Arrangements for:

Professional Development Award in Occupational Therapy Support

at SCQF level 8

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date

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1 Introduction

This is the Arrangements Document for the new Group Award: Professional Development Award (PDA) in Occupational Therapy Support at SCQF level 8 which was validated in April 2012. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

This new award is specifically designed to provide a robust and certificated award which equips individuals with a range of knowledge, specialist skills and values to enable them to improve professional practice, and provide continuous professional development. It has been designed for employees aspiring to advance their practice or gain employment, as Assistant Practitioner, Senior Support Worker or Para Professionals within occupational therapy. It has been planned as a progression route for specified SCQF level 7 awards. It should be noted that this is a qualification for support workers and hence the depth of knowledge required should reflect this.

2 Rationale for the development of the Award

2.1 Rationale

Over the past decade Scottish Government documents such as *Health Care Support Workers (HCSW): The development of the clinical HCSW role, A review of the evidence NHS Education for Scotland (2011)* and *Changing Lives, Changing Practice: Report of the 21st C Social Work Review* have explored the range and roles of staff required to deliver present and future services. Key drivers such as workforce planning recognise the changing skill mix within both the health and social care sectors. Demands remain to maintain quality, safe, effective and person centered practice.

Current policy and consultations such as the *AHP National Delivery Plan — A Consultation* (2011) suggests 'It is now important to develop the workforce at all levels to underpin sustainable and affordable services including strengthening advanced and consultant level practice and, where appropriate, introduce assistant and assistant practitioner roles to enhance the skill mix and ensure best use of AHP resources'. This highlights the necessity to support this changing workforce and enable more flexible working practices through appropriate qualification. It is therefore essential that suitable educational courses and training evolve to meet needs.

Within the health care sector support workers (HCSW) at Career Framework (CF) level 3 are recommended to have an SCQF level 7 award or equivalent qualification. At present few SCQF level 8 awards are available to enable progression to a CF level 4. The Framework for Continuous Learning (SSSC 2008) sets out key elements for roles within social services. Specific career pathways are dependent on local authority areas. Recent reports and policy recognise the need to provide opportunities for career advancement and the need to re-profile and up skill both workforces to similar levels. The Healthcare Quality Strategy (2010) supports the need to build capacity of staff and ensure high quality evidence based care 'from well trained and empowered staff'. The health and social care integration agenda also supports this need for equivalency across sector areas. The award would aim to address the widening scope of practice related areas whilst working within the integrated services that make up health and social care services.

At present there are no occupational therapy specific SCQF level 8 awards. There are a large number of support workers currently working in occupational therapy with a level 7 or equivalent award (eg HNC Social Care) but no occupational therapy specific education. It was felt that this PDA could provide a cost and time efficient opportunity to enable career progression within the role occupational therapy support and therefore enhance delivery of services.

The PDA in Occupation Therapy Support builds on and supports previous and current developments such as the HNC Occupational Therapy Support, HNC Allied Health Professions (Physiotherapy, Speech and Language Therapy and Radiography), HNC Care and Administrative Practice and SVQ level 3 Health and Social Care.

The choice of Units articulates from candidates' previous learning.

It is anticipated that in time a catalogue of SCQF level 8 PDAs across health and social care will support this development and enhance opportunities for role extension, expansion and redesign.

Competences and National Occupational Standards (NOS) describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.

NOS are tools to help individuals, organisations and training providers to improve performance. Skills for Health, the Sector Skills Council responsible for developing NOS for the UK health sector, have created an extensive database of competences each referring to a different health-related function. The NOS for support workers at CF level 3 and level 4 were considered in designing this new qualification and the standards have been mapped (see appendix 1). This ensures the award matches the requirements at CF level 3 and 4 to the appropriate SCQF level and through this provides a rigorous education and training framework for HCSW, Assistant Practitioner and Para Professional roles.

The award is made up of a common core Unit based on the National Occupational Standards for level 4 (or equivalent) roles within Career Frameworks with progression pathways specific to previous qualifications.

The Units provide candidates with the knowledge and skills to carry out their duties while working or on placement. It is essential that in order to gain the award candidates can access mentorship/supervision of an occupational therapist throughout the course

PDAs progress according to the qualification's SCQF level and, incorporate SCQF terms of reference. As such, this award has been developed at SCQF level 8 in order to take into account the critical evaluative, analytical and reflective abilities required for a candidate working in the occupational therapy sector to develop professionally. Candidates will gain knowledge of both occupational therapy theory and underpinning knowledge to support practice at an advanced support worker level. The requirement to integrate underpinning knowledge to the evaluation and critical analysis of occupational therapy theory and practice supports the need for this award to sit at SCQF level 8.

The development of the award was supported by the College of Occupational Therapists (COT). This was further evidenced by the signing of a joint agreement between the Scottish Qualifications Authority and College of Occupational Therapists Limited. The joint agreement means that candidates achieving the PDA in Occupational Therapy Support at SCQF level 8 will received a certificate with both the SQA logo and the COT logo.

2.2 Target groups

This award is aimed at candidates seeking employment within occupational therapy in the NHS in a Senior HCSW Assistant Practitioner (SCQF level 8) role or equivalent employment within social care, voluntary sector. The PDA in Occupational Therapy Support at SCQF level 8 is recognised by the professional body (COT).

It is anticipated that candidates will come from a broad range of job roles that include for example:

- Health Care Support Workers
- Care assistant
- Allied Health Profession Support Workers (eg Physiotherapy, Occupational Therapy, Radiography, Speech and Language Therapy, Podiatry, Dietetics)
- Social Care Assistants
- Vocational Rehabilitation workers
- Information workers
- Advisory Officers
- Resource Workers
- Classroom assistants
- Project Workers
- Healthcare Technician
- Re-ablement worker
- Rehabilitation assistant
- Rehabilitation support worker

Candidates who have already undertaken an SQA qualification at SCQF level 7 in the past will be well placed to undertake this award for job specific training or for the purposes of CPD. Relevant specified entry awards are highlighted in Section 4 *Access to the Award*.

2.3 Continuous Professional Development (CPD)

The PDA in Occupational Therapy Support at SCQF level 8 provides CPD for candidates who are in roles where they work with others within occupational therapy. It allows an opportunity for those who wish to further the development of their skills to gain formal recognition.

The award is designed for those aspiring to advance their practice and career. The practical application of theoretical underpinnings should allow candidates to present concrete evidence of competence regarding career advancement.

Achievement of the PDA in Occupational Therapy Support at SCQF level 8 may offer an opportunity to candidates to progress to further professional qualifications and to seek some recognition of prior learning from their studies.

Candidates who successfully complete the PDA in Occupation Therapy Support at SCQF level 8 may seek to progress to:

- BSc (Hons) Occupational Therapy
- BA in Integrated Public Services
- Dip/ BA Education and social Services
- Other SCQF level 8 PDAs
- HND Care and Administrative Practice
- BSc (Hons) Health Studies

It should be noted that entry to and pathways at receiving institutions may be contingent on availability and will be at their discretion dependent on the individual candidate's experience and circumstances.

2.4 Links to national standards

The four credit HN Units in this award may provide some links into other Units within the National Occupational Standards for Health and Social care at level 3/4. The mapping of the Units and Outcomes against the standards is shown in the table in Appendix 1.

3 Aims of the Award

The aims as listed in 3.1 and 3.2 reflect the rationale for creating the award; are benchmarked against SCQF level 8; and meet the objectives of those consulted during the design process, including those who are employing workers in assistant practitioner/para-professional roles within occupational therapy.

The overall aim of the award is to equip candidates who wish to or already work in the occupational therapy sector with knowledge and skills that have been formally assessed at SCQF level 8. To achieve the award, candidate's demonstration of these skills, abilities and competences will be consistent with the SCQF level 8 benchmark.

in aim of the PDA in Occupational Therapy Support at SCQF level 8 is to allow candidates to advance their knowledge using theoretical underpinnings and practical application to support their practice. Candidate may also use this qualification as progression into higher level study.

3.1 General aims

The qualification has the following general aims:

1 Provide academic stimulus and challenge
2 To develop knowledge and personal effectiveness
3 Develop study, academic writing and research skills appropriate to SCQF level 8
4 To develop investigative, evaluative and analytical skills
5 To develop planning, problem solving skills
6 Develop skills such as critical thinking and reflection
7 To provide opportunities for career planning and enhance a learner's career prospects and develop employment skills related to the National Occupational Standards
8 To enable progression within the SCQF framework including possible progression to Higher Education
9 To develop transferable skills including Core Skills of *Communication, Information and Communication Technology, Numeracy, Problem Solving* and *Working with Others* required by employers and for progression to advanced entry to Higher Education Institutions
10 Develop the ability to work flexibly and cooperatively within the multi- agency team

3.2 Specific aims

In particular, the award will equip candidates with the knowledge, skills and understanding required to prepare for work within an occupational therapy setting. The qualification has the following specific aims: The HN Units in the award will equip candidates with the knowledge, skills and understanding required to develop their practice in working in occupational therapy and specifically they will:

1 Develop the underpinning knowledge that enables integration of theory and occupational therapy support practice
2 Gain a deeper understanding of occupational performance
3 Demonstrate the ability to integrate and apply relevant skills in occupational therapy support practice
4 Develop an understanding of best practice within occupational therapy
5 Enable the development of reflective practice
6 Promote career progression and academic pathways for and within a range of occupational therapy settings
7 Provide the competences required by employers
8 Explore and evaluate the effectiveness of occupational therapy practice
9 Carry out project work involving investigation and evidence based practice
10 Begin to use critical and evaluative thinking in occupational therapy support practice
11 Demonstrate the ability to plan and manage work based activities with reference to professional and legal issues within occupational therapy

See Appendix 2 for mapping of aims to Units.

