**Higher National Unit Specification**

**General information**

**Unit title:** Support learning in a Social Services Practice Context (SCQF level 10)

**Unit code:** TBC

**Superclass:** completed by SQA

**Publication date:** completed by SQA

**Source:** Scottish Qualifications Authority

**Version:** completed by SQA

**Unit purpose**

This Unit will enable learners to support learning in a practice context based on legislation, policy and guidance relevant to social services. Learners will develop their ability to model good practice and enable learners to operate within professional boundaries and in the context of their own field of professional practice.

**Outcomes**

On successful completion of the Unit the learner will be able to:

1 Critically analyse the skills, knowledge and values that underpin good practice.

2 Support learners to act within the responsibility, accountability and authority of their role.

**Credit points and level**

1 Higher National Unit credit at SCQF level 10: (8 SCQF credit points at SCQF level 10)

**Recommended entry to the Unit**

Learners should have well developed communication and inter-personal skills and be able to demonstrate their ability to critically review and consolidate knowledge, skills, practices and thinking in their disciplines. This may be demonstrated by: relevant professional qualifications at SCQF level 9 (or equivalent) or above with relevant experience in a social services or other related setting. Acceptance of relevant equivalent qualifications and experience will be at the discretion of the centre.

**Higher National Unit Specification: General information (cont)**

**Unit title:** Support learning in a Social Services Practice Context (SCQF level 10)

**Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

**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.

**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.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

**Higher National Unit Specification: Statement of standards**

**Unit title:** Support learning in a Social Services Practice Context (SCQF level 10)

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 SQA.

**Outcome 1**

Critically analyse the skills, knowledge and values that underpin good practice.

**Knowledge and/or Skills**

 Current legislation, policy and guidance

 Theoretical and practice models

 Codes of Practice

 Skills for practice

 Practice standards and service delivery

**Outcome 2**

Support learners to act within the responsibility, accountability and authority of their role.

**Knowledge and/or Skills**

 Methods of enabling learners to practice accountably

 Implications for practice of legislation, policy and guidance

 Modelling of good practice

**Evidence Requirements for this Unit**

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can prepare and complete a critical reflection of up to 1,500 words covering the following Evidence Requirements.

Where this Unit forms part of a Group Award as in the PDA Practice Learning, centres have the discretion to assess these Evidence Requirements through the detail provided in the learner’s application to undertake the award.

 Undertake a desk top review of two pieces of current legislation that have impacted on agency policies, and guidance relevant in own area of practice.

 Critically evaluate two theoretical practice models relevant to own area of practice.

 Critically review current Codes of Practice and their relevance to service delivery.

**Higher National Unit Specification: Statement of standards (cont)**

**Unit title:** Support learning in a Social Services Practice Context (SCQF level 10)

The second part of the assessment is an observation of the learner with their learner(s) and a professional discussion, which covers the following Evidence Requirements:

 Demonstrate ability to model best practice in an observed situation.

 Compare and contrast two current methods of supporting learners to be accountable for their practice.