



## Higher National Unit specification

### General information

**Unit title:** Learning Through Practice (SCQF level 7)

**Unit code:** HG1H 34

**Superclass:** PA

**Publication date:** July 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit has been designed to meet the range of skills required of learners 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 learners a greater understanding of the practice of 'care' and how to assess and meet the needs of the individual. The Unit will enable learners to develop the knowledge and practical skills which underpin safe and effective practice.

### Outcomes

On successful completion of the Unit the learner 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.

### 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

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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 health care setting.

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 HND Care and Administrative Practice.

The teaching of this Unit should integrate with the Units:

HF25 34     *Safe Working Practice for Care*  
HF29 34     *Therapeutic Relationships: Understanding Behaviour*  
HF27 34     *Principles of Professional Practice*  
HF28 34     *Sociology for Care*

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

### 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](http://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

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

### 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

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

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### Evidence Requirements for this Unit

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

#### Outcome 1

- ◆ 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.

The learner 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

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

- ◆ Understand and apply the care process when identifying individual needs.
- ◆ Understand the application of the care 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 process.
- ◆ Recognise and acknowledge the limitations of one's own abilities and recognise situations that require referral to a qualified practitioner.
- ◆ Demonstrate an ability to accept responsibility for their own actions and decisions.
- ◆ Utilise IT and administrative skills to support the clinical pathway.
- ◆ Have an awareness of appointment administration system.
- ◆ The learner must also participate in a range of essential care skills, under the supervision of a qualified practitioner and in keeping with organisational policy, legislation and professional standards.



## 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.

In order to give learners the opportunity to achieve all of the Outcomes it is recommended that 100 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 learners 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 learner 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 learner should have a working knowledge of infection control, risk assessment, moving and assisting and personal protective equipment. The learner should understand the process of accident reporting and understand when to refer to a senior practitioner.

#### Outcome 2

This Outcome will teach the learner 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 learner should understand what 'Holistic' care means and be able to apply this in practice, including understanding and applying the care process and the individual's own role within the multidisciplinary team. In addition the learner 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 learner'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 qualified practitioner and knowledge of the roles of other care team members. The learner 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 learner should be familiar with different types of assessment

## Higher National Unit Support Notes (cont)

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to determine individual needs. The learner should know how to help and support the individual by participating in activities of living as follows:

### 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 learner should be familiar with their role in the maintenance of both. The learner 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 learners 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 learner 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 learners 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. Learners should demonstrate good interpersonal skills, sensitivity and compassion when working with service users.

## Higher National Unit Support Notes (cont)

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### Guidance on approaches to 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 learner with the range of opportunities to demonstrate the skills required by the Outcomes. Learners 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 learners the work placement should be divided between a clinical and non- clinical experience. Through the Record of Achievement, this Unit offers learners 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 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.

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

Learners should provide evidence of learning within a Record of Achievement. Learners are required to demonstrate ability in relation to the Record of Achievement on a minimum of three occasions, learners should be observed on each occasion by a senior practitioner. When the senior practitioner deems the learner competent in each skill they should be signed off as 'proficient'. The Record of Achievement contains the best available evidence of the learner'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 learner, the lecturer and the placement supervisor/mentor as necessary, to review the learner'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 learners 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.

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

### 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 learner's level of ability verified by a registered practitioner at the workplace. At this stage in the learner'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 learner 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.

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

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

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

*Working with Others* may be evidenced in the learner'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.



## History of changes to Unit

Version	Description of change	Date

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## **General information for learners**

### **Unit title:** Learning Through Practice

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.

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 learner 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.