4 Access to the Award

Entry is dependent on previous experience and qualifications. Eligibility of potential candidates will be at the discretion of centres with the proviso that candidates are/can be actively involved in occupational therapy as part of their job role/function and have access to mentorship/supervision of an occupational therapist throughout the course. It is recommended that candidates will have achieved a current relevant level 7 SCQF or equivalent award.

4.1 Previous qualifications

Candidates wishing to undertake this award should be able to demonstrate effective communication and interpersonal skills and be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational.

This should be demonstrated by achievement of the following relevant awards at SCQF level 7. It is recommended that qualifications have an acceptable currency.

- HNC Health Care
- HNC Care and Administrative Practice
- HNC Social Care
- HNC Additional Learning Needs
- HNC Allied Health Professions: Physiotherapy
- HNC Allied Health Professions: Speech and Language Therapy
- HNC Allied Health Professions: Radiography (Diagnostic and Therapeutic)
- HNC Occupational Therapy Support
- SVQ 3 Health and Social Care
- University Certificate of Higher Education in Health/Social Care

The recommended Core Skills entry level for the PDA in Occupational Therapy at SCQF level 8 is as follows:

- *Communication* at SCQF level 5
- *Numeracy* at SCQF level 5
- *Problem Solving* at SCQF level 5
- *Information Communication Technology* at SCQF level 5
- *Working with Others* at SCQF level 5

Candidates should be aware that evidence of work or practice cited towards establishing entry criteria, or used towards assessment at any level should have acceptable currency. They would be expected to evidence knowledge of the role of occupational therapy and the support worker within this sector area. The evidence may be provided in a variety of formats, eg through an employer's reference or the process of application and interview.

Centres must ensure that candidates are, or can gain a placement within an appropriate job role within an occupational therapy or appropriately related setting.

4.2 Work Experience

It is essential that candidates have relevant work/life experience along with relevant formal qualification.

Work experience that may be considered suitable could include:

- paid or voluntary roles that include aspects of care work
- experienced care workers, either voluntary or paid (community, social, private or NHS)
- placement experience

4.3 Employment opportunities

A current key issue within the health and social care sector and highlighted in a range of policy and strategic reviews is the need to develop a qualification structure and entry routes into the emerging health and social care sector posts at SCQF level 7 and 8 which match developing roles (eg Assistant Practitioner and Para-Professional). Evidence has shown that there is a changing skill mix within these sectors that there will be a further shift away from posts at CF level 5 and 6 to an increased need for both new staff and staff with better skills in CF level 3 and 4 roles.

The PDA is intended to provide the skills and knowledge demanded of a modern working environment.

4.4 General

- Where English is not the first language of the candidate, it is recommended that candidates possess English for Speakers of Other Languages at an appropriate level or IELTS at 6.5. Students with aspirations to eventually articulate to HE institutions should note that articulation agreements may stipulate candidates exit from this award with a minimum of IELTS at 7 before commencing HE pre-registration programmes.
- Entry to the PDA award could be offered to those applying with equivalent qualifications from this or other countries, providing the competences can be identified and are appropriate.
- The selection criteria for this award should consider the specific requirements of the relevant regulatory organisation, ie the Health Professional Council, as candidates may wish to progress to pre-registration programmes following completion of the award, for example previous disclosure and health checks.
- A pre-course interview and an appropriate reference is recommended.
- PVG and health status check may also be necessary.
- Centres should adhere to legislation and local authority guidelines where candidates come in to contact with children and/or adults at risk. It is important that there are robust protection policies and procedures in place which candidates should be made aware of, and be required to comply with.

5 Structure of the Award

5.1 Conditions of the Award

The award is achieved on the successful attainment of all of the Units contained within the Group Award. The award comprises a total of 16 SCQF credit points at level 7 and 16 SCQF credit points at level 8. The award contains one core Unit (two credits at SCQF level 8), a further two credits are gained through other Units within the pathway framework relevant to the candidate.

5.2 Framework

The PDA in Occupational Therapy Support at SCQF level 8 will be achieved on the successful completion of the common core Unit at level 8 and two Units at level 7 from the pathways detailed below. It is recommended that the common core Unit at level 8 be delivered as the final Unit in this award. This framework has been supported by mapping with the main entry and access qualifications.

PDA in Occupational Therapy Support at SCQF level 8

Pathway 1

Candidates who have achieved: HNC in Health Care, Allied Health Professions or Care and Administrative Practice.

Unit title	Code	SCQF level	SCQF credit points	SQA credit value
Occupational Therapy: Core Concepts and Processes	H18H 35	8	16	2
Occupational Therapy Support: Audit	F3NE 34	7	8	1
Either Protection of Individuals from Possible Harm and Abuse **or** Understanding and Supporting Behaviour	DH3P 34 DJ1N 34	7	8	1
Total credits		**8**	**32**	**4**

Pathway 2

Candidates who have achieved for example the HNC Social Care, HNC Additional Learning Needs, HE Cert Health/ Social Care.

Unit title	Code	SCQF level	SCQF credit points	SQA credit value
Occupational Therapy: Core Concepts and Processes	H18H 35	8	16	2
Anatomy and Physiology for Support Workers	H1SS 34	7	8	1
Occupational Therapy Support: Audit	F3NE 34	7	8	1
Total credits		**8**	**32**	**4**

Pathway 3

Candidates who have achieved an SVQ level 3 in Health/ Social Care.

Unit title	Code	SCQF level	SCQF credit points	SQA credit value
Occupational Therapy: Core Concepts and Processes	H18H 35	8	16	2
Anatomy and Physiology for Support Workers	H1SS 34	7	8	1
Psychology and Sociology in Health Care	DR3T 34	7	8	1
Total credits		**8**	**32**	**4**

Pathway 4

Candidates who have achieved the HNC Occupational Therapy Support.

Unit title	Code	SCQF level	SCQF credit points	SQA credit value
Occupational Therapy: Core Concepts and Processes	H18H 35	8	16	2
Protection of Individuals from Harm and Abuse	DH3P 34	7	8	1
Understanding and Supporting Behaviour	DJ1N 34	7	8	1
Total credits		**8**	**32**	**4**

5.3 Recognition of prior learning

It is expected that centres delivering the award implement Recognition of Prior Learning (RPL) mechanisms and policies. The document entitled *Recognition of Prior Informal Learning* (RPL): guidance and resources for mentors and candidate, SSSC 2007 provides guidance on the mechanisms, policies and support. Implementation of the guidelines helps ensure consistent RPL policies across Scotland.

The purpose of the guidelines is to assist providers in developing and operating processes of recognising prior learning within the suite of qualifications.

The guidelines define what is meant by RPL and explain the ways in which these processes can be used within the award. The guidelines provide guidance on the process of awarding credit for prior learning. In order to ensure quality, consistency and transparency, all providers should follow the same process.

5.4 Credit transfer

The Qualification Design Team did not identify any common credit transfer opportunities from other awards, therefore credit transfer will require to be judged on an individual basis and centres will be required to follow SQA guidance.

6 Development of Core/Transferable Skills

There is no automatic certification of Core Skills or Core Skills components in the Units within the PDA in Occupational Therapy Support at SCQF level 8. There may be opportunities in the mandatory Unit to gather evidence at SCQF level 6 for each of the Core Skills of *Working with Others, Problem Solving, Information and Communication Technology* and *Communication*. Other Units provide opportunities for all Core Skills at level 5. Candidates participating in the award will also develop a range of core and transferable skills to improve professional competencies, confidence and employability.

Indeed, there is an expectation that candidates will be given the opportunity to demonstrate oral skills in presenting information to others, in leading presentations and in responding to others and taking questions.

Communication (at SCQF level 6): could be evidenced through production of essays, presentations, recording/reporting and the use of effective communication. Both oral and written communication skills could be practiced and developed through discussion, information sharing and assignment writing.

Working with Others (at SCQF level 6): could be developed through working as part of a team, participating in team meetings, interactions with other staff involved in the delivery of the service and service users.

Problem Solving (at SCQF level 6): could be developed through explanations of how the candidate dealt with issues relating to intervention planning and audit.

Information and Communication Technology (at SCQF level 6): could be developed through the candidate's presentations and the preparation of assignments.

For more information on Core Skills signposting please see Appendix 3.

7 Approaches to delivery and assessment

7.1 Delivery

Delivery of the award provides a combination of workplace, directed and independent learning, through reading, research and practice-based learning. Assessment through examples generated by real work experience is a key element of the award.

This award has been designed to be delivered through a partnership approach engaging with employers and SQA approved centres. Centres delivering the PDA in Occupational Therapy Support at SCQF level 8 must be approved by SQA. The common Occupational Therapy Core Concepts and Processes Unit must be delivered by an occupational therapist. It is recommended that this Unit should be delivered as the final Unit in the award.

It is important that the award is accessible to potential candidates without disadvantage resulting from geographical location or other structural factors. Candidates must however be able to access an occupational therapist mentor/supervisor who is appropriately qualified to undertake this support (for example is APPLE or similar accredited). The award should:

- articulate with related qualifications
- be flexible in delivery to allow comprehensive geographical access and participation, including by open/distance learning
- be delivered through education providers and employer partnership.

The award involves candidates in a significant amount of experiential learning. Candidates are required to operate effectively under direction, to critically analyse and reflect on their experiences and to be able to make conclusions for their future behaviours and development.

Given that the award is based on practice, centres should set timescales for completion which are flexible and suit the requirements of the individual candidates and their professional areas.

