



## Higher National Unit specification: general information

**Unit title:** Working in Telehealthcare

**Unit code:** FX9F 33

**Superclass:** PA

**Publication date:** April 2012

**Source:** Scottish Qualifications Authority

**Version:** 03

### Unit purpose

This Unit has been designed and developed to support Scotland's National Telehealthcare Strategy and workplace competencies in relation to Telehealthcare. The Unit reflects the broad areas of the Telehealthcare competency framework and is specifically designed to enable candidates to develop and advance their knowledge, skills and abilities to undertake their job role. On completion of the Unit the candidate should be able to:

- 1 Prepare to, and practice the use of communication skills in a Telehealthcare context.
- 2 Identify and manage health, safety and risk issues in the workplace.
- 3 Describe the values and principles that underpin Telehealthcare practice.
- 4 Contribute to the assessment of an individual's Telehealthcare needs.

### Recommended prior knowledge and skills

It is recommended that candidates should have good communication skills, both written and oral; this could be evidenced by the achievement of a communication Unit at SCQF level 4, or equivalent. Alternatively, this could be evidenced by an employer's reference or the process of application and/or pre-course interview. Candidates should also be in a work situation that allows them to demonstrate the Evidence Requirements for this Unit through real work activities.

### Credit points and level

1 Higher National Unit credit at SCQF level 6: (8 SCQF credit points at SCQF level 6\*).

*\*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.*

## **General information (cont)**

### **Core Skills**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills            None

Core Skill component            Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

### **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.

This is the mandatory Unit within the PDA in Telehealthcare at SCQF level 6.

## 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

Prepare to, and practice the use of communication skills in a Telehealthcare context.

#### Knowledge and/or Skills

- ◆ Theories of communication
- ◆ Communication skills (verbal and non verbal) used to establish a professional relationship
- ◆ Differences/similarities between face to face communication and communication using technology
- ◆ Barriers to communication
- ◆ Communication needs of individuals (sensory, physical and cognitive issues)
- ◆ Types of equipment used to enable communication with a range of service users
- ◆ Establishing, maintaining and ending a professional relationship
- ◆ Telehealthcare equipment/devices

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Outline the communication skills associated with establishing, maintaining and ending a professional relationship.
- ◆ Explain how Telehealthcare equipment/devices can facilitate communication with individuals who have sensory, physical, and cognitive issues.
- ◆ Describe the differences and similarities between face to face and using technology to communicate with a range of service users.
- ◆ Describe the barriers and enablers to communication experienced by individuals using technology.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Working in Telehealthcare

### Outcome 2

Identify and manage health, safety and risk issues in the workplace.

#### Knowledge and/or Skills

- ◆ Roles and responsibilities of employees and employers under The Health and Safety at Work Act 1974
- ◆ Health issues, risks, hazards and control measures in the workplace
- ◆ Local and National legislation and guidance on safeguarding vulnerable groups
- ◆ Local policies and procedures regarding the installation and use of Telehealthcare

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Explain the health and safety regulations and responsibilities for employers and employees in Telehealthcare settings.
- ◆ Examine the policies and procedures associated with safeguarding vulnerable groups.
- ◆ Identify and describe the risks and hazards in relation to using pre-installation, installation and use and management of Telehealthcare equipment/devices.
- ◆ Recognise and explain when to take action to control health, safety and risk issues in the workplace.

### Outcome 3

Describe the values and principles that underpin Telehealthcare practice.

#### Knowledge and/or Skills

- ◆ National Care Standards
- ◆ Codes of Practice for health and social care
- ◆ Equality and diversity legislation and guidance
- ◆ Rights, preferences and independence
- ◆ Ethical and moral dilemmas associated with the use of technology to monitor care — privacy, security and confidentiality
- ◆ Safeguarding vulnerable adults and children — rights and responsibilities of professionals

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Working in Telehealthcare

### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Describe the underlying values and principles outlined within the National Care Standards and the Codes of Practice for health and social care and describe how they relate to different client groups and Telehealthcare.
- ◆ Explore how to support an individual's rights, personal preferences and independence in a Telehealthcare context.
- ◆ Explain the rights and responsibilities of professionals in safeguarding vulnerable adults and children in a Telehealthcare context.

### Outcome 4

Contribute to the assessment of an individual's Telehealthcare needs.

