



Higher National Unit specification

General information

Unit title: Principles of Professional Practice (SCQF level 7)

Unit code: HF27 34

Superclass: PA

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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 competence in understanding 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.

Outcomes

On successful 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 health care planning process and the importance of collaborative team work.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

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.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for 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 Care Practice and Administration. It is further recommended that this Unit is taught at the beginning of the course prior to the learners commencing placement.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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
- ◆ Registration/revalidation
- ◆ Codes of conduct/ethical behaviour/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
- ◆ Framework of care governance within the health and social care sector

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 Care Standard and their translation to principles of practice including; promotion of individuals' choices, equality and diversity, confidentiality, dignity, privacy, realising potential and risk management to include health and safety factors
- ◆ types of abuse and the support required to safeguard individuals
- ◆ Concepts of discrimination and anti-discriminatory practice
- ◆ Legislation and/or organisational policies relating to these values and practices

Higher National Unit specification: Statement of standards (cont)

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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 for this Unit

Outcome 1

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.

Outcome 2

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

- ◆ explain the relevance of values and principles, and how they underpin health and social care practice.
- ◆ explain three principles of practice which may include choice, dignity, privacy, realising potential, equality & diversity, confidentiality and safety including risk management of health and safety factors.
- ◆ identify and explain two different types of abuse and the carer's legal and professional responsibilities towards safeguarding individuals.
- ◆ explain understanding of discrimination and anti-discriminatory practice as applied to individuals receiving care.
- ◆ understand current organisational policies and/or legislation as applied to values and practices.

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

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

- ◆ identify and explain one appropriate Model of Care.
- ◆ describe holistic assessment.
- ◆ explain the care planning process in meeting the needs of an individual using a person centred approach.
- ◆ describe one theory of team working.
- ◆ explain the importance of working collaboratively with other disciplines and organisations in the provision of quality care.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and 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 health 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 process), education and registration/revalidation 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 behaviour relating to practice should be investigated by the learners and discussed in the context of the care professionals' responsibilities and accountabilities. 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, roles and responsibilities should also be explored. The requirement of collaboration between the care professions should be recognised and when to refer on to a more senior member of the team. An awareness of the framework of care/clinical governance and the quality improvement strategies within the health and social care sectors should be explored, such as care assurance & accreditation standards (CAAS) highlighting the importing role of audit, evidence based practice and clinical evaluation. Agencies such as Health Improvement Scotland and the Care Inspectorate should be discussed.

Higher National Unit Support Notes (cont)

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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.

Outcome 2

This Outcome requires the learners 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/social 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. Anti-discriminatory practice is about recognising diversity, working with individuals to determine needs, and recognising /challenging barriers which may inhibit basic rights.

Learners should have a working knowledge of relevant legislation and organisational policy, which underpins values and principles within the workplace. The learners should be able to apply these to their work placement in the delivery of a value based quality care provision. For example, Human Rights Act 1998, the Public Services Reform (Scotland) Act 2010, Equality Act 2010, National Care Standards, Public Bodies Joint Working Act 2014. The Scottish Government website **www.scotland.gov.uk** can offer learners the opportunity to research various aspects of policy and legislation.

Learners should identify and explain the principles of good practice in relation to the delivery of individual care: promotion of rights and choice; equality and diversity; privacy, dignity, realising potential, safety and the maintenance of confidentiality.

Learners should develop an understanding different types of abuse and the legal and professional responsibilities of the carer when supporting vulnerable individual who require safeguarding. This should include an understanding of legislation such as; Children (Scotland) Act 1995, Children & Young People (Scotland) Act 2014, 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 Support Notes (cont)

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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 HG1H 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, tutors should also understand that the concept of multi-disciplinary teams has been introduced on the same Outcome so the learners will already have a basic understanding of inter-professional 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, cultural and spiritual 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 offer 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. Each of these placements 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 and the service user and thus should show evidence of a needs-led assessment and individualistic approach.

Learners must also be aware and ensure the individual is at the centre of the care planning process. The learner, with the guidance and support of a mentor or supervisor, should ensure the individual is clearly involved in the process. The website 'Person Centred Resource Centre' could be used for relevant and up-to-date information. The learner should ensure the individual's beliefs and preferences are listened to and adhered to within the process.

Higher National Unit Support Notes (cont)

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Promotion of independence and the empowerment of the individual 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 re-visited 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 individuals should be explored. Various theories 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-professional 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 individual should be discussed and ways of how this can be achieved can be highlighted, eg Social Care Self-Directed Support Act 2014. The concept of empowered individuals should also have a positive effect on minimising misuse of power within the care setting.

Guidance on approaches to 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 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 Care and Administrative Practice the learner's ability to apply theory to practice will be assessed through the Record of Achievement.

If this Unit is 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 subsequent Units in this Group Award.

Higher National Unit Support Notes (cont)

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Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

It is recommended that Outcome 1 can 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/essay 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 two 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 both Outcomes 2 and 3, ie nursing models, values for care, and care planning appropriate to an individual.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential 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 at SCQF level 5

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

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.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Principles of Professional Practice (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

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 organisational 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 a 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.