

HNC Social Services

Integration of SVQs

National Strategy

- Last year, College Development Network got in touch and asked if we could get together to acknowledge and discuss a national strategy for the integration of SVQ criteria into the HNC Social Services.

The Short Life Working Group (SLWG)

- A SLWG met in August 2019 to acknowledge and discuss this idea.
- It was met very positively by UHI partners and colleges across Scotland.
- It was recognised that there was a great deal of integration currently taking place.

The Objective

- To reduce duplication of work for students.
- Make the HNC assessment structure less labour intensive.
- Provide an integrative approach to teaching theory and practice.

Examples

- In December 2019 various examples of mapping and integration provided by colleges were discussed.
- It was also acknowledged that the requirements of different staffing and teaching models would require to be considered.

Example 1

Example 2

Example 2 (continued)

Example 2 (continued)

Example 3

- We use the essays as evidence for the SVQ and SVQ is discussed as part of class teaching as the lecturer is their SVQ assessor. We have not formally mapped the SVQ. We do not do the HNC holistically either we do it unit by unit.

Next Steps

- Additional examples of integration, mapping and good practice to be included in a final report were requested.
- Student feedback on integrative processes was also requested.
- Next SLWG meeting is Thursday 5th March 1pm
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HNC Social Services

Examples of SVQ Integration

Example 1

At present we have integrated the knowledge and understanding criteria within the core academic units which have a reflective component. Once the learners have passed the units, they are then encouraged to make any additions or changes to ensure they meet the vocational competency necessary and then they provide these to their assessors through the e-portfolio. We had not managed to integrate the performance criteria into the academic units at present.

Please see example from Care Practice attached:

Care Practice – HNC Social Services

Assessment for this unit is a Case Study discussing care values and demonstrating an understanding of care plans. You should use your placement environment to inform your understanding of the care planning process. You also need to reflect on how you carry out a needs-led assessment as part of the case study. Your Case Study will be submitted via Turnitin on the my learning H8NM34 unit site.

Assessment Task – Case study

Submission Date: Week 14

- **Demonstrate an understanding** of how social care values and principles influence practice.
- **Describe** and **explain** models of care based on assessment, planning, implementation and evaluation.
- **Describe** and **evaluate** methods of working with individuals and groups in care settings

Criteria to evidence:

- Identify and describe three social care values central to person centred care.
- Undertake a needs led assessment to contribute to the development of a care plan. Compare and contrast two models of practice relevant to the care plan.
- Describe and evaluate two methods of delivering the objectives of the care plan.
- Describe and explain how to balance rights and risks in making decisions.
- Prepare a Reflective account to evaluate the importance of values, rights and principles in the planning delivery and evaluation of the care plan.

The case study should be appropriately referenced

Integration of SVQ knowledge points

As part of your unit evidence you should achieve some of your SVQ Knowledge and understanding for the following units, as outlined below. Within the body of the text, please **highlight in yellow** and put the evidence number in brackets following the claimed point as shown to you within your SVQ support time.

H5RY 04 (Unit 0031) Promote Effective Communication

H5LD 04 (Unit 0032) Promote Health, Safety and Security in the Work Setting

H5LE 04 (Unit 0033) Develop your Practice through Reflection and Learning.

Knowledge and Understanding (COMMON KNOWLEDGE)**You need to know and understand****Evidence****Number**

Your duty to report any acts or omissions that could infringe the rights of individuals.	31K3 32K3
How to deal with and challenge discrimination.	31K4 32K4
The rights that individuals have to make complaints and be supported to do so.	31K5 32K5
Your own background, experiences and beliefs that may have an impact on your practice.	31K7 32K7 33K5
The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	31K11
The prime importance of the interests and wellbeing of the individual.	31 K12
The individual's cultural and language context.	31 K13
How to build trust and rapport in a relationship	31 K14
How and when to seek support in situations beyond your experience and expertise.	31K20 32K14
Factors that can affect communication and language skills and their development in children, young people and adults.	31K 24
Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	31K25

Knowledge and Understanding (SPECIFIC KNOWLEDGE Unit 0031)**You need to know and understand****Evidence****Number**

How and where to access information and support that can inform your knowledge and practice about communication with individuals, key people and others.	31 K35
How to find out about individuals' communication preferences and needs.	31K36
Why effective communication is important in the work setting.	31 K37
How to arrange environments and position yourself to maximise communication and interaction.	31K40

