



Higher National Unit specification: general information

Unit title: Learning through Practice

Unit code: H29R 34

Superclass: PA

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Unit purpose

This Unit has been designed to meet the range of skills required of candidates beginning their development as practitioners within the wide range of care and support professions. It prepares them for this role by exposing them to the practice of experienced practitioners and allows them to practice skills in a directly supervised environment. It aims to give all candidates a greater understanding of the practice of 'care' and how to assess and meet the needs of the individual. The Unit will enable candidates to develop the knowledge and practical skills which underpin safe and effective practice.

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

- 1 Demonstrate safe and effective practice within a care setting.
- 2 Demonstrate skills in the delivery of care through participation in holistic care provision to meet the needs of individual service users.

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 6 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 this candidates should preferably have undertaken some work experience, paid or voluntary, in a health care setting.

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 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.*

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill(s)	None
Core Skill components	Critical Thinking at SCQF level 5 Planning and Organising 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 Unit is included in the Framework of the HND Care and Administrative Practice.

The teaching of this Unit should integrate with the Units:

H29P 34	<i>Safe Working Practice for Care</i>
FN26 34	<i>Therapeutic Relationships: Understanding Behaviour</i>
H29S 34	<i>Principles of Professional Practice</i>
FN2E 34	<i>Sociology for Care: An Introduction</i>

To ensure that the candidate has integrated their theoretical knowledge with application to practice.

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

Demonstrate safe and effective practice within a care setting.

Knowledge and/or Skills

- ◆ Health and safety legislation relevant to the care setting
- ◆ The practical application of health and safety legislation in the care context
- ◆ Risk assessment
- ◆ Moving and handling equipment
- ◆ Appropriate personal protective equipment
- ◆ The principles of infection control in the care setting

Evidence Requirements

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

- ◆ demonstrate the application of relevant health and safety legislation in the care setting:
 - Health and Safety at Work Act
 - Moving and Handling Regulations
 - COSHH
 - RIDDOR
 - Fire Safety
 - Electrical Safety
- ◆ understand the risk assessment process and be able to apply it in the care setting.
- ◆ recognise and report on potential unsafe situations.
- ◆ be familiar with moving and handling equipment and how to use it safely with service users.
- ◆ be aware of the range of personal protective equipment and its appropriate usage in the care setting.
- ◆ understand the need for infection control and the procedures to reduce the spread of infection; effective hand washing, food hygiene, safe disposal of clinical and non-clinical waste, specimen handling, understand the action to take when exposed to blood borne infections and other work related hazards.

Higher National Unit specification: statement of standards (cont)

Unit title: Learning through Practice

The candidate will be required to demonstrate knowledge and understanding of the workplace's health and safety principles and policies and be able to recognise and report situations that are potentially unsafe.

Outcome 2

Demonstrate skills in the delivery of care practice through participation in holistic care provision to meet the needs of individual service users.

Knowledge and/or Skills

- ◆ Holistic care
- ◆ Methods to assess service user needs
- ◆ Work with and under the supervision of senior members of the MDT to plan, implement and evaluate care for individuals
- ◆ IT and administrative skills to support the client pathway
- ◆ Clinical procedures in keeping with organisational policy, Codes of Professional Conduct and legislation
- ◆ The role of the care team in maintaining and enhancing integrated care

Evidence Requirements

The candidate must demonstrate that they are able to contribute to the implementation and evaluation of a programme of care that has been designed by a registered practitioner. The candidate's contribution must be consistent with the plan, within the limits of their abilities and supervised by the registered practitioner.

- ◆ Understand and apply 'Holistic Care' when identifying individual needs.
- ◆ Understand the application of the care planning process and the roles of the different individuals involved in its assessment, planning, implementation and evaluation.
- ◆ Demonstrate an understanding of the role of the multi-disciplinary team in the care planning process
- ◆ Recognise and acknowledge the limitations of one's own abilities and recognise situations that require referral to a registered practitioner.
- ◆ Demonstrate an ability to accept responsibility for their own actions and decisions.
- ◆ Be familiar with the operating system used by the care provider.
- ◆ Understand and be able to use the appointment administration system.
- ◆ The candidate must also participate in a range of essential care skills, under the supervision of a registered practitioner and in keeping with organisational policy, legislation and professional standards.

Higher National Unit specification: support notes

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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.