### Knowledge and/or Skills

- ◆ Individual assessment
- ◆ Obtaining relevant information to inform the Telehealthcare assessment
- ◆ Legislation and policies on access to and protecting information
- ◆ Individual's capabilities, personal preferences and needs
- ◆ Integrated/joint working — involving users, carers and professionals
- ◆ Telehealthcare equipment solutions
- ◆ Process of checking suitability of Telecare/Telehealth equipment
- ◆ Limitations and process of referring on

### Evidence Requirements

Candidates will need to provide evidence to demonstrate that their Knowledge and/or Skills by showing that they can:

- ◆ Contribute to the individual's ongoing assessment by obtaining relevant information from the individual/carer/other professionals to inform the Telecare assessment.
- ◆ Identify and recommend a Telecare and/or Telehealth solution to meet the capabilities, needs and preferences of an individual.
- ◆ Describe the importance of checking the suitability of Telecare/Telehealth equipment with an individual/carer.
- ◆ Explain when to refer on Telecare and Telehealth issues that are out with their competence.

## Higher National Unit specification: support notes

### Unit title: Working in Telehealthcare

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 40 hours.

### Guidance on the content and context for this Unit

Telehealthcare is the convergence of Telecare and Telehealth to provide a technology-enabled and integrated approach to the delivery of health and care services. It can be used to describe a range of care options available remotely by telephone, mobile, broadband and videoconferencing to support people in their home and with professionals at a distance (Joint Improvement Team 2011).

The Unit is suitable to all staff working in the field of Telehealthcare who wish to develop or advance their knowledge, skills and abilities associated with their Continued Professional Development.

This Unit provides opportunities to develop underpinning knowledge for the following National Occupational Standards in Health and Social Care. This does not provide automatic certification of skills and is dependent on the information produced by the candidate.

- ◆ **HSC21** — Communicate with and Complete Records for Individuals
- ◆ **HSC22** — Support the Health Safety of Yourself and Individuals
- ◆ **HSC24** — Ensure Your Own Actions Support the Care, Protection and Well Being of Individuals
- ◆ **HSC233** — Relate To, and Interact With, Individuals
- ◆ **HSC234** — Ensure Your Own Actions Support the Equality, Diversity and Rights and Responsibilities of Individuals

### Outcome 1

Communication is one of the core competencies required to work in the field of Telehealthcare. This Outcome examines the process of communication and communication skills to enable candidates to practice and prepare for working with people. It is acknowledged that communication is a complex phenomenon and not just a range of ad hoc skills. It involves the interconnection between the individual, the situation/environment, values/customs and social norms. The emphasis of this Outcome is on examining the range of communication skills employed by the candidate to establish and maintain a professional relationship and those communication skills used by the service user who has complex needs such as those affecting their sensory, physical or cognitive abilities.

Candidates may benefit from briefly exploring the theories of communication, eg interactive, transactional and linear models. This enables the candidate to see the interconnection between multiple variables and not simply people talking.

## Higher National Unit specification: support notes (cont)

### Unit title: Working in Telehealthcare

Reflecting on traditional methods of communication is important and includes the skills of listening, questioning, voice control, tone and the use of non verbal behaviours. Candidates should be encouraged to apply these skills to the processes of establishing, maintaining and ending a professional relationship. Candidates may benefit from exploring the differences between professional and non-professional types of relationships and the skills used associated with both types. Candidates may also benefit from talking aloud with their peers and receiving feedback on their oral communication. This enables the candidate to reflect on their current communication skills to see if they are suitable to meet the needs and preferences of individuals. Consideration could be given briefly to the differences and similarities between face to face communication and technology to communicate with a range of service users. Emphasis should be placed on the barriers to communication service users identify and experience. Particular reference should be given to the complex needs of individuals, ie those with sensory, physical and cognitive issues; and how technology and communication methods can be used to promote choice, independence and preferences, eg offering information in large print or Braille.

Different types of technology can enable communication for individuals via broadband/computer access. Candidates are encouraged to examine how Telehealthcare equipment/devices facilitates/enables communication with health and social care professionals. This should take account of identifying technological needs, the role and function of the equipment and communicating with the user to operate the equipment.

### Outcome 2

This Outcome is intended to provide an introduction to health, safety and risk in the workplace. Candidates will have the opportunity to explore broadly the employer and employees responsibilities under the Health and Safety at Work Act 1974. Leading on from this, emphasis should be broadly placed on the potential risks and hazards within their area of work and how they can control and minimise these risks. Consideration should be given to the 5 steps outlined by the Health and Safety Executive (Scotland) in the publication 'five steps to risk assessment'. A broad overview of the management of Health and Safety Regulations (1999) should be emphasised to encourage the candidate to reflect on their responsibilities in terms of identifying and managing health and safety issues in the workplace. With specific reference to the field of Telehealth and Telecare, candidates should be encouraged to explore the risks and hazards associated with pre-installation, installation and use and management of Telehealthcare equipment in a user's home. An awareness of local policy and procedures regarding these steps is important. Understanding one's own limitations is important and candidates should be aware of their training needs and when to take action and to seek guidance.