Environments that are most appropriate for communicating on difficult, complex and sensitive issues.	31K41
Principles of active listening.	31K42
Knowledge and Understanding (SPECIFIC KNOWLEDGE Unit 0033) You need to know and understand	Evidence Number
How to access information and support on knowledge and best practice relevant to your work	33k9
Your role and the role of other in evaluating and developing your skills and knowledge through supervision and appraisals or other arrangements	33k10

Example 2

SVQ Assessment Plan

Agreed activity: Mapping of academic Essays	Candidate Name: HNC Social Services Students
<p><u>MAPPING OF ACADEMIC ESSAYS</u></p> <p>Look through the academic assignments/essays you have written/will be writing for your HNC Social Services class. The following are SVQ claims that could be referenced into your essays depending on what you have written. There may others that are not suggested. To make the claims – save yourself a copy of your essay for SVQ purposes, highlight the relevant areas in your essay in red (this makes it easier for your assessor to see exactly where the SVQ evidence is) and reference in the relevant SVQ claims, then email me your attached essay through Proof Positive. Essays will be used as PRODUCT EVIDENCE.</p> <p>Claims detailed below are suggested claims – you may not cover all of them, however it is likely that you will need to expand on your current assessments to ensure SVQ claims are sufficiently met. You may also be able to cover other KU's. See claim suggestions for details and discuss further with your assessor if unsure.</p> <p>ASSESSMENT 1 Values, Rights & Safeguarding – 31 KU 2, 7, 8, 12, 17, 28. 32 KU 2, 7, 8, 11. 33KU 2, 5, 6, 7.</p> <p>ASSESSMENT 2 CCS - Research Project 1 – 31 KU 1 (legislation, rights), 6 (legislation relate to communication), 18. 32 KU 1 (legislation, rights), 12. 33 KU1 (legislation, rights).</p> <p>ASSESSMENT 3 Research Project 2 Health, Wellbeing & Safeguarding - 31 KU 3, 28, 29, 30. 32 KU3, 17.</p>	

ASSESSMENT 4 Models, Methods & Care Planning Process – **31 KU 11, 12**
(PC's should also be covered if it is a reflective example of a care planning task you have completed at placement)

ASSESSMENT 5 Lifespan, Development & Care in Contemporary Society – **31 KU 21, 22, 38**

ASSESSMENT 6 Leadership Starts with Me – **31 KU7. 032 KU7. 033 KU5, 33 KU4 (frameworks)**

Essays can be submitted to your assessor once you have referenced in your SVQ claims. You do not need to wait until they are marked as passed by your lecturer before submitting for SVQ purposes.

PREPARATION FOR ASSESSMENT/REFLECTIVE LOG - see log for full details of possible claims.

USB Assessment 2 – See separate assessment for mapped claims.

Example 3

As the course leader, only lecturer and SVQ assessor for all the HNC units (other than the optional units in Semester 2) I am in the advantaged position of already working through these in a relatively integrated manner.

When the Assessments are submitted to me for HNC marking I should already be seeing this has been carried out prior to the student actually claiming the SVQ points.

The process is as follows:

- 1 - marked assessments returned to students by me.**
- 2 - once assessment is confirmed as passed the student looks through it and adds the claims to the marked assessment by highlighting (in a different colour) their claim, and by adding the SVQ Unit and number of the claim at the end of the highlighted section.**
- 3 - student then uploads assessment to Proof Positive ticking the claims they have made.**
- 4 - I receive an email advising me they have submitted it and will go and check that the claims made, match the evidence highlighted within the uploaded assessment , giving feedback/forward at the same time by typing it in the relevant box on the system.**
- 5 - I will, via Proof Positive, confirm or deny the claims made.**
- 6 - repeat process for all submissions.**

The students are aware that on most assessments it is knowledge points they can claim, however on any reflective account, including Graded Unit they can also make performance criteria claims.

Whilst, this year, I have not typed on the expected claim points in the evidence requirement boxes on the blank assessments, when I release them to the student, this will be the plan for next year, to further support the student to think about their SVQ claims as they write their assessments, where appropriate.

At present we stress the importance of integrated thinking of the SVQ with the Assessments at induction and repeatedly throughout the terms in order to guide the students into making the connection with them both, relating theory into practice, and ultimately saving them time.