



Higher National Unit specification: general information

Unit title: Principles of Professional Practice

Unit code: H29S 34

Superclass: PA

Publication date: September 2012

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to enable learners to develop an understanding of a range of care professions and the values and skills required to practice in a care setting. This Unit will enable the learner to demonstrate an understanding of the needs of individuals who require care and the principles that underpin quality care practice. The learner will understand the care planning process and the establishment and maintenance of a positive care environment and its effects on the individual in need of care.

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

- 1 Explain the principles of regulation for professional practice.
- 2 Explain how health and social care values and principles influence care practice.
- 3 Understand and apply the care planning process and the importance of collaborative team work.

Recommended prior knowledge and skills

Learners 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 learners should preferably have undertaken some work experience, paid or voluntary, in a 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

Opportunities to develop aspects of Core Skills are highlighted in the support notes of 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.

This Unit is included in the framework of the HNC/HND Care and Administrative Practice. It is further recommended that this Unit is taught at the beginning of the course prior to the learners commencing placement

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. Learners 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

Explain the principles of regulation for professional practice.

Knowledge and/or Skills

- ◆ Professional education and registration
- ◆ Principles of the care professions
- ◆ Codes of conduct
- ◆ Continuing professional development
- ◆ Framework of clinical governance within the health care sector
- ◆ Ethical issues and professional boundaries
- ◆ Parameters that occur within professional practice including:
 - levels of accountability and responsibility
 - knowing the limits of one's own abilities
 - when referral to other practitioners is appropriate
 - understanding the role of professional supervision

Evidence Requirements

Each learner will require evidence of the Knowledge and Skills of the regulation of professional practice. All Knowledge and Skills listed must be evidenced on each assessment occasion.

Higher National Unit specification: statement of standards (cont)

Unit title: Principles of Professional Practice

Outcome 2

Explain how health and social care values and principles influence care practice.

Knowledge and/or Skills

- ◆ Personal values in the context of care values
- ◆ Values as expressed in National Standards and their translation to principles of practice including; promotion of individuals' rights/choices/beliefs, equality and diversity, confidentiality, dignity and privacy, realising potential and risk management to include health and safety factors
- ◆ Different types of abuse and the support required to safeguard individuals
- ◆ Concepts of discrimination and anti-discriminatory practice
- ◆ Agency policies and legislation relating to these values and practices

Evidence Requirements

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

- ◆ explain the importance and relevance of values and principles, and how they underpin health and social care practice.
- ◆ understand rights and choices, which include dignity, privacy, realising potential, equality and diversity, confidentiality and safety including risk management of health and safety factors.
- ◆ demonstrate an understanding of different types of abuse and the carer's legal and professional responsibilities towards safeguarding individuals.
- ◆ demonstrate understanding of discrimination and anti-discriminatory practice as applied to individuals receiving care.
- ◆ understand relevant agency policies and current legislation relating to values and practices.

Higher National Unit specification: statement of standards (cont)

Unit title: Principles of Professional Practice

Outcome 3

Understand and apply the care planning process and the importance of collaborative team work.

Knowledge and/or Skills

- ◆ Models of Care
- ◆ Holistic assessment
- ◆ Stages of care planning
- ◆ Theories of teamwork and collaborative working

Evidence Requirements

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

- ◆ identify appropriate models of care.
- ◆ describe holistic assessment.
- ◆ understand the care planning process in meeting the needs of an individual.
- ◆ explain each stage of the care planning process and how this can be related to person centred care.
- ◆ recognise that the care planning process must at all times respect the individual's beliefs and preferences.
- ◆ Describe the multidisciplinary team (MDT) approach in meeting the individual service user's needs and improving the service user experience.
- ◆ Relate the role of the MDT to one theory of team working.
- ◆ Explain the importance of working collaboratively with other disciplines and agencies in the provision of quality care.

Higher National Unit specification: support notes

Unit title: Principles of Professional Practice

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

This Unit is intended to help learners to link theory and care practice. It is recommended that this Unit be taught at the beginning of the course to give learners an awareness of principles of care practice and care professions.