The delivery of the pathway taught Units in the award may be either sequential or simultaneous. It is recommended that that final taught Unit is Occupational Therapy: Core Concepts and Processes. The facilitation of learning for the award should be through a range of approaches including face-to-face inputs, blended and other forms of directed and self-directed learning.

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. At the outset, centres should make candidates aware of the requirements of the award, including the need to gather evidence, critically analyse and evaluate and report on their experiences. They should also inform candidates at the outset about the type of evidence they have to provide in order to complete each individual Unit and the award successfully. It is likely that delivery of each Unit will consist of some initial orientation and briefing sessions after which candidates should take some responsibility for their own independent learning. Centres should make suitable arrangements to support and guide candidates throughout. This could involve regular meetings with candidates on an individual basis or in groups or through phone or web based discussion. In addition to this candidates will be supported by an occupational therapist within their workplace/placement.

The Unit Specifications provide centres with details of Evidence Requirements and guidance on content, context, delivery and assessment.

7.2 Assessment

The award provides a number of opportunities for developing a range of assessment methods. Assessment provides the opportunity for candidates to demonstrate their skills and knowledge. There is an emphasis on assessing the whole Outcome or a combination of Outcomes within the Units. Unit specifications detail the Evidence Requirements for each Unit.

As part of their individual candidate management process, centres should devise varied assessment strategies suited to the needs, learning styles and professional environments of candidates.

Candidate development will also be assessed within the workplace/ placement by an occupational therapist. Additionally an approved supervisor may provide day to day guidance.

The key principles of assessment for this award are that it should be:

- objective, fair and equitable
- quality assured — internally and externally
- understandable, transparent and in a format appropriate to the candidate
- aligned and appropriate to the content of the Units and Outcomes at the relevant SCQF level
- proportionate while robust and demanding
- timely and ongoing throughout the delivery of the award
- incremental and developmental
- redeemable (providing opportunity for reassessment)
- efficient and manageable (ie cost, time and resources).

Additionally, assessment should:

- model good assessment practice
- include provision of a clear, accessible Reflective Prior Learning process
- incorporate the flexibility to adapt to different learning styles.

7.3 Open learning/online learning

All Units from the PDA in Occupational Therapy Support at SCQF level 8 can be delivered by open/distance learning as well as on a part time basis.

It is expected that centres delivering this award would deploy a blended solution which might include elements of e-Learning or other flexible methods of delivery.

In this context, planning and resources are required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re- assessment purposes. For further information and advice, please see *Assessment and Quality Assurance of Open and Distance Learning SQA, February 2001 — publication code A1030 —* **www.sqa.org.uk**

8 General information for centres

8.1 Candidates with disabilities and/or 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**.

8.2 Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk)**.

9 General information for candidates

The PDA in Occupational Therapy Support at SCQF level 8 is designed to equip you with the skills, knowledge and understanding you require to achieve the Outcomes of each of the Units in the award.

Pathways:

All candidates will study the common Level 8 Unit — *Occupational Therapy: Core Concepts and Processes* and two other level 7 Units. The Core Concepts Unit will be delivered as the final Unit in the award. The pathway Units will depend on your entry qualifications.

Common Unit

Common Unit Title	Code	SCQF level	SCQF credit points	SQA credit value
Occupational Therapy: Core Concepts and Processes	H18H 35	8	16	2
Total credits		**8**	**16**	**2**

Occupational Therapy: Core Concepts and Processes

This Unit is intended to provide you with a clear understanding of the current context and philosophy of occupational therapy and develop the skills you require in your role as a support worker. Within this Unit you will analyse the historical background, development and regulation of the profession.

Examination of relevant Codes of Conduct, eg College of Occupational Therapists Code of Ethics and Professional Conduct (2010 or most current) and professional organisations, eg the British Association of Occupational Therapists/College of Occupational Therapists and Health Professions Council will be carried out.

You will examine and demonstrate occupational therapy Core Skills and develop your knowledge regarding the role of occupational therapy in relation to health and well-being. You will learn about current theoretical approaches used in occupational therapy and develop understanding of the merits and limitations of a range of current models of practice. These will be relevant to your place of work.

The idea of occupational science will be investigated and described. You will analyse occupational performance and factors affecting performance. This will take into account occupational performance components and the person centred nature of occupation. The occupational therapy process and an understanding of this relevant to your own role and the broader context of occupational therapy will be developed.

Within this you will develop an intervention plan for individual/s with whom you are working. The process of evaluation is integral to the occupational therapy process and how this is applied to the developed intervention will be explained developing your reflective practice skills. The final Outcome of this Unit requires you to demonstrate a range of knowledge, skills and attributes you need and use to support the occupational therapy process. This can be carried out in your workplace or role play practice in a learning situation, eg college or tutorial groups. The Unit will be delivered by an occupational therapist.

Pathway 1

Candidates who have achieved: HNC in Health Care, Allied Health Professions or Care and Administrative Practice.

Unit Title	**Code**	**SCQF level**	**SCQF credit points**	**SQA credit value**
Occupational Therapy: Core Concepts and Processes	H18H 35	8	16	2
Occupational Therapy Support: Audit	F3NE 34	7	8	1
Protection of Individuals from Possible Harm and Abuse or Understanding and Supporting Behaviour	DH3P 34 DJ1N 34	7	8	1
Total credits		**8**	**32**	**4**

Occupational Therapy Support: Audit: This Unit should enable you to develop the competences required to evaluate an aspect of occupational therapy within your workplace setting, applying knowledge and skills relevant to occupational therapy practice.

Protection of Individuals from Possible Harm and Abuse: Undertaking this Unit will give you knowledge of legislation to protect children and vulnerable adults as well as understanding the issues in relation to abuse — definitions, causes, impact on individual, families, etc. Occupational therapy works across all care sectors and Occupational Therapy staff have a duty of care to all. This Unit should equip you with methods of work that promote good practice in the protection of individuals.
or
Understanding and Supporting Behaviour: This Unit is designed to help you to consider behaviour that may challenge you in the context of the whole person and in a way that seeks to promote positive and purposeful intervention. You will be encouraged to consider the behaviour and your response in relation to the care plan of the individual. It takes into account the individual's past and present life experiences and the possible cause and effects of the behaviour. The Unit is underpinned with the belief that behaviour, and its management, can present an opportunity for personal development or at the very least the hope of a more satisfactory lifestyle. The emphasis will be to help you understand the possible reasons for the behaviour and intervention based upon this understanding and on good intervention values, skills and methods. The importance of treating individuals with dignity and respect is fundamental to occupational therapy. This, along with a person centred approach toward the individual, is with the aim of sustaining purposeful working relationships between the individual and service provider.

Pathway 2

Candidates who have achieved for example: HNC Social Care, HNC Additional Learning Needs, HE Cert Health/ Social Care.

Unit Title	**Code**	**SCQF level**	**SCQF Credit points**	**SQA credit value**
Occupational Therapy: Core Concepts and Processes	H18H 35	8	16	2
Anatomy and Physiology for Support Workers	H1SS 34	7	8	1
Occupational Therapy Support: Audit	F3NE 34	7	8	1
Total credits		**8**	**32**	**4**

Anatomy and Physiology for Support Workers: This Unit will enable you to demonstrate a knowledge and understanding of the normal functioning of the human body and its systems. Physiology deals with the ways that various systems of the body work to enable function. This Unit will provide essential underpinning knowledge for working within occupational therapy.

Occupational Therapy Support: Audit: This Unit should enable you to develop the competences required to evaluate an aspect of occupational therapy within your workplace setting, applying knowledge and skills relevant to occupational therapy practice.

Pathway 3

Candidates who have achieved: SVQ level 3 in Health/ Social Care.

Unit Title	**Code**	**SCQF level**	**SCQF credit points**	**SQA credit value**
Occupational Therapy: Core Concepts and Processes	H18H 35	8	16	2
Anatomy and Physiology for Support Workers	H1SS 34	7	8	1
Psychology and Sociology in Health Care	DR3T 34	7	8	1
Total credits		**8**	**32**	**4**

Anatomy and Physiology for Support Workers: This Unit will enable you to demonstrate a knowledge and understanding of the normal functioning of the human body and its systems. Physiology deals with the ways that various systems of the body work to enable function. This Unit will provide essential underpinning knowledge for working within occupational therapy.

Psychology and Sociology in Health Care: In this Unit you will gain an understanding of psychological theories of individual development and sociological theories and concepts. You will be able to relate both psychological theories and sociological concepts to occupational therapy.

Pathway 4

Candidates who have achieved: HNC Occupational Therapy Support.

Unit Title	Code	SCQF level	SCQF credit points	SQA credit value
Occupational Therapy: Core Concepts and Processes	H18H 35	8	16	2
Protection of Individuals from Harm and Abuse	DH3P 34	7	8	1
Understanding and Supporting Behaviour	DJ1N 34	7	8	1
Total credits		**8**	**32**	**4**

Protection of Individuals from Possible Harm and Abuse: Undertaking this Unit will give you knowledge of legislation to protect children and vulnerable adults as well as understanding the issues in relation to abuse — definitions, causes, impact on individual, families etc. Occupational therapy works across all care sectors and occupational therapy staff have a duty of care to all. This Unit should equip you with methods of work that promote good practice in the protection of individuals.

