which discrimination is present and within which it can be tackled.

Higher National Unit specification: support notes (cont)

Unit title: Social Care Theory for Practice

Within the wider context of service delivery candidates need to be aware of rights at a policy and legislative level. Knowledge of legislation and policy is important with the Scottish Executive website www.scotland.gov.uk being a key resource. Candidates should be aware of general legislation relevant to all workplaces such as the Human Rights Act 1998 and legislation and policy which is specific to particular groups of individuals receiving care such as the Disability Discrimination Act 1995 or The Same as You? 2000 Review. The legislation will be taught in the Unit Social Policy and its Application to Social Services Provision and candidates should indicate the relevance of key legislation to their particular workplace.

Outcome 2

This outcome should evidence candidates' understanding of the reasons for care plans and the care planning process itself. Candidates should make themselves aware of relevant legislation, social policy and agencies' own policies and procedures.

Candidates should be given the opportunity to be involved in the development and implementation of a care plan. In some settings there are additional planning tools in place such as Person Centred Planning or Essential Lifestyle Planning – the following websites may prove useful -www.valuingpeople.gov.uk , www.circlesnetwork.org.uk The similarities and differences between these and care plans should be indicated.

The focus on empowerment, individual's rights and development of advocacy and self-advocacy should be central to the care planning process. The issues which this raises in practice should be indicated.

Risk assessment is an integral part of care planning and where this is the case candidates must explain the risk assessment process showing how rights and risks are balanced

Candidates should provide evaluation of the care plan indicating how it contributes to positive service delivery.

Outcome 3

Candidates have to evidence their ability to make a holistic assessment of individuals receiving care drawing on a range of psychological and sociological material, studied in the psychology and sociology units to inform the assessment.

Higher National Unit specification: support notes (cont)

Unit title: Social Care Theory for Practice

Communication and basic counselling skills underpin any work with individuals. Candidates could evidence their ability to use these skills in practice, both in class simulations and in the work setting. Communication should be interpreted in its widest sense. Candidates could develop knowledge of the skills used in and the stages of counselling. Egan's Three Stage Model (1990) and Rogers' Person Centred Approach (1980) may be appropriate. Candidates need to be aware that they are using counselling skills rather than undertaking counselling in its more specialist sense. Candidates need to be aware of a range of models of working, linked to the assessment of the individual receiving care, that are relevant to their work setting.

Some examples of models of working are: systems approach as depicted in 'Care in Practice' and person centred planning as depicted in 'People Plans and Possibilities' by Sanderson, Kennedy, Ritchie and Goodwin (1997).

Some examples of methods are Crisis Intervention, Strategies for Crisis Intervention and Prevention (PROACT-SCIPr-UK), Gentle Teaching, Counselling, Life-space working. Reference should be made to approaches that are already being used within the work setting and other potential ways of working that may be relevant.

Candidates need to be able to identify and explain a method of working, show how they have used this approach and evaluated the effectiveness of the approach. Candidates need to understand what behaviours could be perceived as challenging and also be able to explain some of the factors which can contribute to this including the adequacy of the service.

Outcome 4

In meeting this outcome, candidates need to evidence their understanding of teams, networks and organisations, their position within and contribution to each of these.

In understanding teams and team working, theories and concepts should be explored and the candidate should have the opportunity to use these concepts. Key areas that can be explored are group processes and dynamics, leadership, motivation, task versus process, size, composition, shared or conflicting aims, etc. The candidate must look at communication and recording within the team, its effectiveness and indicate how this contributes to the functioning of the team.

Candidates must identify sources of conflict within the team and look at how conflict is responded to. Approaches to understanding conflict may be explored.

All work within teams and organisation is taking place within a rapidly changing world. Candidates need to be aware of models of change.

Candidates should look at reasons for and examples of inter-disciplinary and inter-agency working. The skills required in negotiation and collaboration should be indicated.

Higher National Unit specification: support notes (cont)

Unit title: Social Care Theory for Practice

In looking at the wider organisation candidates should be able to identify the type of organisation they are in with reference to organisational theory such as the human relations school and analysis of organisations etc. Candidates should be able to distinguish between the culture and the climate of an organisation and use these concepts to understand the organisation in which they work. There should be some evaluation of the effectiveness of the organisation and how far it achieves its aim or aims and of possible changes that would improve motivation and enhance service delivery. In order to look at how changes could improve motivation candidates have to show an understanding of models of motivation (eg. Herzberg's Motivation Theory). Suggestions for change to increase motivation and improve service delivery should be feasible and potentially achievable.

Guidance on the delivery and assessment of this Unit

This Unit forms part of the group award HNC Social Care, which is designed to give candidates the knowledge, skills and values required to practice in social care settings.

This Unit could be delivered with or following delivery of Sociology for Social Care Practice and Psychology for Social Care Practice.

Candidates should always be encouraged to relate knowledge and theory to examples of their own practice.

Open learning

This Unit is suitable for Open Learning, provided there is authentication of the candidate's evidence.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA, 2000).

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).

General information for candidates

Unit title: Social Care Theory for Practice

This unit is designed to enable you to understand the need to consider ways of working purposefully and effectively with individuals receiving care. You will learn of and apply the values and models of social care practice in a planned and methodical way. You will examine your own values and where they come from and how these affect your practice with individuals receiving care. You will learn of the source of societal and social care values.

You will learn of stages of care planning and the importance of involving individuals receiving care in all its aspects. You will learn of different models of working with individuals, families or groups. You will also learn of the required listening and communication skills needed to do this effectively. The final Outcome is concerned with effective teamworking within an organisation. You will examine the importance of networking and collaborative working in providing a service to individuals receiving care and how an organisation's culture and climate can affect service provision.

The Unit is made up of four Outcomes some of which may be covered in tandem for teaching and assessment purposes. The overall requirement for assessment for the whole unit will be by essay, a case study and restricted response questions relating to an individual receiving care, generated from your work placement.