Outcome 1

Is concerned with defining the care professions as distinct from the wide range of care providers both paid and unpaid. A starting point in exploring this issue would be to identify the range of people who provide care for others and highlight those categorised as professions. The generic term profession should be explored with learners, referring to the areas detailed within the knowledge and skills section of this Outcome. Learners should investigate a range of care professions comparing and contrasting the different codes of conduct, professional regulations (and their integral supervision processes), education and registration and continuing professional development.

The roles of regulatory bodies for the different professions can also be explored. The need for such regulation and the supervision of workers should be discussed with learners, in particular the need for protection of the public and issues of litigation should be explored. The use of case studies would be relevant for those issues.

Ethical issues relating to practice should be investigated by the learners and discussed in the context of the care professionals' responsibilities and accountabilities. Ethical issues could also be discussed in the context of relevant care legislation. Issues of professional boundaries, the impact of personal experience, views and beliefs should be explored with the learners and used to begin to prepare them for the difficult dilemmas sometimes met by care professionals. The ability to recognise one's own limitations of professional competence as being a central aspect of good professional practice should be discussed and explored in the context of the learners' point in their own professional development. Issues of clinical and professional supervision, purpose, models, roles and responsibilities should also be explored. The requirement of collaboration between the care professions should be recognised. An awareness of the framework of quality improvement strategies within the health care sector should be explored, highlighting the important roles of audit research and clinical evaluation to practice and the role of the support worker within this. Other frameworks such as the four Pillars of Practice: Clinical Practice-Facilitation of Learning, Leadership and Evidence, Research and Development could be introduced.

Learners could investigate a range of professions, building up a folio of information that could be used as a resource for the summative assessment of this Outcome. The range of care professions may include nursing, physiotherapy, occupational therapy or social work.

Higher National Unit specification: support notes (cont)

Unit title: Principles of Professional Practice

Outcome 2

This Outcome requires the learner to display knowledge and understanding of the values from a personal, professional and societal perspective. Learners should be aware of professional values as identified in the National Standards, codes of practice for care workers, statements of aims and other appropriate policy documents. The website — www.scotland.gov.uk/publications may be of assistance. Learners are required to develop a reflective approach to the application of values within the health care context. How values and attitudes are established and changed should be encouraged. Learners should be critically evaluative of their own values and how these impact on individuals within the care context. The learner will be required to understand the conflict between personal and professional values and the importance of maintaining the professional base of their organisation.

Learners must develop an understanding of how values underpin anti-discriminatory practice. The various levels of discrimination should be explored — personal, cultural and organisational as well as positive discrimination. Learners should be able to understand and provide examples at each level. Learners can explore how institutionalisation, stigma, service delivery and social stratifications can contribute to the existence of discrimination in the care context and explore ways in which this can be challenged.

Learners should have a working knowledge of relevant legislation and agency policy, which underpins values within the workplace. The learner should be able to apply the tenor of these to their work placement in the delivery of a value based quality health care provision. For example, Human Rights Act 1998, Disability Discrimination Act 2005, Public Services Reform (Scotland) Act 2010, Equality Act 2010, National Care Standards. The Scottish Executive website www.scotland.gov.uk can offer learners the opportunity to research various aspects of policy and legislation.

Learners should identify the principles of good practice in relation to the delivery of individual patient/client care: promotion of individual rights and choice; equality and diversity; maintenance of confidentiality; use of supervision, effective communication skills; recognition of the individual's rights and beliefs.

Learners should develop an understanding of different types of abuse and the legal and professional responsibilities of the carer when supporting vulnerable individuals who require safeguarding. This should include an understanding of current legislation such as; Children (Scotland) Act 1995, Adults with Incapacity (Scotland) Act 2000 and Protection of Vulnerable Groups (Scotland) Act 2007 as well as relevant codes of conduct and organisational policies.

