

Higher National Unit Specification

General information for centres

Unit title: Supporting Spiritual Wellbeing

Unit code: DH3X 34

Unit purpose: The purpose of this unit is to enable candidates, in their care role, to work sensitively and effectively in partnership with individuals by recognising that spiritual wellbeing contributes to the development of individuals and gives meaning and value to daily life. Fundamental to this unit is an understanding and commitment to the all round promotion of health and wellbeing, and to inclusion and diversity.

For the purposes of this unit spiritual wellbeing is defined as a ‘state of wholeness, when every aspect of life is in balance and the person feels confident, creative, fulfilled and integrated, both inwardly and in relation to other people’. It is a process of growth and development that gives the individual meaning, purpose, direction and value in daily life’.

This unit is designed for people who are giving support to individuals in a paid or voluntary capacity or in a family or social setting.

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

- Understand what is meant by and what can be included in a definition of spiritual wellbeing.
- Recognise and respect individuals’ right to spiritual wellbeing.
- Support individuals to explore aspects of their life which can contribute to their spiritual wellbeing.

Credit value: 0.5 HN Credit at SCQF level 7: (4 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 have preferably undertaken some work experience, paid or voluntary, in a care setting.

General information for centres (cont)

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

This Unit provides opportunities for development of the following core skills:

Communication: through the preparation of reflective accounts with particular emphasis on listening and exploring the concept of spiritual wellbeing

Problem Solving: through the demonstration of critical thinking, planning and organising of work tasks and reviewing and evaluating these through supervision

Working with Others: by demonstrating ability to take responsibility for tasks and anticipating the needs of individuals.

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes - HNC Social Care.

Values to be demonstrated will be:

- ◆ The support and promotion of the rights and interests of individuals
- ◆ The support and promotion of the equal treatment of individuals that respects diversities and differences in attitudes about spiritual wellbeing

Assessment: This unit should be assessed through a two-part written assignment (each part relating to each outcome respectively). The first part mainly assesses knowledge and understanding while the second is a reflective account demonstrating the integration of the values, understanding, knowledge and skills that underpin the awareness of spiritual wellbeing. The candidate should be able to demonstrate an awareness of an individual's right to spiritual wellbeing, by providing an opportunity for reflection for the individual.

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 the current thinking on spiritual wellbeing, including its significance for the quality of life of the individual

Knowledge and/or skills

- ◆ Current understanding of the meaning of spiritual wellbeing
- ◆ Values and principles included in legislation, UN Charters, conventions and covenants that relate to spiritual wellbeing
- ◆ The rights of individuals to practice their beliefs
- ◆ The diversity of attitudes to spiritual wellbeing
- ◆ How spiritual wellbeing can contribute to continuing health across the lifespan

Evidence requirements

The outcome will be assessed through a written assignment which summarises the knowledge and skill requirements. Candidates should demonstrate their understanding of spiritual wellbeing and their knowledge of the appropriate documentation related to this.

Assessment guidelines

Evidence for Outcome 1 should be generated through the written assignment.

A maximum of 1000 words is appropriate for this section of the assignment.

Higher National Unit specification: statement of standards (cont)

Unit title: Supporting Spiritual Wellbeing

Outcome 2

Explore the experiences which can be provided to enable individuals to reflect on their spiritual wellbeing.

Knowledge and/or skills

- ◆ The acknowledgement that spiritual wellbeing is a reality in the lives of many individuals
- ◆ Communication and relationships
- ◆ The application of a person centred approach in the realm of spiritual wellbeing
- ◆ The rights of the individual within a care situation
- ◆ Awareness of possible conflict
- ◆ An analysis of the role of the carer in the development of spiritual wellbeing

Evidence requirements

Outcome 2 will be assessed through the second section of the integrated written assignment and should take the form of a reflective account. In this second section candidates are required to:

- ◆ Demonstrate an understanding of the fundamental role of communication for the individual in self determination and empowerment
- ◆ Identify the principles of person centred planning that can be used to support the spiritual wellbeing of individuals
- ◆ Select a particular opportunity to explore spiritual wellbeing and its relevance for the life of a particular individual
- ◆ Analyse their own responsibility in this area.

Assessment guidelines

This outcome will be assessed through a written assignment in the form of a reflective account.

A maximum of 1000 words is appropriate for this section of the assignment

Administrative Information

Unit code:	DH3X 34
Unit title:	Supporting Spiritual Wellbeing
Superclass category:	HB
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Higher National Unit specification: support notes

Unit title: Supporting Spiritual Wellbeing

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 20 hours.

Guidance on the content and context for this Unit

This unit is primarily designed to help candidates acquire a sound knowledge of current thinking on the importance of spiritual wellbeing and understand that this has emerged from a recognition of the numbers of factors, including spiritual wellbeing, which contribute to the all round or holistic nature of health and wellbeing.