Understanding and Supporting Behaviour: This Unit is designed to help you to consider behaviour that may challenge you in the context of the whole person and in a way that seeks to promote positive and purposeful intervention. You will be encouraged to consider the behaviour and your response in relation to the care plan of the individual. It takes into account the individual's past and present life experiences and the possible cause and effects of the behaviour. The Unit is underpinned with the belief that behaviour, and its management, can present an opportunity for personal development or at the very least the hope of a more satisfactory lifestyle. The emphasis will be to help you understand the possible reasons for the behaviour and intervention based upon this understanding and on good intervention values, skills and methods. The importance of treating individuals with dignity and respect is fundamental to occupational therapy. This, along with a person centred approach toward the individual, is with the aim of sustaining purposeful working relationships between the individual and service provider.

Assessment

The award provides a number of opportunities for developing a range of assessment methods. Assessment provides the opportunity for you to demonstrate your skills and knowledge.

As part of your learning process, centres will devise varied assessment strategies suited to the Evidence Requirements of the Units as well as your needs, learning styles and workplace/placement environment.

Candidate development will also be assessed by a supervising occupational therapist within your workplace/ placement.

The full assessment strategy can be accessed on the SQA website at **www.sqa.org.uk/carescotland**.

You must provide evidence for all of the Evidence Requirements and all of the knowledge and skills. All the evidence you use must relate to your own workplace/placement setting.

There is no automatic certification of Core Skills or Core Skills components in the Units within the PDA in Occupational Therapy at SCQF level 8. There may be opportunities in the award to gather evidence at SCQF level 6 for each of the Core Skills of *Working with Others, Problem Solving, Information and Communication Technology* and *Communication*. Candidates participating in the award will develop a range of core and transferable skills to improve professional competencies, confidence and employability. The PDA in Occupational Therapy Support at SCQF level 8 is recognised by the professional body (COT).

On completion of this award you may be able to progress onto other qualifications, for example, however this will be at the discretion of the receiving institution:

- BSc (Hons) Occupational Therapy
- BA in Integrated Public Services
- Dip/BA Education and Social Services
- Other SCQF level 8 PDAs
- HND Care and Administrative Practice
- BSc (Hons) Health Studies

10 Glossary of terms

Assistant Practitioner: 'An Assistant Practitioner is a worker who competently delivers health and social care to and for people. They have a required level of knowledge and skill beyond that of the traditional healthcare assistant or support worker. The Assistant Practitioner would be able to deliver elements of health and social care and undertake clinical work domains that have previously only been within the remit of registered professionals. The Assistant Practitioner may transcend professional boundaries. They are accountable to themselves, their employer, and, more importantly, the people they serve' (Skills for Health: Core Standards for Assistant Practitioners 2009).

Award: Certificate as recognition of achievement

Candidate: The person undertaking the PDA.

Case Study: An assignment in which you give an account of work you have undertaken based on real work practice in which you identify and explain the knowledge used through the use of reference to reading and research.

Course/ programme: Integrated academic work, education imparted in a series of topics, lessons, meetings.

Evidence Requirements: Details of specific evidence that is required for a Unit in the award in order for a candidate to meet the Outcomes. Evidence Requirements are mandatory.

Occupational Therapist: This is a title protected by the Health Professions Council and any user of this title (eg supervising OT/mentor) must be registered with the HPC.

Outcome: The description of an Outcome to be achieved by candidates in an SQA Unit.

Paraprofessional: is a worker who competently delivers health and social care to and for people. They have a required level of knowledge and skill beyond that of the traditional social care assistant or support worker

PDA: Professional Development Award, a vocational qualification contributing to continuous professional development for employed participants.

Practice Educator: practice educators are seen as supportive to both mentors/ supervisors and students and are a link between the college and practice environment.

They help students become fit for practice, fit for purpose and fit for award by the time they complete their programme of study.

RPL: Recognition of Prior Learning.

SCQF Scottish Credit and Qualification Framework. This framework shows how qualifications inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF please visit www.scqf.org.uk

SCQF credits One SQA HN credit is equivalent to eight SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels The SCQF covers 12 levels of learning. PDA's are available at SCQF levels 6 to 12 and will normally be made up of Units at SCQF levels 6 to 12.

SSSC Scottish Social Services Council

Supervisor/ mentor: giving help and support that will empower achievement, creating an informal environment in which one person can feel encouraged to discuss their needs openly and in confidence with another person. The supervisor or mentor may be supported in turn by a practice educator.

Qualification Design Team (QDT) The QDT works in conjunction with a Qualification Manager/Development manager to guide the development of the PDA from inception through to validation. The group is made up of key stakeholders representing the interests of centres, employers, further education colleges, training providers and other relevant organisations.

Unit Units contain vocational/subject content and are designed to test a specific set of knowledge and skill

Occupational therapy Core Skills (as defined by the College of Occupational Therapist (2009) Briefing 23 Definitions and Core Skills for Occupational Therapy (or most current)) will focus on enablement, collaboration, environmental adaptation, assessment, problem solving, group work and the use of activity as a therapeutic tool.

11 Appendices

Appendix 1: National Occupational Standards mapping

- Skills for Health Career Framework level 4 Mapping
- SVQ Mapping

Appendix 2: Mapping of Aims to Units

Appendix 3: Core Skills

Appendix 1: National Occupational Standards mapping

PDA in Occupation Therapy Support (Level 8)
Skills for Health Career Framework (based on NOS) Level 4 Mapping to Units

1 Knowledge, Skills, Training and Experience	**2 Supervision**	**3 Professional vocational competence**	**4 Analytical/ Clinical Skills and Patient Care**	**5 Organisational Skills and Autonomy/ Freedom to Act**	**6 Planning, Policy and Service Development**	**7 Financial, Admin, Physical and Human Resource**	**8 Research and Development**
Uses a wide range of work area-specific practical and theoretical knowledge and evaluates Outcomes in terms of planned approach used ***OR*** Develops planned approaches to tasks that arise in work or study by applying specialist knowledge and using expert sources of information and evaluates Outcomes in terms of planned approach used.	Manages role under guidance in work contexts that are usually predictable and where there are many factors that cause change and where some factors are interrelated and makes suggestions for improvement to Outcomes. ***OR*** Ongoing supervision of routine work of others and makes suggestions for improvement to Outcomes.	Demonstrates self-directed development and work practice and Solves problems by integrating information from expert sources taking account of relevant social and ethical issues.	Performs clinical, technical, development administrative or scientific procedures ***and*** Makes judgements requiring a comparison of options.	Plans straightforward tasks and work guided by standard operating procedures/ protocols.	Formally comments/ makes suggestions on procedures or possible service developments ***OR*** Proposes changes to working practices or procedures for own work area.	Responsible for safe use of highly complex equipment. ***OR*** Takes some responsibility for the training of others and may deliver training. ***OR*** Undertakes financial transactions working within organisational processes and policies.	Assist with clinical trials or research projects within own work area. ***OR*** Evaluate equipment, techniques and procedures.
1 Knowledge, Skills, Training and Experience	**2 Supervision**	**3 Professional and vocational competence**	**4 Analytical/ Clinical Skills and Patient Care**	**5 Organisational Skills and Autonomy/ Freedom to Act**	**6 Planning, Policy and Service Development**	**7 Financial, Administration, Physical and Human Resource**	**8 Research and Development**
PDA Units	**PDA Units**	**PDA Units**	**PDA Units**	**PDA Units**	**PDA Units**	**PDA Units**	**PDA Units**
OT: Core Concepts and Processes	OT: Core Concepts and Processes	OT: Core Concepts and Processes	OT: Core Concepts and Processes	OT: Core Concepts and Processes	OT: Core Concepts and Processes	OT: Core Concepts and Processes	-
OTS: Audit	OTS: Audit	OTS: Audit	OTS: Audit	OTS: Audit	OTS: Audit	OTS: Audit	OTS: Audit
Psychology and Sociology in Health Care	-	Psychology and Sociology in Health Care	Psychology and Sociology in Health Care	-	-	-	-
Anatomy and Physiology for Support Workers	Anatomy and Physiology for Support Workers	Anatomy and Physiology for Support	Anatomy and Physiology for Support Workers	-	-	-	-
Protection of individuals from Possible Harm and Abuse	-	Protection of individuals from Possible Harm and Abuse	Protection of individuals from Possible Harm and Abuse	-	Protection of individuals from Possible Harm and Abuse	-	Protection of individuals from Possible Harm and Abuse
Understanding and Supporting Behaviour	Understanding and Supporting Behaviour	Understanding and Supporting Behaviour	Understanding and Supporting Behaviour	-	Understanding and Supporting Behaviour	-	Understanding and Supporting Behaviour

Appendix 1 cont: National Occupational Standards mapping

PDA OT Support SCQF Level 8 to SVQ Health and Social Care Level 3				
SVQ **Health and Social Care Services Level 3** **(PDA in OTS SCQF Level 8)**	**Awarding Body**	**Course title**	**Date of course validation**	**SCQF Level and Credit points**
	SQA	**PDA in OT Support (SCQF level 8)**	**April 2012**	**16 points level 8** **16 points level 7**
HSC Level 3 **Core Units and Elements***	**Module title/s**	**Description of Module Content** **that maps PDA OTS level 8 to HSC Level 3** **Unit/Element**		**Cross-reference/s to supporting Documentation**
HSC31 **Promote effective communications with, for and about individuals**	OT Core Concepts and Processes	**Unit summaries:** The Unit is designed to enable candidates to develop knowledge, skills and attributes appropriate to working within occupational therapy. Candidates will develop knowledge of the core concepts, frameworks and processes of the profession. Candidates will also further develop skills within the context of the sector area. This understanding will be used to evidence their contribution to the occupational therapy process. Candidates will develop interpersonal skills within the context of practice and develop skills appropriate to their role, in assessment, care planning, activity analysis and the evaluation of intervention. OT Core Skills required in practice will focus on enablement, collaboration, environmental adaptation, assessment, problem solving, group work and the use of		Validation and Arrangement Documents Unit descriptor COT Standards of Practice and COT Code of Practice and Professional Conduct

			activity as a therapeutic tool as defined by the College of Occupational Therapists 2009. The focus of person centred practice in OT would be further developed through examination of OT Core Skills applied to practice situations and their relationship to current care values and principles. This Unit will also enable candidates to develop a knowledge of the legislation and policy that influences occupational therapy support practice. Candidates will consider factors specific to health and safety, data protection and become familiar with quality improvement measures used in practice, with a specific focus towards the importance of professional standards. Candidates will develop self - directed study and research skills, enhance work practice skills, and further develop Core Skills, to develop critical and evaluative thinking. It also allows candidates to demonstrate through, practice, knowledge and understanding of occupational therapy principles, values and philosophy, understand the link between human function and purposeful activity and develop a working knowledge of current (and developing) legislation and policy. They will reflect on and critically evaluate their practice within occupational therapy Throughout the Unit candidates are expected to enhance, develop, reflect on and demonstrate communication skills, work practice skills and Core Skills. This includes ensuring effective ways of communicating with both individuals and team members and supporting individuals to communicate in relation to, eg planning aims and objectives, during the intervention and in the evaluation of intervention.	