## Higher National Unit specification: support notes (cont)

### Unit title: Working in Telehealthcare

It is recommended that candidates should be familiar with key pieces of legislation and guidance to support them to work with vulnerable groups in their care setting. A broad overview of an individual's rights and professional responsibilities should be emphasised when exploring legislation such as (this list is not exhaustive):

- ◆ Adults with Incapacity Act 2000
- ◆ The Protection of Vulnerable groups (Scotland) Act 2007
- ◆ Mental Health Act (Scotland) (2003)
- ◆ Children (Scotland) Act 1995
- ◆ Human Rights Act 1998

### Outcome 3

The focus of this Outcome is to enable candidates to demonstrate their awareness of the values and principles required of professionals working in the field of Telehealthcare. It is recommended that the candidates reflect on the different professional codes of practice and consider the differences and similarities in terms of health and social care practice. Candidates should examine key pieces of legislation briefly such as Human Rights Act (1998) and the Milan Principles that underpin the Mental Health Scotland Act (2003) to understand the historical context and professional context of values and principles.

Leading on from this, it is recommended that candidates reflect on ways to apply the care values of promoting independence, choice, empowerment, social inclusion, diversity in a Telehealthcare context.

Care and protection of vulnerable groups is one of the key values and principles that underpin health and social care practice. It is recommended that candidates define abuse and consider their rights and responsibilities in terms of protecting vulnerable groups. This provides candidates with an opportunity to reflect on occasions or simulate situations where they may be required to assist in the protection of individuals through the reporting or recording of information. To achieve this, the candidate could consider issues related to ethics, equality and diversity, empowerment, advocacy and safeguarding vulnerable groups. This is also an opportunity for the candidate to consolidate their learning from previous Outcomes in this Unit in terms of communication and health, safety and risk assessment.

## Higher National Unit specification: support notes (cont)

**Unit title:** Working in Telehealthcare

### Outcome 4

The emphasis of this Outcome is to enable the candidate to reflect on their contribution to the assessment of an individual's Telehealthcare needs. Candidates should consider a range of scenarios from their workplace to reflect on their assessment contribution and build confidence in the core skills and core skills components of communication, problem solving and planning and organising to determine an individual's needs and capabilities.

It is recommended that candidates are introduced to a range of assessment methods including interviews, observation and joint assessment to determine the needs of individuals. Where possible candidates should be encouraged to observe and reflect on the assessment skills of other professional groups and peers. It is recommended that candidates examine health and social care processes and in particular the four stages associated with working with people, ie assessment, planning, implementing and reviewing care. It is also recommended that candidates consider the needs of carers/families in the process of assessment and the contribution they make to capture an understanding of need.

The difference between objective and subjective information should be explored in relation to making decisions about care needs. The issues surrounding confidentiality should be embedded in the candidates work and evidence should include the reasons for maintaining confidentiality and the reasons for disclosure particularly when assessing the needs of vulnerable groups. It is recommended that candidates consider the principles of risk assessment throughout the assessment process to protect their own safety and the safety of others.

Emphasis should be placed on the concepts of self management, choice and promoting independence and how these can be embedded in the assessment process. Case study examples and group work is suggested as a method to encourage the candidate to reflect on how professional values may differ for the users in terms of promoting these concepts (self management, choice and independence) and the challenges these place when working with vulnerable groups.

Understanding the technological requirements of individuals is recommended therefore, candidates should have an awareness of the different types of Telehealthcare equipment in use and the modes of assessment using technology, for example real time assessment using video conferencing, or analysis of pre recorded data such as voice recordings or digital images. Emphasis should be placed on the relationship between Telecare and Telehealth and consideration given to using the most suitable technological approach to meet the needs of the individual.

Case study examples and group work is also suggested as a method for candidates to explore the types of equipment they would prescribe in different circumstances and how they would confirm the individuals suitability for the equipment.

## Higher National Unit specification: support notes (cont)

### Unit title: Working in Telehealthcare

Candidates should reflect on when to seek support and advice to respond to the changing health, social care and Telecare needs of individuals. Consideration should be given to how these can impact on decision making and the individual's assessment/care plan. It is recommended that individual's determine their own capabilities/limitations in terms of job role and experience to ensure they are not acting out with their own level of competence. Candidates are invited to review their professional development plans (where appropriate) to explore their current level and future level of responsibility.