In order to give candidates the opportunity to achieve all of the Learning Outcomes it is recommended that 176 placement hours are offered, although this is subject to local agreements with placement providers.

Guidance on the content and context for this Unit

It is envisaged that institutions delivering this Unit could share common instruments of assessment with their partner Higher Education Institutions to allow for a straightforward accreditation of prior learning in situations where there are articulation agreements. The course has also been designed to be relevant to candidates embarking on the development of professional practice skills in the wide range of care professions.

Outcome 1

The purpose of this Outcome is to assess the practical application of health and safety legislation. The candidate will be expected to be familiar with the theory behind the legislation but will also be expected to apply the theory in real life situations. The candidate should have a working knowledge of infection control, risk assessment, moving and assisting and personal protective equipment. The candidate should understand the process of accident reporting and understand when to refer to a senior practitioner.

Outcome 2

This Outcome will teach the candidate the fundamental skills required to operate safely and effectively within a care setting. These competencies have been specified to create a standardisation of training for care practitioners. The candidate should understand what 'Holistic' care means and be able to apply this in practice, including understanding and applying the care planning process and the individual's own role within the multidisciplinary team. In addition the candidate should gain an understanding of the 'multi-disciplinary team' and the different professions and individuals who may be included and how a well-co-ordinated multi-disciplinary team may improve the individual's care experience. The candidate's understanding of their own role in the care team will be demonstrated through evidence of effective teamwork, their understanding of when to refer to a registered practitioner and knowledge of the roles of other care team members. The candidate must also demonstrate the ability to communicate clearly and accurately with the other members of the care team. This skill must be demonstrated both through spoken communication, as part of case discussion, and written reports. The candidate should be familiar with different types of assessment to determine individual needs. The candidate should know how to help and support the individual by participating in activities of living as follows:

Higher National Unit specification: support notes (cont)

Unit title: Learning through Practice

Clinical procedures

- ◆ Observation of the skin including; the use of assessment tools, the use of pressure relieving devices and techniques and patient positioning.
- ◆ Assist service users with activities of living; dressing, undressing, elimination needs, promotion of continence, urinary catheter care, immersion bath, bed-bath, shower, skin care, mouth care, hair, care, eye care, nail care, shaving,
- ◆ Eating and drinking needs; use of beakers, bottles, adapted cutlery and crockery, assist service users to make appropriate food choices that adhere to the identified nutritional needs, complete fluid intake/output charts, assist service users with eating and drinking, make appropriate use of nutritional assessment tools.
- ◆ Pain management; recognise the patient in pain and know what action to take.
- ◆ Effective hand washing, ensure service users are able to wash hands when appropriate and in keeping with infection control policies.
- ◆ Select and use appropriate personal protective equipment, undertake cleaning of equipment.
- ◆ Dispose safely of contaminated items in accordance with organisational policy; linen, body fluids, clinical waste, sharps.
- ◆ Manage the spillage of body fluids in accordance with local policies.
- ◆ Employ safe food handling techniques in accordance with legislation.

The importance of nutrition and fluid balance should be understood and the candidate should be familiar with their role in the maintenance of both. The candidate should be able to use various assessment tools to assess the service user's condition and know when and to whom to report a change or deterioration in the individual's condition. It is important that the candidates understand the limitations of their role and they should also understand legal and professional accountability in that they are legally responsible for the care that they give. The candidate should also be able to carry out foundation IT and administrative tasks to support the service user's pathway, this should include being able to use IT to: input, store and retrieve information, to communicate and exchange information safely, responsibly and effectively, be able to delete information in accordance with agreed procedures and to identify different sources of information.

Throughout candidates are expected to demonstrate professional practice and understanding of the 'therapeutic relationship' and its application to practice as well as the importance of promoting equality and diversity in care by working in a fair and anti-discriminatory way. Candidates should demonstrate good interpersonal skills, sensitivity and compassion when working with service users.

Higher National Unit specification: support notes (cont)

Unit title: Learning through Practice

Guidance on the delivery of this Unit

Learning through Practice is a mandatory core Unit within the HNC/HND Care and Administrative Practice. The course team must select placements that will provide the candidate with the range of opportunities to demonstrate the skills required by the Outcomes. Candidates must have a supervisor/mentor at the placement who is an experienced/senior practitioner and is fully conversant with the requirements of the Unit. This is a Unit that is assessed in the work placement, for non- clinical candidates the work placement should be divided between a clinical and non- clinical experience. Through the Record of Achievement, this Unit offers candidates the opportunity to apply theory to real life practice under the supervision of a senior practitioner and within the Multi-Disciplinary Team.