1 Identify ways to communicate effectively		OT Core Concepts and Processes	**Specific Outcomes:** **Outcome 4** **Explain the occupational therapy process.** Candidates develop a sound working knowledge of the OT process and apply this to their current workplace setting. Awareness of local policy and support worker roles and responsibilities within the OT process will contextualise this Outcome. A clear focus on person centred aims and objectives and the use of activity relevant to the choices and preferences of the individuals is central to this Outcome and requires adherence to current core care values the role of Codes of Conduct and Standards for Practice. Sound communication skills are integral to delivery and support of the OT process including intervention planning. **Knowledge and/or Skills** ♦ referral and consent systems used within current occupational therapy ♦ intervention planning **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ examine referral and consent systems used within current occupational therapy practice ♦ prepare an intervention plan for an individual or group **Outcome 5** **Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace.** Candidates are expected to demonstrate communication and interpersonal skills within the workplace including appropriate methods and	Validation and Arrangement Documents Unit descriptor Project/workplace intervention Supervisor check list

			reflect on their use of skills. Candidates demonstrate skills to support the occupational therapy process as appropriate to the workplace. This includes gathering information from individuals and teams, consent procedures, supervision skills, team working, evaluation of skills and reporting — verbal and written. This is all within current codes of practice and local policy guidelines. The core care values are integral to intervention planning. **Knowledge and/or Skills** ♦ occupational therapy Core Skills ♦ occupational therapy process ♦ reporting - verbal and written ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures ♦ self evaluation **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ demonstrate skills appropriate to the workplace ♦ demonstrate occupational therapy Core Skills ♦ implement the occupational therapy process as appropriate to their workplace using planned intervention ♦ demonstrate application of relevant Standards of Practice and the COT Code of Ethics and Professional Conduct including supervision and communication ♦ demonstrate application of policies and procedures relevant to the planned intervention ♦ critically evaluate planned intervention and their skills for practice	

2 Communicate effectively on difficult, complex and sensitive issues		OT Core Concepts and Processes	**Outcome 4** **Explain the occupational therapy process.** Candidates develop a sound working knowledge of the OT process and apply this to their current workplace setting. Awareness of local policy and support worker roles and responsibilities within the OT process will contextualise this Outcome. A clear focus on person centred aims and objectives and the use of activity relevant to the choices and preferences of the individuals is central to this Outcome and requires adherence to current core care values the role of Codes of Conduct and Standards for Practice. Sound communication skills are integral to delivery and support of the OT process including intervention planning. **Knowledge and/or Skills** ♦ referral and consent systems used within current occupational therapy ♦ assessment methods — standardised and non-standardised ♦ intervention planning ♦ evaluation within occupational therapy **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ examine referral and consent systems used within current occupational therapy practice ♦ examine assessment methods used within occupational therapy comparing and ♦ contrasting standardised and non-standardised assessment ♦ prepare an intervention plan for an individual or group ♦ explain the process of	Validation and Arrangement Documents Unit descriptor Project/workplace intervention Supervisor check list

			evaluation within occupational therapy and relate to the developed intervention plan **Outcome 5** **Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace.** Candidates are expected to demonstrate communication and interpersonal skills within the workplace including appropriate methods and barriers and to consider and reflect on their use of skills. Candidates demonstrate skills to support the occupational therapy process as appropriate to the workplace. This includes gathering information from individuals and teams, consent procedures, supervision skills, team working, self-evaluation of skills and reporting — verbal and written. This is all within current codes of practice and local policy guidelines. The core care values are integral to intervention planning. **Knowledge and/or Skills** ♦ occupational therapy Core Skills ♦ occupational therapy process ♦ reporting - verbal and written ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures ♦ self evaluation **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ demonstrate occupational therapy Core Skills ♦ implement the occupational therapy process as appropriate to their workplace using planned intervention	Workplace case study Supervisor marked assessment Reflective logs

			♦ demonstrate application of relevant Standards of Practice and the COT Code of Ethics and Professional Conduct including supervision and communication ♦ demonstrate application of policies and procedures relevant to the planned intervention ♦ critically evaluate planned intervention and their skills for practice	
3 Support individuals to communicate		OT Core Concepts and Processes	**Outcome 2** **Analyse occupational performance in relation to life roles** This Outcome enables candidates to develop the person centred focus of occupational therapy considering factors which enhance and create barriers to activity and hence communication. **Knowledge and/or Skills** ♦ Life roles ♦ person centred nature of occupation ♦ occupational performance components ♦ factors affecting occupational performance **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ analyse domains of activity in relation to the person centred nature of occupation ♦ carry out activity analysis within each of the 3 domains evaluating possible modifications of each activity ♦ analyse factors which may affect occupational performance	Activity analysis project Workplace case study Supervisor marked assessment Reflective logs Project/workplace intervention Supervisor check As above

			Outcome 4 **Explain the occupational therapy process.** Candidates develop a sound working knowledge of the OT process and apply this to their current workplace setting. Awareness of local policy and support worker roles and responsibilities within the OT process will contextualise this Outcome. A clear focus on person centred aims and objectives and the use of activity relevant to the choices and preferences of the individuals is central to this Outcome and requires adherence to current core care values the role of Codes of Conduct and Standards for Practice. Sound communication skills are integral to delivery and support of the OT process including intervention planning. **Knowledge and/or Skills** ♦ referral and consent systems used within current occupational therapy ♦ assessment methods — standardised and non-standardised ♦ intervention planning ♦ evaluation within occupational therapy **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ examine referral and consent systems used within current occupational therapy practice ♦ examine assessment methods used within	

			occupational therapy comparing and ♦ contrasting standardised and non-standardised assessment ♦ prepare an intervention plan for an individual or group ♦ explain the process of evaluation within occupational therapy and relate to the developed intervention plan **Outcome 5** **Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace.** Candidates are expected to demonstrate communication and interpersonal skills within the workplace including appropriate methods and barriers and to consider and reflect on their use of skills. Candidates demonstrate skills to support the occupational therapy process as appropriate to the workplace. This includes gathering information from individuals and teams, consent procedures, supervision skills, team working, self-evaluation of skills and reporting — verbal and written. This is all within current codes of practice and local policy guidelines. The core care values are integral to intervention planning. **Knowledge and/or Skills** ♦ occupational therapy Core Skills ♦ occupational therapy process ♦ reporting — verbal and written ♦ supervision ♦ Standards of Practice	

			and Codes of Conduct ♦ Policies and procedures ♦ self evaluation **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ demonstrate occupational therapy Core Skills ♦ implement the occupational therapy process as appropriate to their workplace using planned intervention ♦ demonstrate application of relevant Standards of Practice and the COT Code of Ethics and Professional Conduct including supervision and communication ♦ demonstrate application of policies and procedures relevant to the planned intervention ♦ critically evaluate planned intervention and their skills for practice	

4 Update and maintain records and reports		OT Core Concepts and Processes	**Outcome 4** **Explain the occupational therapy process.** Candidates investigate and describe documentation and data protection procedures within occupational therapy practice. they consider legislation which influences documentation procedures, workplace documentation and data protection procedures and skills **Knowledge and/or Skills** ♦ referral and consent systems used within current occupational therapy ♦ assessment methods ♦ intervention planning ♦ evaluation within OT **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ examine referral and consent systems used within current occupational therapy practice ♦ examine assessment methods used within occupational therapy comparing and contrasting standardised and non-standardised assessment ♦ prepare an intervention plan for an individual or group ♦ explain the process of evaluation within occupational therapy and relate to the developed intervention plan **Outcome 5** **Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace.** Candidates demonstrate skills to support the occupational therapy process as appropriate to the workplace.	Supervisor marked assessment Topic pack Workplace case study Supervisor marked assessment Reflective logs Project/workplace intervention Supervisor check

			This includes gathering information from individuals and teams, consent procedures, supervision skills, team working, evaluation of skills and reporting — verbal and written. This is all within current codes of practice and local policy guidelines. **Knowledge and/or Skills** ♦ occupational therapy process ♦ reporting - verbal and written ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures ♦ self evaluation **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ demonstrate skills appropriate to the workplace ♦ implement the occupational therapy process as appropriate to their workplace using planned intervention ♦ demonstrate application of relevant Standards of Practice and the COT Code of Ethics and Professional Conduct including supervision and communication ♦ demonstrate application of policies and procedures relevant to the planned intervention ♦ critically evaluate planned intervention and their skills for practice	