### Guidance on the delivery of this Unit

This Unit is part of the PDA in Telehealthcare at SCQF level 6. It is recommended that it is delivered prior to the candidate undertaking any optional Units within the Group Award as it provides underpinning knowledge the candidate will require for these Units.

Alternatively, this Unit can be undertaken on a standalone basis for the Continuous Professional Development purposes.

This Unit provides the core competencies and skills relevant to a candidate working in the field of Telehealthcare. It is important to note that there may be geographical differences and similarities in terms of meeting the Telehealthcare needs of individuals and this should be considered when assessing and working alongside candidates.

### Guidance on the assessment of this Unit

It is recommended that candidates are asked to submit four assessments to demonstrate their knowledge, skills and understanding. These assessments could include three reflective accounts (each no more than 750 words, or equivalent) and one set of structured short response questions.

Candidates should be encouraged to present their assessment using a format that suits their individual learning style, ie electronic, oral evidence (recorded), and other digital recordings.

### Outcomes 1, 3 and 4

The Evidence Requirements for Outcomes 1, 3 and 4 could be collated and submitted together as a series of interconnected reflective accounts. Guidance should be provided by the delivering centres on how to meet these requirements.

Assessment for this Unit should involve the use of technology to communicate with and by the candidate. It is important that candidates demonstrate their evidence of applying their learning to practice therefore centres are encouraged to make use of workplace reflections and mandatory workplace training certificates to contribute to the achievement of the Evidence Requirements, eg health and safety course, customer service skills.

## Higher National Unit specification: support notes (cont)

**Unit title:** Working in Telehealthcare

### Assessment Guidelines

#### Outcome 1

Candidates could provide a reflective account (of no more than 750 words or equivalent) to describe their workplace experience of communicating with a service user. It is suggested that the candidate describes their communication skills and any barriers they experienced in establishing or maintaining a professional relationship. Consideration could be given to working with service users who have sensory, physical or cognitive issues. In addition, the candidate could explore the differences between face to face contact with a service user and communicating using technology as a medium.

Tutors should provide feedback electronically to the candidate to encourage them to develop their ICT literacy and communication using technology. Supporting evidence from the candidate's workplace mentor/supervisor could be used to verify the assessment.

#### Outcome 2

Candidates could provide written evidence under open-book conditions with structured short response questions provided to direct the candidates work. The evidence should be produced by the candidate in their own time at an appropriate point in the Unit. It is recommended that the candidate is provided with a series of structured questions relating to health, safety and risk. This assessment should broadly cover the following areas:

- ◆ the responsibilities of both employer and employees under the Health and Safety at Work Act 1974
- ◆ risks, hazards and control measures associated with using technology to support care delivery
- ◆ policies and procedures to safeguard vulnerable groups
- ◆ taking appropriate action to deal with health issues, risks and hazards

Tutors should provide feedback electronically to the candidate to encourage them to develop their ICT literacy and communication using computers.

## Higher National Unit specification: support notes (cont)

**Unit title:** Working in Telehealthcare

### Outcome 3

Candidates could provide a reflective account (no more than 750 words or equivalent) that outlines the underpinning values and principles they use everyday within the workplace when working with service users, carers and other professionals.

The candidate could reflect on how these values and principles support the following:

- ◆ treat and value each person as an individual
- ◆ respect the individual's rights, personal preferences, and independence
- ◆ respect an individual's diversity, culture and values
- ◆ safeguarding vulnerable adults and children

Tutors should provide feedback electronically to the candidate to encourage them to develop their ICT literacy and communication using technology. Supporting evidence from the candidate's workplace mentor/supervisor could be used to verify the activity.

### Outcome 4

The candidate could provide a reflective account (of no more than 750 words or equivalent) to demonstrate their work place experience of contributing to a users Telehealthcare assessment and plan of care. Consideration could be given to:

- ◆ the Assessment process for Telecare/Telehealth equipment or devices
- ◆ the individual's personal preferences and needs
- ◆ type of technology used to support the individuals care needs
- ◆ confirming suitability of equipment installed

Tutors should provide feedback electronically to the candidate to encourage them to develop their ICT literacy and communication using technology. Supporting evidence from the candidate's workplace mentor/supervisor could be used to verify the assessment.