This Unit will be assessed through the Record of Achievement which must cover all of the necessary skills and knowledge and provide appropriate evidence to support achievement.

Guidance on the assessment of this Unit

The assessment of this Unit will be holistic in nature as the candidate will be expected to apply the knowledge and skills learned throughout the core Units.

Candidates should provide evidence of learning within a Record of Achievement. Candidates are required to demonstrate ability in relation to the Record of Achievement on a minimum of three occasions, candidates should be observed on each occasion by a senior practitioner. When the senior practitioner deems the candidate competent in each skill they should be signed off as 'proficient'. The Record of Achievement contains the best available evidence of the candidate's satisfactory achievement of all the Unit Outcomes and could be used to assess this Unit. Underpinning knowledge and understanding can be evidenced in the Record of Achievement by responses to oral questioning by a senior practitioner

Assessment of the Outcomes is an on-going process that can occur when the opportunity arises in the work experience placement. However it is recommended that there is a formal meeting of the candidate, the lecturer and the placement supervisor/mentor as necessary, to review the candidate's progress. Where a different assessment model is to be used prior moderation of the assessment instrument(s) is recommended to ensure that the Core Skill component is still covered. Where candidates are unable to provide evidence for all of the procedures, objective structured clinical examination may be used for up to a total of five procedures.

The Record of Achievement should be combined with the reflective accounts required for the Personal Development Planning Unit to create a Portfolio of evidence of self-evaluation, reflection and action to achieve identified goals and learning.

Higher National Unit specification: support notes (cont)

Unit title: Learning through Practice

Assessment Guidelines

Outcomes 1 and 2

All the Outcomes for this Unit can be assessed holistically through the completion of a Record of Achievement and the candidate's level of ability verified by a registered practitioner at the workplace. At this stage in the candidate's development, practice is judged as sufficient to pass the Outcome when the skills are demonstrated under direct supervision. There is no requirement for the candidate to work independently.

The achievement of Outcomes 1 and 2 would be recorded through the Record of Achievement or by objective structured clinical examination may be used for up to a total of five procedures.

Online and Distance Learning

This Unit could be delivered by distance learning however it would require collaboration with an appropriate local care centre to ensure the competences in the Record of Achievement were taught and achieved. This Unit requires all aspects of skills and knowledge to be demonstrated in the workplace with close monitoring by the course team and workplace supervisor/mentor. It can only be achieved by the candidate having regular and prolonged exposure to a relevant workplace and its individual patient/clients. This does not necessitate attendance at an educational institution.

Opportunities for developing Core Skills

There are also further opportunities to develop the Core Skills of the following Units in this Unit:

Communication may be evidenced via the candidate's work with individuals and groups and competencies achieved through the Record of Achievement.

Working with Others may be evidenced in the candidate's workplace via their ability to interact, communicate and negotiate with those with whom they come into contact.

Problem Solving may be evidenced through case discussion with clinical supervisor about the most appropriate courses of action for care delivery.

Information and Communication Technology (ICT) may be evidenced through the input, storage, organisation and retrieval of data essential for care delivery in a records management system.

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

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Learning through Practice

The aim of this Unit is to make sure that you have the skills to work effectively in a care setting. Initially the Unit assesses how well you can apply the theory of health and safety legislation to a real life situation, this includes assessing your practical application of infection control procedures and moving and assisting procedures and knowledge of risk assessment. You will then learn some basic care procedures to enable you to work effectively with service users and help them with activities of living. This section is the core of this Unit where you learn to apply skills learned in the classroom to real life situations and people. You should understand that assessment of this Unit is *holistic* and they must be able to use all of the knowledge and skills learned in other Units to be able to work effectively with service users and members of the multidisciplinary team. You will also be expected to work with IT throughout the placement demonstrating skills in information inputting, storing and retrieval, you should also be familiar with the appointments system in the care setting and should be able to allocate appointments. Throughout the work placement the candidate will be supervised and observed by a senior practitioner. The assessment of this Unit is through the Record of Achievement and will, where possible, be carried out in the workplace by a registered practitioner.