

Next Generation Higher National Unit Specification

Supporting Individuals during Transition, Loss and Change (SCQF level 7)

Unit code: J6EL 47
SCQF level: 7 (16 SCQF credit points)
Valid from: session 2022–23

Prototype unit specification for use in pilot delivery only (version 1.0) July 2022

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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Unit purpose

This unit enables learners to understand how change affects individuals in a variety of ways, and identify strategies to support individuals, families, and carers. Learners explore the concept of transition throughout the lifespan. They evaluate a variety of theoretical models of loss and grief and understand the effect on mental wellbeing that loss can have on an individual. This help learners to recognise best practice in supporting individuals' spiritual needs.

Entry to the unit is at your centre's discretion; however, recommended entry may include qualifications at SCQF level 6 and/or experience of working in the care or education sector.

Learners who complete the unit as part of the Higher National Certificate (HNC) Social Services or HNC Childhood Practice group awards may have the opportunity to progress to further study, including Higher National Diploma (HND) or degree-level courses.

Unit outcomes

Learners who complete this unit can:

- 1 explore the impact of transition, loss and change
- 2 appraise how resilience and other coping strategies can be developed in individuals across the lifespan
- 3 apply theories of transition, loss and change to an individual's needs
- 4 reflect on their work supporting an individual to cope with the impact of transition, loss and change

Evidence requirements

Learners must provide both knowledge evidence and product evidence for the unit.

Knowledge evidence

Outcomes 1 and 2

Learners must provide knowledge evidence for outcomes 1 and 2. This could be oral or written (or a combination of both) and captured in a range of media. Evidence can be gathered over a period of time in lightly controlled conditions.

To successfully achieve the outcomes, learners must provide evidence that they can complete the following tasks:

- ◆ Explore how mental wellbeing can be affected by transition, loss and change.
- ◆ Identify services which help individuals through transition, loss and change.
- ◆ Evaluate coping strategies used to develop resilience and deal with stress.

Product evidence

Outcomes 3 and 4

Learners must provide product evidence for outcomes 3 and 4. Evidence can be gathered over a period of time in lightly controlled conditions, with authentication. Learners must provide evidence that they have used their knowledge in practice through a written or oral (or a combination of both) reflective account.

To successfully achieve the outcomes, learners' accounts must provide evidence that they can complete the following tasks:

- ◆ Explain theories on transition, loss and change.
- ◆ Apply theories of transition, loss and change to an individual's needs in a practice setting.
- ◆ Review how different care environments actively support individuals' personal beliefs.
- ◆ Reflect on how they have supported an individual's needs who has experienced transition, loss and change.

Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes:

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ theories of stress ◆ coping strategies used to deal with stress 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ research information on relevant theories and coping strategies ◆ research information on how to identify and locate local and national services that support individuals
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ theories on transition and change ◆ theories on mental health and mental wellbeing ◆ the relationship between self-esteem and mental health 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ apply coping strategies
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ theories on loss and grief ◆ the effect on mental wellbeing when an individual you support is coping with loss, and how spirituality may influence their ability to cope 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ apply strategies which support individuals going through loss and grief ◆ research information on end-of-life support and services
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the range of services available to individuals at times of transition, loss and change, including palliative care 	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ reflect on their role in supporting an individual(s) affected by transition, loss and change ◆ research information on care environments and anticipatory care planning arrangements

Meta-skills

Throughout the unit, learners develop meta-skills to enhance their employability in the social services sector.

Self-management

This meta-skill includes:

- ◆ focusing: self-directed research assessing an individual's needs, reflecting on own knowledge and skills that require focus
- ◆ initiative: self-directed research on sources of help and support for individuals

Social intelligence

This meta-skill includes:

- ◆ communicating: receiving and processing information from various sources; sharing information through collaboration
- ◆ feeling: taking an empathetic approach to supporting individuals; demonstrating empathy when presenting information on subjects such as end-of-life care

Innovation

This meta-skill includes:

- ◆ curiosity: self-directed research; researching different theories, frameworks and strategies to support individuals affected by transition, loss or change
- ◆ critical thinking: evaluating and reviewing the approaches and support provided
- ◆ creativity: demonstrating independent thought when applying theories to different care settings

Literacies

Learners develop core skills in the following literacies:

Numeracy

Learners develop numeracy skills by looking at data and statistics related to mental health, death and dying.

Communication

Learners develop communication skills by discussing emotive and sensitive information with peers.

Digital

Learners develop digital skills and computer literacy by:

- ◆ researching information using trustworthy search engines
- ◆ organising information to present in a creative format
- ◆ completing their assessments and using digital communication systems with their assessors and in their work or placement role

Delivery of unit

You can deliver this unit as a stand-alone unit or as an optional unit within the HNC Social Services. If you deliver the unit as part of the group award, you can integrate it with the core units. You can integrate most, if not all, evidence requirements with the HNC Social Services core unit Approaches to Assessment in Social Services at SCQF level 7. You can integrate some evidence requirements with Health, Safeguarding, Welfare and Rights at SCQF level 7 and/or Developing Reflective Practice at SCQF level 7.