Higher National Unit specification: support notes (cont)

Unit title: Principles of Professional Practice

Outcome 3

If this Unit is delivered as part of the HNC Care and Administrative Practice the tutor should be aware that it is possible to integrate parts of this Outcome with aspects of FN29 34 *Learning through Practice* Outcome 3. It is not necessary to re-teach holistic care or care planning, both of which have been covered by this Outcome. In addition the tutor should also understand that the concept of multi-disciplinary teams has been introduced in the same Outcome so the learners will already have a basic understanding of multi-disciplinary team work and of relevant supervision processes.

This Outcome should assist the learner to develop knowledge and an understanding of the concept of the care process and the individuals involved in that process.

The learner will gain an understanding of the various Models of Care relating to the care process.

Learners must be aware of the needs of the individual across the aspects of physical, cognitive, social, emotional and cultural development. The learner should be able to recognise the various aspects of these within each category as well as being able to understand the inter-relationship between them. This will allow the learner to be able to understand the holistic needs of the individual, which will ensure better service delivery.

In meeting the above the learner should be ensuring the establishment and maintenance of a positive care environment. The delivery of the values including promotion of individual rights, confidentiality, dignity, privacy, anti-discriminatory practice, etc. will assist this process. Learners should be aware of the policies that underpin good practice and have an understanding that a safe environment is not simply one, which is physically safe but emotionally safe and socially supportive.

Learners have to evidence their ability to make an holistic assessment of individuals receiving care. They should include the aspects in Outcomes 1, and 2 explaining the importance of these issues within the care planning process and the benefits to the individual. Learners should understand the reasons for care plans and the stages of the care planning process. It is understood that learners may be in a variety of care related work placements or settings. Each of these placements or settings will have a variety of care planning processes. The learner should have an understanding of the areas to be covered in a care plan. The actual format of the planning process should meet the needs of individual placements or settings and the service user and thus should show evidence of a needs-led assessment and individualistic approach.

Learners should be given the opportunity to be involved in the development and implementation of a care plan. It is recognised that this will be within the limitations of confidentiality. This may mean that learners are restricted in their role but they should be included as much as possible. They must also ensure the service user is at the centre of this process. The learner, with the guidance and support of a mentor or supervisor, should ensure the individual service user is clearly involved in the process. The learner should ensure the individual's beliefs and preferences are listened to and adhered to within the process.

Higher National Unit specification: support notes (cont)

Unit title: Principles of Professional Practice

Promotion of independence and the empowerment of the service user should be clearly evidenced. Risk assessment is an integral part of care planning and where this has been a feature of the process this should be clearly identified. The learner should play an active role in the above process and have cognisance to all the relevant issues in the compilation of an individual care plan.

In this Outcome learners need to evidence their understanding of the working of teams and the roles that individuals take or are ascribed. Processes integral to supervision can also be revisited here. The concept of team working should be focused on how this contributes to the establishment and maintenance of a positive care environment. The aspect of consistency within the team in terms of working practices but also in relation to shared values and how the team implement the value base for service users should be explored. Some theories eg Belbin and Tuckman, and concepts of teams should be explored. For example, group processes, shared or conflicting aims, task versus process, composition and motivation.

Learners are also required to understand the wider view of inter-disciplinary and inter-agency working. This will include the concept of collaborative working and its importance in the care planning process. Again the aspect of maintaining shared values should be discussed and the difficulties and issues which may arise in relation to collaboration should be explored. The process of empowering the service user should be discussed and ways of how this can be achieved can be highlighted. The concept of empowered service users should also have a positive effect on minimising misuse of power within the care setting.

Guidance on the delivery of this Unit

This Unit is likely to form part of a Group Award which is primarily designed to provide learners with knowledge and skills related to a specific occupational area. This Unit should be delivered in a way that enables learners to appreciate its relevance to the occupational area concerned. Wherever possible, links should be drawn with situations which learners will understand, eg Health and Safety issues related to specific work situations.

This is a mandatory clinical Unit within the HNC/HND in Care and Administrative Practice. It is recommended that Core Skills are completed alongside this Unit. It may be possible, as previously indicated, to integrate Core Skills to the Unit delivery. It is recommended this Unit be delivered early in the course as it raises many issues, which are crucial to the health care task in relation to the interaction of the learner. They will be required to achieve this within the framework of a positive value base whilst establishing and maintaining a positive health care environment. If this Unit is taught as part of the HNC/HND Care and Administrative Practice the learner's ability to apply theory to practice will be assessed through the Record of Achievement.