Since the Component of Critical Thinking at SCQF Level 5 is embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given. If you wish to use a different assessment model, you should seek prior verification of the assessment instrument(s) you intend to use to ensure that the Core Skill is still covered.

## Online and Distance Learning

This emphasis for delivery of this Unit should be on blended learning, this should include options for distance learning, delivery/support by video conferencing, e-learning and face to face contact within SQA approved centres. To meet the needs of the Telehealthcare workforce this Professional Development Award should be delivered on a part-time flexible basis.

## Higher National Unit specification: support notes (cont)

**Unit title:** Working in Telehealthcare

### Opportunities for developing Core Skills

This Unit has the Problem Solving component of Critical Thinking embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

There are opportunities to develop the Core Skill(s) of *Communication*, *Problem Solving* and *Information and Communication Technology* at SCQF level 5 in this Unit, although there is no automatic certification of Core skills or Core Skills components.

*Communication* (at SCQF level 5): could be developed through written and oral reporting and the use of effective communications with individuals and colleagues.

*Problem Solving* (at SCQF level 5): could be developed through simulated case scenarios and/or actual practical activity such as communicating with an individual with complex health and social care needs. The Core Skills component of Planning and Organising (at SCQF level 5) could be developed by the candidate undertaking a practical activity such as assessing the suitability of Telehealthcare equipment. The activity should involve multiple unfamiliar variables in relation to the planning, organising and carrying out of a Telecare activity.

*Information and Communication Technology* at (SCQF level 5): could be developed through the use of technology in a Telehealthcare setting. Alternative evidence could be gathered through the input, storage, organisation and retrieval of pre recorded oral or video data to submit course work.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

### Indicative Reading

Adams, R (2007) Foundations of Health and Social Care, Palgrave Macmillan, UK

Lishman, J. (2009) Communication in Social Work, 2nd edition, Palgrave, Macmillan, UK

Thompson, N. (2009) People skills, 3rd edition, Palgrave Macmillan, UK

## Higher National Unit specification: support notes (cont)

**Unit title:** Working in Telehealthcare

### Web pages

Joint Improvement Team website [www.jitscotland.org.uk](http://www.jitscotland.org.uk) provides a range of up to date resources and guidelines in relation to Telecare. Candidates are recommended to read publications in relation to learning disability, physical disability, sensory impairment, dementia, mental health and carers.

Telecare Standards Association [www.telecare.org.uk](http://www.telecare.org.uk) provides guidance to subscribed organisations and training materials to support service delivery.

Health and Safety Executive (Scotland) [www.hse.gov.uk](http://www.hse.gov.uk) provides legislative guidance on health, safety and well being in the workplace.

Scottish Government Publications <http://www.scotland.gov.uk/Publications/Recent> provides the most up to date publications in terms of health and social care practice.

## History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 5 embedded.	28/11/11
03	Amendments made to Assessment Guidelines changing suggested assessment tool.	03/04/12

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## General information for candidates

### Unit title: Working in Telehealthcare

Telehealthcare is the convergence of Telecare and Telehealth to provide a technology-enabled and integrated approach to the delivery of health and care services. It can be used to describe a range of care options available remotely by telephone, mobile, broadband and videoconferencing to support people in their home and with professionals at a distance.

This Unit has been designed and developed to support Scotland's National Telecare Strategy and workplace competencies in relation to Telehealthcare. The Unit is aimed at all staff working in the field of Telehealthcare who wishes to develop or advance their knowledge, skills and abilities.

This is a mandatory Unit as part of a PDA in Telehealthcare at SCQF level 6. If undertaking this Unit as a part of the Group Award, it is recommended that you undertake it prior to undertaking the other Units within the Group Award.

On completion of the Unit you should be able to:

- 1 Prepare to, and practice the use of communication skills in a Telehealthcare context.
- 2 Identify and manage health, safety and risk issues in the workplace.
- 3 Describe the values and principles that underpin Telehealthcare practice.
- 4 Contribute to the assessment of an individual's Telehealthcare needs.

By undertaking this Unit, you will have the opportunity to develop the Core Skills of *Communication, Problem Solving, and Information and Communication Technology* at SCQF level 5 although there is no automatic certification of Core Skills or Core Skills components in this Unit.

You will have the opportunity to study how technology complements care provision in health and social care; communicate with service users on how to use their equipment/devices; health and safety issues; and the assessment planning and evaluation of an individual's technological needs.

You will have the opportunity to develop your knowledge and skills in a variety of ways by reflecting on practical activities, through work experience and coursework.

Assessment for this Unit will involve the use of technology to communicate with your tutor.