You can integrate the unit with the Scottish Vocational Qualification (SVQ) unit Promote Individuals' Positive Self Esteem and Sense of Identity at SCQF level 7. If learners are working in a child and young persons' service, we suggest that the SVQ unit Support Children and Young People through Major Transitions at SCQF level 7 would be a positive alternative.

There may also be opportunities for integration with other SVQ units.

The notional design length of the unit is 80 hours. However, the amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

Outcome 1 — Explore the impact of transition, loss and change.
(18 hours)

Outcome 2 — Appraise how resilience and other coping strategies can be developed in individuals across the lifespan.
(21 hours)

Outcome 3 — Apply theories of transition, loss and change to an individual's needs.
(21 hours)

Outcome 4 — Reflect on their work supporting an individual to cope with the impact of transition, loss and change.
(20 hours)

Professional recognition

This unit forms part of the HNC Social Services framework. The HNC Social Services meets the registration requirements for the Scottish Social Services Council (SSSC).

Additional guidance

The guidance in this section is not mandatory.

Learners must research and apply information regarding transition and change across the lifespan and demonstrate an understanding of how this can affect mental wellbeing and resilience. Learners must research information on grief and loss and show an understanding of how to apply it when working with individuals who experience significant life events.

We suggest that if you integrate the SVQ unit Promote Individuals' Positive Self Esteem and Sense of Identity at SCQF level 7 with this unit, learners can make effective use of their practice evidence of working with an individual who has been affected by transition or change.

Learners can research information on grief and loss, how spirituality is defined, and the effect of spirituality on individuals coping with death and dying. They can incorporate Care Inspectorate, Scottish Partnership for Palliative Care, and Health Improvement Scotland guidelines into their evidence.

Approaches to assessment

You should carry out assessment in two parts. You can assess outcomes 1 and 2 together earlier in the award delivery, and outcomes 3 and 4 together towards the end of the award or placement, to allow learners to reflect on their practical experience.

You can fully integrate assessment with the HNC Social Services core unit Approaches to Assessment in Social Services at SCQF level 7. You can also integrate some evidence requirements with Developing Reflective Practice at SCQF level 7 and/or Health, Safeguarding, Welfare and Rights at SCQF level 7.

You can assess this unit alongside the SVQ unit Promote Individuals' Positive Self Esteem and Sense of Identity at SCQF level 7. If learners are working in a child and young persons' service, we suggest that the SVQ unit Support Children and Young People through Major Transitions at SCQF level 7 would be a positive alternative.

There may also be opportunities for integration of assessment with other SVQ units.

We suggest that you assess outcomes 1 and 2 through an oral, audio or video presentation with visual support, such as a poster or slideshow. Visuals, audio and note pages must be retained as evidence. You should also retain assessor checklists.

We recommend that you assess outcomes 3 and 4 through a written reflective account of approximately 1,500 words describing how learners have applied their knowledge to a practice situation. They should substantiate this account with a witness testimony or expert witness statement by a mentor or supervisor to authenticate their role. The unit embraces supporting individuals who are moving into a care setting and helping them to adjust to ongoing changes in their life. It also focuses on those who may need intensive support, including individuals facing end-of-life care. Accordingly, learners should provide evidence of work with more than one individual.

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If you deliver the unit as part of the group award and integrate it with core units, you can adjust the word count accordingly.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements

Information for Learners

Supporting individuals during transition, loss, and change (SCQF level 7)

This section explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

Unit information

This unit explores how change affects individuals in a variety of ways and identifies strategies that you could use to support individuals, families, and carers. It enables you to understand theories of loss and grief, and the effect loss can have on the mental wellbeing of individuals and those caring for them. You gain the knowledge and skills you need to support individuals with their spiritual needs, especially with regards to death and dying.

The unit enables you to develop and apply your knowledge and skills to a practice situation. You use methods of research to learn about relevant services, theories and contemporary ideas about transition, loss and change.

Learners who complete the unit can:

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- 2 appraise how resilience and other coping strategies can be developed in individuals across the lifespan
- 3 apply theories of transition, loss and change to an individual's needs
- 4 reflect on their work supporting an individual to cope with the impact of transition, loss and change

Entry to the unit is at the centre's discretion. However, recommended entry may include qualifications at SCQF level 6 and/or experience of working in the social services sector. You must reflect on your work with an individual(s) in a work placement or work practice environment.

To achieve the unit, you must provide evidence of your knowledge and skills of coping strategies and theories of loss and change, while supporting an individual through a period of transition, loss and change. You evidence your knowledge and skills through a portfolio of evidence and reflect on how you supported an individual's needs.

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While completing the unit, you identify and review your development of meta-skills. You can develop meta-skills in the following areas:

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This meta-skill includes:

- ◆ focusing: self-directed research assessing an individual's needs; reflecting on own knowledge and skills that require focus
- ◆ initiative: self-directed research on sources of help and support for individuals

Social intelligence

This meta-skill includes:

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When you complete this unit as part of the HNC Social Services group award, you may have the opportunity to progress to further study, including Higher National Diploma (HND) or degree-level courses. The HNC Social Services meets registration requirements for the Scottish Social Services Council (SSSC).

Administrative information

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Superclass: PS

History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.