If the Unit is to be delivered as part of the PDA Health and Social Care: Building Capacity through Strengthening Practice (SCQF Level 8). It should also be delivered first in order to provide a framework to build on with subsequent units in this Group Award.

Higher National Unit specification: support notes (cont)

Unit title: Principles of Professional Practice

Guidance on the assessment of this Unit

It is recommended that Outcome 1 be assessed with a comparative study between two care professions. Outcomes 2 and 3 could be integrated and assessed using a case study with short answer questions.

Assessment Guidelines

Outcome 1

The assessment for this Outcome could be in the form of a report comparing and contrasting the principles of regulation of two care professions. The learners must produce an individual report but can refer to the information gathered through their own or group research. This report should be academically referenced, approximately 1,500 words and submitted by an agreed date. Examples of care professions may include nursing, social work, physiotherapy or occupational therapy.

Outcome 2

See Outcome 3.

Outcome 3

Outcomes 2 and 3 could be assessed using a case study distributed to the learners 2 weeks prior to the assessment. The learners could then answer unseen short answer questions under closed-book conditions. These questions should cover all of the evidence for each of the 3 Outcomes ie nursing or other care planning models, values for care, and care planning appropriate to a patient/individual.

Online and Distance Learning

This Unit could be delivered by distance learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of learner evidence. Arrangements would have to be made to ensure that a mentor or supervisor within the workplace supports the assessments for all Outcomes.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of:

Communication at SCQF level 5

Problem Solving at SCQF level 5

Working with Others at SCQF level 5

Information and Communication Technology (ICT) at SCQF level 5

in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Higher National Unit specification: support notes (cont)

Unit title: Principles of Professional Practice

Communication will be evidenced via the learner's work with individuals and groups as well as within written assignments.

Problem Solving: Critical Thinking, Planning and Organising, Reviewing and Evaluating will be evidenced through research, supervision in the learner's workplace and within written assignments.

Working with Others will again be evidenced in the learner's workplace via their ability to interact, communicate and negotiate with those with whom they come into contact and group presentations within classroom activities.

Information and Communication Technology (ICT) could be evidenced by the use of standard applications to obtain and process information and data for assignments.

Disabled learners and/or those with additional support needs

The additional support needs of individual learners 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 learners

Unit title: Principles of Professional Practice

This Unit is designed to enable you to link the theory of health care to practice experience and to enable you to understand the need to consider ways of working purposefully and effectively with individuals receiving health care. If inexperienced you will have the opportunity to begin to have an awareness of the principles of the care professions prior to commencing placement and as experienced learners you will have the opportunity to show your experience through various aspects of the Unit.

You will learn the importance of a positive value base within a positive care environment. You will learn how to ensure your involvement with service users has a positive impact on them. You will learn the importance of putting the individual at the centre of your interactions. You will adhere to the needs of the individual and ensure you protect their right and choices. It will be necessary to question your own personal value base and be able to analyse this in relation to the organisational value base and be able to debate and understand the conflicts, which could arise between these.

You will learn about the care planning process and how to determine an individual's needs and devise strategies to meet those needs in collaboration with the service user.

You will also learn about the workings of teams and the importance of teamwork in the delivery of a quality care environment for individuals and for an effective care planning process. You will learn about the different roles of the health team both within your workplace and within the wider environment. You will be introduced to the issues of collaboration and the understanding of the need to have a working knowledge of legislation and agency policy within the delivery of care. The empowerment of the individual receiving care will also be explained and you will learn about the difficulties in achieving this and ways in which it can be implemented.

For this Unit you are required to be in a care placement. You will apply the learning to your placement. There are two assessments for this Unit, the first is a report of a comparison between two health professionals, the second assessment is an holistic one which combines learning Outcome 2 and 3. You will be required to answer questions on a 'seen' case study, this will be carried out under closed-book conditions.