Candidates will be in a care situation/role when they undertake this unit.

The following list of reference material may be helpful for both tutors and candidates:-

www.healthcarechaplaincy.org

www.bbc.co.uk/health

www.spiritualityhealth.com

Markova, Dawna, *I Will Not Die an Unlived Life*, Conari Press, 2000.

Newell, J.Philip, *Sounds of the Eternal*, Canterbury Press, 2002

United Nations Charter

Outcome 1 introduces current thinking on spiritual wellbeing and its significance for the individual. Candidates need to become comfortable in using language related to spiritual wellbeing, without the imposition of their own beliefs, practices and even prejudices.

Candidates should be familiar with the values and principles in appropriate legislation and documentation that relate to spiritual wellbeing, and also the current interest in spirituality. Candidates should recognise and respect the individual's right to spiritual wellbeing.

Candidates should be aware that spiritual wellbeing is inherent in the respect, dignity and worth of each person, regardless of cultural background, religious orientation or economic background. Candidates should also be aware of the diversity of opinions and expressions related to spiritual wellbeing.

Spiritual wellbeing or spiritual health is related to having an inner spirit that is healthy and meaningful. It is not necessarily a *religious* component. Spiritual wellbeing can be expressed in humanistic, religious and other ways e.g the sense of wellbeing that comes from art, music, nature or meditation.

Higher National Unit specification: support notes (cont)

Unit title: Supporting Spiritual Wellbeing

Among the diversity of opinion about spiritual wellbeing there is consensus that it is related to the reality of an inner self, a positive self-image which recognises the relationship to the universe.

For some people, meditation, quiet reflection, religion, solitude and prayer are means to achieve spiritual wellbeing.

Outcome 2 is to explore the experiences which can be provided to enable individuals to reflect on their spiritual wellbeing.

Candidates should be given opportunities to explore such experiences within their learning situation in order to give them confidence in this area. Such confidence will enable them to explore experiences which will enable candidates to inquire, discuss and evaluate this area with individuals with whom they work.

Candidates should recognise that spiritual wellbeing contributes to the development of individuals. Candidates should be aware of the procedures and policies related to the support of individuals of particular faith traditions – e.g. minister, priest, rabbi, imam.

Guidance on the delivery and assessment of this Unit

This unit should be assessed by a single integrated instrument which takes the form of two written assignments (maximum 1,000 words each). The first should evidence that candidates have knowledge and understanding of appropriate literature and documents related to spiritual wellbeing. The second should evidence that the candidate has knowledge, understanding and the capacity for reflection on the contribution which spiritual wellbeing makes to the development of the individual. It is best if the example used is in the form of a reflective account which outlines the provision of an opportunity, within the candidate's work setting, to promote spiritual wellbeing.

Links to SVQ Units

This HN Unit provides some of the underpinning knowledge for the following SVQ Unit:

HSC350 Recognise, respect and support the spiritual well-being of individuals

If a reflective account is used for Outcome 2 then this may also provide evidence for PCs for the SVQ Unit.

Open learning

It would be possible for candidates to undertake this unit through Open Learning, provided they were working in a care setting or in a caring role.

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

Higher National Unit specification: support notes (cont)

Unit title: Supporting Spiritual Wellbeing

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

General information for candidates

Unit title: Supporting Spiritual Wellbeing

This Unit is designed to acquaint you with current thinking in relation to the promotion of spiritual wellbeing as a constituent of the all round, holistic development of the individual. Your main aim is to grow in knowledge of spiritual wellbeing and its many meanings.

A further aim is also for you to appreciate the values which underpin this, and to grow in confidence in your exploration of this area, so as to support individuals receiving care.

You should be working in a care setting – or caring role (either professionally or in a voluntary capacity) to undertake this Unit.

This Unit has two areas, each relating to a specific outcome. The first area introduces you to specific documentation and legislation relating to spiritual wellbeing as an important factor in the continuing growth and development of the individual. You will also become aware of the current interest in spirituality through publications, self help programmes and the media.

The second outcome will give you opportunities to explore your own sense and awareness of spirituality and spiritual wellbeing. This will give you the opportunity to grow in your own self-confidence in dealing with this area with individuals receiving care. You will also become aware of the particular policies and procedures related to the spiritual support of individuals and their particular faith tradition.

You will be assessed through two written assignments (the second a reflective account of your own practice) of a maximum of 1000 words each. Both should show that you understand the need for a person centred approach to care.

The first should show you have a knowledge and understanding of the appropriate documentation and literature and the second that you are aware of the variety of understandings of spiritual wellbeing, and are able to relate this to working with individuals in your work setting.