		Module title/s	Description of Module Content that maps HNC OTS to HSC Level 3 Unit/Element	Cross-reference/s to supporting Documentation
HSC3 2 **Promote, monitor and maintain health, safety and security in the working environment**		OT Core Concepts and Processes	**Unit summary** The Unit is designed to enable candidates to develop knowledge, skills and attributes appropriate to working within occupational therapy. This Unit will enable candidates to develop a knowledge of the legislation and policy that influences occupational therapy support practice. Candidates will consider factors specific to health and safety, data protection and become familiar with quality improvement measures used in practice, with a specific focus towards the importance of professional standards. The varied contexts of OT render it imperative that candidates develop a working knowledge of health and safety from their workplace view. Significance of for example lone working policy. Candidates will develop knowledge of the core concepts, frameworks and processes of the profession. Candidates will develop interpersonal skills within the context of practice and develop skills appropriate to their role, in assessment, care planning, activity analysis and the evaluation of intervention. OT Core Skills required in practice will focus on enablement, collaboration, environmental adaptation, assessment, problem solving, group work and the use of activity as a therapeutic tool as defined by the College of Occupational Therapists 2009. The focus of person centred practice in OT would be further developed through examination of OT Core Skills applied to practice situations and their relationship to current care	**Validation and Arrangement Documents** Unit descriptor COT Standards of Practice and COT Code of Practice and Professional Conduct

			values and principles. They will reflect on and critically evaluate their practice within occupational therapy in line with current policy and legislation and regulation requirements.	
1 Monitor and maintain the safety and security of the working environment		OT Core Concepts and Processes	**Specific Outcomes:** **Outcome 4** **Explain the occupational therapy process.** Candidates investigate and describe documentation and data protection procedures within occupational therapy practice. they consider legislation which influences documentation procedures, workplace documentation and data protection procedures and skills and health and safety regulations and procedures affecting practice. **Knowledge and/or Skills** ♦ referral and consent systems used within current occupational therapy ♦ assessment methods ♦ intervention planning ♦ evaluation within OT **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ examine referral and consent systems used within current occupational therapy practice ♦ examine assessment methods used within occupational therapy comparing and contrasting standardised and	Workplace case study Supervisor marked assessment Reflective logs Project/workplace intervention Supervisor check

			non-standardised assessment ♦ prepare an intervention plan for an individual or group ♦ explain the process of evaluation within occupational therapy and relate to the developed intervention plan **Outcome 5** **Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace.** Candidates demonstrate skills to support the occupational therapy process as appropriate to the workplace. This includes gathering information from individuals and teams, consent procedures, supervision skills, team working, evaluation of skills and reporting — verbal and written. This is all within current codes of practice and local policy guidelines. In planning intervention cognisance is taken of guiding legislation, policy and procedure in health and safety. **Knowledge and/or Skills** ♦ occupational therapy process ♦ reporting - verbal and written ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures ♦ self evaluation **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills	

			by showing that they can: ♦ demonstrate skills appropriate to the workplace ♦ implement the occupational therapy process as appropriate to their workplace using planned intervention ♦ demonstrate application of relevant Standards of Practice and the COT Code of Ethics and Professional Conduct including supervision and communication ♦ demonstrate application of policies and procedures relevant to the planned intervention ♦ critically evaluate planned intervention and their skills for practice	
2 Promote health and safety in the working environment		OT Core Concepts and Processes	**Specific Outcomes:** **Outcome 4** **Explain the occupational therapy process.** Candidates investigate and describe documentation and data protection procedures within occupational therapy practice. they consider legislation which influences documentation procedures, workplace documentation and data protection procedures and skills and health and safety regulations and procedures affecting practice. **Knowledge and/or Skills** ♦ referral and consent systems used within current occupational therapy ♦ assessment methods ♦ intervention planning ♦ evaluation within OT **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by	Short response questions Workplace risk assessment Workplace case study Supervisor marked assessment Reflective logs

			showing that they can: ♦ examine referral and consent systems used within current occupational therapy practice ♦ examine assessment methods used within occupational therapy comparing and contrasting standardised and non-standardised assessment ♦ prepare an intervention plan for an individual or group ♦ explain the process of evaluation within occupational therapy and relate to the developed intervention plan **Outcome 5** **Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace.** Candidates demonstrate skills to support the occupational therapy process as appropriate to the workplace. Demonstrate skills to support the occupational therapy process as appropriate to the workplace This includes the promotion of safety and security in the working environment whether this is within an individual's home, a workplace or a community setting This is all within current codes of practice and local policy guidelines. **Knowledge and/or Skills** ♦ occupational therapy process ♦ reporting - verbal and written ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures ♦ self evaluation **Evidence Requirements** Candidates will need to provide evidence to demonstrate their	Project/workplace intervention Supervisor check

			Knowledge and/or Skills by showing that they can: ♦ demonstrate skills appropriate to the workplace ♦ implement the occupational therapy process as appropriate to their workplace using planned intervention ♦ demonstrate application of relevant Standards of Practice and the COT Code of Ethics and Professional Conduct including supervision and communication ♦ demonstrate application of policies and procedures relevant to the planned intervention ♦ critically evaluate planned intervention and their skills for practice	

3 Minimise risks arising from emergencies		OT Core Concepts and Processes	**Specific Outcomes:** **Outcome 4** **Explain the occupational therapy process.** Candidates investigate and describe documentation and data protection procedures within occupational therapy practice. They consider legislation which influences documentation procedures, workplace documentation and data protection procedures and skills, and health and safety regulations and procedures affecting practice. **Knowledge and/or Skills** ♦ intervention planning ♦ evaluation within OT **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ prepare an intervention plan for an individual or group ♦ explain the process of evaluation within occupational therapy and relate to the developed intervention plan **Outcome 5** **Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace.** Candidates demonstrate skills to support the occupational therapy process as appropriate to the workplace. Demonstrate skills to support the occupational therapy process as appropriate to the workplace This includes the promotion of safety and security in the working environment whether this is within an individual's home, a workplace or a community setting. Documentation procedures are required to support the OT process. This is all within current codes of	Short response Workplace case study Supervisor marked assessment Reflective logs Project/workplace intervention Supervisor check

			practice and local policy guidelines. **Knowledge and/or Skills** ♦ occupational therapy process ♦ reporting - verbal and written ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures ♦ self evaluation **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ demonstrate skills appropriate to the workplace ♦ implement the occupational therapy process as appropriate to their workplace using planned intervention ♦ demonstrate application of relevant Standards of Practice and the COT Code of Ethics and Professional Conduct including supervision and communication ♦ demonstrate application of policies and procedures relevant to the planned intervention ♦ critically evaluate planned intervention and their skills for practice Candidates describe health and safety legislation, regulations, policy, measures and practices relevant to occupational therapy. They also consider principles of risk assessment in the workplace and the documentation required in reporting of incidents.	

		Module title/s	Description of Module Content that maps HNC OTS to HSC Level 3 Unit/Element	Cross-reference/s to supporting Documentation
HSC3 3 **Reflect on and develop your practice**		OT Core Concepts and Processes	**Unit summaries:** This Unit enables candidates to understand the concept of lifelong learning through examination of COT Code of Ethics and Professional Conduct and the COT Professional Standards for Practice. and to understand the requirements of continuing professional development, and to understand the development and regulation of occupational therapy as a profession. **Outcome 5** Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace **Knowledge and/or Skills** ♦ self evaluation ♦ occupational therapy Core Skills ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures	**Validation and Arrangement Documents** Unit descriptor COT Standards of Practice and COT Code of Practice and Professional Conduct

1 Reflect on your practice		OT Core Concepts and Processes	**Specific Outcomes:** Outcome 5 Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace **Knowledge and/or Skills** ♦ self evaluation ♦ occupational therapy Core Skills ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures **Evidence Requirements** ♦ critically evaluate planned intervention and their skills for practice	Portfolio and reflective logs Project/workplace intervention Supervisor check
2 Take action to enhance your practice.		OT Core Concepts and Processes	The Unit is designed to provide evidence that the candidate can reflect on and critically evaluate their practice within occupational therapy. **Specific Outcomes:** **Outcome 5** Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace **Knowledge and/or Skills** ♦ self evaluation ♦ occupational therapy Core Skills ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures **Evidence Requirements** ♦ critically evaluate planned intervention and their skills for practice	Portfolio and reflective logs Project/workplace intervention Supervisor check

		Module title/s	Description of Module Content that maps HNC OTS to HSC Level 3 Unit/Element	Cross-reference/s to supporting Documentation
HSC3 5 **Promote choice, well-being and the protection of all individuals**		OT Core Concepts and Processes	**Unit summaries:** This Unit examines the Core Skills required for effective occupational therapy and full examination of the COT Code of Conduct and Professional Conduct and the COT Standards for Practice. These publications fully highlight the importance of protection of individuals and related legislation. The individuality of people and also the importance of person centred practice is the core philosophy of occupational therapy and is highlighted throughout all aspects of this Unit. This Unit enables candidates to look at professional behaviour, principles and values of practice. In so doing, the Unit considers factors that influence practice of OT including the promotion of choice, well-being and protection of individuals. Candidates will consider the person centred nature of occupation and examine factors which affect occupational performance. By examining life roles the candidates will develop understanding of the importance of occupation relevant to individuals' roles. This Unit will enable candidates to be responsive to individuals and to the promotion of choice well-being and protection through exanimation of legislation and professional codes of practice and conduct.	**Validation and Arrangement Documents** Unit descriptor COT Standards of Practice and COT Code of Practice and Professional Conduct

1 Develop supportive relationships that promote choice and independence		OT Core Concepts and Processes	**Specific Outcomes:** **Outcome 1** Explain occupational therapy Knowledge and/or Skills ♦ Core Skills of occupational therapy ♦ the role of occupation and occupational therapy in relation to health and wellbeing **Evidence Requirements** Candidates provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ analyse occupational therapy Core Skills ♦ analyse the importance of occupational therapy in relation to health, well-being and person centred practice **Outcome 2** Analyse occupational performance in relation to life roles **Knowledge and/or Skills** ♦ Life roles ♦ domains of occupation ♦ person centred nature of occupation ♦ activity analysis ♦ occupational performance components ♦ factors affecting occupational performance **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ analyse domains of activity in relation to the person centred nature of occupation ♦ analyse factors which may affect occupational performance **Outcome 5** Demonstrate knowledge,	Extended response questions Workplace case study Supervisor marked assessment Reflective logs Project/workplace intervention Supervisor check

			skills and attributes to support the occupational therapy process as appropriate to the workplace **Knowledge and/or Skills** ♦ self evaluation ♦ occupational therapy Core Skills ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures **Evidence Requirements** ♦ critically evaluate planned intervention and their skills for practice	
2 Respect the diversity and difference of individuals and key people		OT Core Concepts and Processes	**Specific Outcomes:** **Outcome 1** Explain occupational therapy **Knowledge and/or Skills** ♦ Core Skills of occupational therapy ♦ the role of occupation and occupational therapy in relation to health and wellbeing **Evidence Requirements** Candidates provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ analyse occupational therapy Core Skills ♦ analyse the importance of occupational therapy in relation to health, well-being and person centred practice **Outcome 2** Analyse occupational performance in relation to life roles **Knowledge and/or Skills** ♦ Life roles ♦ domains of occupation ♦ person centred nature of occupation	Workplace case study Supervisor marked assessment Reflective logs

			♦ activity analysis ♦ occupational performance components ♦ factors affecting occupational performance **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ analyse domains of activity in relation to the person centred nature of occupation ♦ analyse factors which may affect occupational performance **Outcome 5** Demonstrate knowledge, skills and attributes to support the occupational therapy process as appropriate to the workplace **Knowledge and/or Skills** ♦ self evaluation ♦ occupational therapy Core Skills ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures **Evidence Requirements** ♦ critically evaluate planned intervention and their skills for practice	Workplace case study Supervisor marked assessment Reflective logs Project/ workplace intervention Supervisor check

3 Contribute to the protection of all Individuals		OT Core Concepts and Processes	**Specific Outcomes:** **Outcome 1** Explain occupational therapy. **Knowledge and/or Skills** ♦ Core Skills of occupational therapy ♦ the role of occupation and occupational therapy in relation to health and wellbeing **Evidence Requirements** Candidates provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ analyse occupational therapy Core Skills ♦ analyse the importance of occupational therapy in relation to health, well-being and person centred practice **Outcome 2** Analyse occupational performance in relation to life roles **Knowledge and/or Skills** ♦ Life roles ♦ domains of occupation ♦ person centred nature of occupation ♦ activity analysis ♦ occupational performance components ♦ factors affecting occupational performance **Evidence Requirements** Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can: ♦ analyse domains of activity in relation to the person centred nature of occupation ♦ analyse factors which may affect occupational performance **Outcome 5** Demonstrate knowledge, skills and attributes to support the occupational	Short and extended response questions COT Standards of Practice and COT Code of Practice and Professional Conduct Reflective logs Project/workplace intervention Supervisor checklist/assessment

			therapy process as appropriate to the workplace. **Knowledge and/or Skills** ♦ self evaluation ♦ occupational therapy Core Skills ♦ supervision ♦ Standards of Practice and Codes of Conduct ♦ Policies and procedures **Evidence Requirements** ♦ critically evaluate planned intervention and their skills for practice	

		Module title/s	Description of Module Content that maps PDA OTS to HSC Level 3 Unit/Element	Cross-reference/s to supporting Documentation
Option Units (if applicable)				
HSC31 **Promote effective communications with, for and about individuals** 1 Identify ways to communicate effectively		**Protection of individuals from Possible Harm and Abuse (DH3P 34)** **Understanding and Supporting Behaviour (DJ1N 34)**	This Unit develops knowledge of legislation relating to protection of children and vulnerable adults as well as understanding the issues in relation to abuse — definitions, causes, impact on individual, families etc. The Unit will equip candidates with methods of work that promote good practice in the protection of individuals. These include the enhancement of communication skills. This Unit is designed to consider behaviour that may challenge in the context of the whole person and in a way that seeks to promote positive and purposeful intervention. Candidates are encouraged to consider the behaviour, their responses in relation to the care plan and communication needs of the individual. It takes into account the individual's past and present life experiences and the possible cause and effects of the behaviour. The Unit is underpinned with the belief that behaviour, and its management, can present an opportunity for personal development or at the very least the hope of a more satisfactory lifestyle. The emphasis will be to help you	**Unit descriptors**

			understand the possible reasons for the behaviour and intervention based upon this understanding and on good intervention values, skills and methods. The importance of communicating effectively, treating individuals with dignity and respect is fundamental to occupational therapy. This, along with a person centred approach toward the individual, is with the aim of sustaining purposeful working relationships between the individual and service provider.	
2	Communicate effectively on difficult, complex and sensitive issues		**Psychology and Sociology in Health Care (DR3T 34)** **Protection of Individuals from Possible Harm and Abuse (DH3P 34)**	This Unit enables individuals to gain an understanding of psychological theories of individual development and sociological theories and concepts. An understanding of these concepts will enhance understanding of factors that influence individuals, their lifestyles and their communication needs. This includes for example, concepts relating to loss and transitions This Unit develops knowledge of legislation relating to protection of children and vulnerable adults as well as understanding the issues in relation to abuse — definitions, causes, impact on individual, families, etc. The Unit will equip candidates with methods of work that promote good practice in the protection of individuals. This includes the understanding of complex and sensitive issues and the importance of developing relevant communication skills.	

		Understanding and Supporting Behaviour (DJ1N 34)	This Unit considers behaviour that may challenge in the context of the whole person and in a way that seeks to promote positive and purposeful intervention. Candidates are encouraged to consider the sensitive and complex issue of behaviour, their responses communication skills and needs of the individual.	
		Psychology and Sociology in Health Care (DR3T 34)	This Unit enables individuals to gain an understanding of psychological theories of individual development and sociological theories and concepts. An understanding of these concepts will enhance understanding of factors that influence individuals, their lifestyles, needs and enhance confidence in supporting individuals to communicate their needs.	
3	Support individuals to communicate	**Protection of Individuals from Possible Harm and Abuse (DH3P 34)**	This Unit develops knowledge of legislation relating to protection of children and vulnerable adults as well as understanding the issues in relation to abuse — definitions, causes, impact on individual, families etc. The Unit will equip candidates with methods of work that promote good practice in the protection of individuals. This includes the importance of supporting individuals to communicate	
		Understanding and Supporting Behaviour (DJ1N 34)	This Unit considers behaviour that may challenge in the context of the whole person and in a way that seeks to promote positive and purposeful intervention. Candidates are encouraged to understand that behaviour that challenges may be	

4 Update and maintain records and reports		**OTS Audit (F3NE 34)** **Protection of Individuals from Possible Harm and Abuse (DH3P 34)**	ineffective communication skills and that they should develop skills to enable and support This Unit will enable candidates develop an in depth knowledge of gathering evidence and using this to reflect on their knowledge and practice. The format of the Unit enhances skills in record keeping and the writing of reports. This Unit develops knowledge of legislation relating to protection of children and vulnerable adults. The Unit will promote good practice in the record keeping and reporting issues in relation to protection of individuals.	
HSC3 2 **Promote, monitor and maintain health, safety and security in the working environment** 1 Monitor and maintain the safety and security of the working environment		**Protection of Individuals from Possible Harm and Abuse (DH3P 34)** **Understanding and Supporting Behaviour (DJ1N 34)** **Protection of individuals from Possible Harm and Abuse (DH3P 34)**	**Unit summaries:** This Unit develops knowledge of legislation relating to protection of children and vulnerable adults. The Unit will promote good practice monitoring and maintaining safety and security of individuals. This Unit considers behaviour that may challenge in the context of the whole person and in a way that seeks to promote positive and purposeful intervention within the working environment. The monitoring and maintenance of safety and security are integral. This Unit develops knowledge of legislation relating to protection of children and vulnerable adults. The Unit will promote good practice monitoring, maintaining and promoting safety and security of individuals.	**Unit descriptors**

2 Promote health and safety in the working environment		**Understanding and Supporting Behaviour (DJ1N 34)**	This Unit considers behaviour that may challenge in the context of the whole person and in a way that seeks to promote positive and purposeful intervention within the working environment. Promoting good practice in relation to behaviour will in turn promote health and safety within the environment.	
3 Minimise risks arising from emergencies		**Protection of individuals from Possible Harm and Abuse (DH3P 34)**	This Unit develops knowledge of legislation relating to protection of children and vulnerable adults. The Unit will promote good practice and ensure candidates are competent and confident in dealing with risk and issues arising from emergency.	
		Understanding and Supporting Behaviour (DJ1N 34)	This Unit considers behaviour that may challenge in the context of the whole person and in a way that seeks to promote positive and purposeful intervention within the working environment. Promoting good practice in relation to behaviour will in turn promote health and safety within the	

HSC3 3 **Reflect on and develop your practice** 1 Reflect on your practice		**OTS: Audit (F3NE 34)** **Protection of individuals from Possible Harm and Abuse (DH3P 34)** **Understanding and Supporting Behaviour (DJ1N 34)**	**Unit summaries:** This Unit will enable candidates develop an in depth knowledge of gathering evidence and using this to reflect on their knowledge and practice. This Unit develops knowledge of legislation relating to protection of children and vulnerable adults. The Unit will encourage candidates to reflect on their values and skills and promote good practice to ensure competence and confidence. This Unit considers behaviour that may challenge in the context of the whole person and in a way that seeks to promote positive and purposeful intervention within the working environment. Reflecting on their skills is integral to content.	**Unit descriptors**
2 Take action to enhance your practice.		**OTS: Audit (F3NE 34)** **Protection of individuals from Possible Harm and Abuse (DH3P 34)** **Understanding and Supporting Behaviour (DJ1N 34)**	This Unit will enable candidates to develop an in depth knowledge of evidence base and how to use information to evaluate issues within OT including their practice and to work to enhance their skills accordingly. This Unit develops knowledge of legislation relating to protection of children and vulnerable adults. The Unit will encourage candidates to reflect on their values and skills and take action to enhance their practice skills. This Unit considers behaviour that may challenge in the context of the whole person and in a way that seeks to promote positive and purposeful intervention within the working environment. Candidates will develop skills and methods of intervention to enhance their practice.	

HSC3 5 **Promote choice, well-being and the protection of all individuals** 1 Develop supportive relationships that promote choice and independence		**Anatomy and Physiology for Support Workers (H1SS 34)** **Protection of individuals from Possible Harm and Abuse (DH3P 34)**	**Unit summaries** This Unit will enable you to demonstrate a knowledge and understanding of the normal functioning of the human body and its systems. Physiology deals with the ways that various systems of the body work to enable function. This Unit will provide essential underpinning knowledge to enhance support, choice and independence. This Unit develops knowledge of legislation relating to protection of children and vulnerable adults. The Unit will encourage candidates to develop skills which enable supportive relationships and promote choice and independence.	**Unit descriptors**

		Understanding and Supporting Behaviour (DJ1N 34)	This Unit considers behaviour that may challenge in the context of the whole person and in a way that seeks to promote positive and purposeful intervention within the working environment. Candidates will develop skills and methods of intervention to enhance their practice.	
2 Respect the diversity and difference of individuals and key people		**Protection of individuals from Possible Harm and Abuse (DH3P 34)**	This Unit develops knowledge of legislation relating to protection of children and vulnerable adults. Candidates develop a working knowledge of a range of key service providers and the importance of understanding diversity and difference with both colleagues and individuals with whom they work. This Unit enhances an understanding of diversity and behaviour in the context of the whole person and in a way that seeks to promote positive and purposeful intervention within the working environment.	
		Physiology and Sociology in Healthcare (DR3T 34)	This Unit enables individuals to gain an understanding of psychological theories of individual development and sociological theories and concepts. An understanding of these concepts will enhance understanding of factors that influence individuals, their lifestyles and needs. The Unit looks at with discrimination and enhances understanding of diversity.	
3 Contribute to the protection of all Individuals		**Anatomy and Physiology for Support Workers (HSS1 34)**	This Unit will enable you to demonstrate a knowledge and understanding of the normal functioning of the human body and its	

			deals with the ways that various systems of the body work to enable function. This Unit will provide essential underpinning knowledge for working within occupational therapy.	
		Protection of individuals from Possible Harm and Abuse (DH3P 34)	This Unit develops knowledge of legislation relating to protection of children and vulnerable adults. The Unit will encourage candidates to reflect on their values and develop skills to contribute to the protection of all.	
		Understanding and Supporting Behaviour (DJ1N 34)	This Unit enhances an understanding of diversity and behaviour in the context of the whole person and in a way that seeks to promote positive and purposeful intervention within the working environment thus contributing to the protection of all.	

Appendix 2: Mapping of Aims to Units

The following tables show how each of the Units meets the general and specific aims of the Group Award.

Units	General Aims

Mandatory Unit:	1	2	3	4	5	6	7	8	9	10
OT: Core Concepts and Processes	√	√	√	√	√	√	√	√	√	√
Pathway Units	1	2	3	4	5	6	7	8	9	10
OT Support: Audit	√	√		√	√	√	√		√	√
Anatomy and Physiology for Support Workers	√	√					√		√	
Psychology and Sociology in Health Care	√	√					√		√	
Understanding and Supporting Behaviour	√	√			√	√	√		√	√
Protection of Individuals from Harm and Abuse	√	√			√	√	√		√	√

Units	Specific Aims

Mandatory Unit:	1	2	3	4	5	6	7	8	9	10	11
OT: Core Concepts and Processes	√	√	√	√	√	√	√	√	√	√	√
Pathway Units	1	2	3	4	5	6	7	8	9	10	11
OT Support: Audit	√		√	√	√	√	√	√	√	√	√
Anatomy and Physiology for Support Workers	√	√	√			√	√			√	
Psychology and Sociology in Health Care	√	√	√			√	√				
Understanding and Supporting Behaviour	√		√	√	√	√	√		√	√	√
Protection of Individuals from Harm and Abuse	√		√	√	√	√	√			√	√

Appendix 3: Core Skills — Signposting and Level

Unit	Numeracy	Comms	Problem solving	IT	Working with Others
OT Core Concepts and Processes H18H 35 (level 8)	-	**Level 6** Written and verbal communication will be developed and evidenced through range of activities including class and small group plenary discussions.	**Level 6** Can be developed as candidates collaborate on group investigations and research information	**Level 6** Candidates will develop basic skills in the use of IT skills for research and written assessments	**Level 6** Can be developed as certain activities will require candidates to collaborate with each other to research concepts, as well as colleagues in the candidate's workplace.
OTS Audit F3NE 34 (level 7)	**Level 5** Using Number may be developed during the audit process when dealing with quantitative or qualitative data, and with its analysis and subsequent presentation in the audit report. The general skill for this component is 'apply a wide range of numerical skills in everyday and generalised contexts.' Using Graphical Information is the ability to 'interpret and communicate graphical information in everyday and generalised contexts'. Specific skills include the interpretation of information from tables, graphs, etc. and communication of information by appropriately incorporating such tables and graphs. Candidates may meet these criteria where dealing with data collected for and during the audit process, the	**Level 5** Written Communication component are 'read, understand and evaluate written communication' for its reading element and 'produce well-structured written communication' for its written element. Specific reading skills required by candidates at SCQF level 5 include identifying and summarising significant information, ideas and supporting details in a written communication, and evaluation of the effectiveness of the communication in meeting its purpose; and specific writing skills include 'presenting all essential ideas, information and supporting detail in a logical and effective order, and use of a structure which takes account of purpose and audience, emphasising the main points'. Candidates may need to utilise these skills throughout the	**Level 5** Candidates will be required to use these skills throughout the Unit, with analysis and planning particularly relevant to fulfilling Outcomes 1 and 2, and reviewing and evaluating necessary for successful completion of Outcomes 3 and 4. Critical Thinking and Planning and Organising will be developed by candidates when fulfilling the requirements of Outcome 1, where they must consider which topic to work on, consider the relevant literature, ethical guidelines and other factors, and then formulate a protocol which will be used for an audit. Having planned the audit, the task will then be carried out by candidates in Outcome 2, before the	**Level 5** The general skill of which is to use 'an IT system effectively and responsibly to process a range of information.' Specific skills required at SCQF level 5 include carrying out processing and searches, using applications in depth and integration of different types of data in a piece of work. Candidates may use IT systems and specific applications when researching, planning and managing their audit, formulating its protocol and when subsequently reporting on and evaluating its results.	-

	results of which may illustrated via tables, graphs, or %	Unit, for example when considering relevant literature and producing a literature review, in Outcome 1,	process is extensively analysed and evaluated across Outcomes 3 and 4. Evaluation will include conclusions based on the data and method, and about the audit itself, such as what changes to the process might be made, were a new audit to be carried out.		
Psychology and Sociology in Health Care(level 7) DR3T 34	-	Level 5 Written communication could be evidenced by the essays undertaken for both Outcomes.	Level 5 Could be evidenced by the content of the essays where candidates are asked to analyse how psychological and sociological factors impinge on health.	**-**	**-**
Anatomy and Physiology for Support Workers H1SS 34	Level 5 Will be evidenced through the candidates' ability to carry out numerical calculations with regard to homeostasis.	Level 5 Will be evidenced via the candidates' work with individuals and groups. Group discussions are particularly important.	**-**	**-**	**-**
Protection of Individuals from Possible Harm and Abuse (level 7) DH3P 34	-	Oral communication skills may be demonstrated and developed by candidates in relating to individuals in a sensitive manner. Written communication skills will be developed through the production of reports and plans of care.	Will be developed as candidates need to analyse received information about individuals who may have been abused, and then develop a suitable response/plan of action.	**-**	Will be developed, as the case study requires the candidate to undertake the work in collaboration with immediate colleagues,and withpeople in other agencies who may be able to provide additional support and services to individualswho may have been abused.

Understanding and Supporting Behaviour (level 7) DJ1N 34	**-**	Through the reflective account, with particular emphasis on listening, observation and facilitating communication with individuals receiving care	Through planning, critical thinking, applying a range of techniques and evaluating own work practice	**-**	Both assessments will give the candidate opportunity to undertake work in collaboration with immediate and external colleagues in relation to supporting individuals.