Higher National Unit Specification

General information for centres

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

Unit code: F3NL 34

Unit purpose: This Unit will enable candidates to develop a knowledge of the legislation and policy that influences occupational therapy support practice. Candidates will also consider factors specific to health and safety, data protection and become familiar with quality assurance measures used in practice, with a specific focus towards the importance of professional standards.

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

1   Explain a range of legislation and policy which shapes current occupational therapy practice.
2   Describe health and safety policy and practice relevant to occupational therapy.
3   Investigate and describe documentation and data protection procedures within occupational therapy.
4   Explain the importance of quality improvement in the delivery of occupational therapy.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Recommended prior knowledge and skills: While entry to this Unit is at the discretion of the centre, it is recommended that candidates have good communication skills. These could be evidenced by the achievement of a nationally recognised qualification, for example English at SCQF level 6, or by pre-course interview and assignment. In order to undertake this Unit, candidates should have experience of working in a care environment, and should typically be carrying out the role of a support worker within an occupational therapy setting, under supervision by an occupational therapist.

Core Skills: There are opportunities to develop the Core Skills of *Communication* and *Information Technology* at SCQF level 5 and the Core Skill of *Working with Others* at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit was developed as part of the HNC Occupational Therapy Support.

General information for centres (cont)

Assessment: This Unit may be assessed by a range of instruments including extended response questions (Outcomes 1, 2, 3, 4), the development of a portfolio (Outcomes 1, 2) and a case study (Outcome 4). There could be a holistic approach to assessment where several of the Outcomes could be assessed together.

Higher National Unit specification: statement of standards

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

Unit code: F3NL 34

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain a range of legislation and policy which shapes current occupational therapy practice

Knowledge and/or Skills

♦ Current legislation
♦ Policy
♦ Organisational procedures

Evidence Requirements

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

♦ identify a range of legislation and explain how it impacts upon occupational therapy practice (a minimum of 10 pieces must be examined) and summarise two pieces of legislation in relation to their own practice area
♦ identify and explain two pieces of policy within occupational therapy practice
♦ summarise two organisational procedures in place to implement policy and meet legislative requirements

Assessment Guidelines

Outcomes 1, 2, 3 and 4 could be assessed holistically by producing a portfolio of evidence, or evidence may be generated through extended response questions which will cover the second and third Evidence Requirements and the development of a portfolio, which will cover the first Evidence Requirement.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

Outcome 2

Describe health and safety policy and practices relevant to occupational therapy

Knowledge and/or Skills

- Health and safety legislation and regulations
- Health and safety procedures and measures used within occupational therapy
- Principles of risk assessment in the workplace

Evidence Requirements

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

- identify and describe a range of health and safety regulations relevant to the practice of occupational therapy (a minimum of four regulations must be described)
- identify a range of health and safety procedures and measures and describe two health and safety measures used within their workplace
- explain the principles of risk assessment and provide an example from their own workplace

Assessment Guidelines

Outcomes 1, 2, 3 and 4 could be assessed holistically by producing a portfolio of evidence. Or evidence may be generated through extended response questions covering all Evidence Requirements.

Outcome 3

Investigate and describe documentation and data protection procedures within occupational therapy

Knowledge and/or Skills

- Legislation which influences documentation procedures
- Documentation procedures and skills
- Data protection procedures

Evidence Requirements

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

- investigate and describe documentation procedures used within their own workplace setting
- identify and demonstrate documentation skills required within their own role
- identify data protection procedures within their workplace and explain these in relation to legislation and policy

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

Assessment Guidelines

Outcomes 1, 2, 3 and 4 could be assessed holistically by producing a portfolio of evidence. Evidence may be generated through extended response questions which could cover the first and third Evidence Requirements. Documentation skills (Evidence Requirement two) may be identified and demonstrated within an assignment.

Outcome 4

Explain the importance of quality improvement in the delivery of occupational therapy

Knowledge and/or Skills

♦ Definitions and purpose of quality assurance
♦ Quality process within occupational therapy
♦ Quality improvement measures used within occupational therapy
♦ Professional standards within occupational therapy
♦ Litigation

Evidence Requirements

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

♦ define quality improvement and identify the process of quality improvement within occupational therapy
♦ identify and explain three quality improvement measures used within their own workplace setting
♦ identify the application of professional standards within their own area of practice
♦ explain the role of quality improvement measures in the prevention of litigation

Assessment Guidelines

Outcomes 1, 2, 3 and 4 could be assessed holistically by producing a portfolio of evidence. Evidence may be generated through extended response questions which will cover the first, second and fourth Evidence Requirements and the development of a case study which will cover the third Evidence Requirement.

Administrative Information

Unit code: F3NL 34

Unit title: Occupational Therapy Support: Policies,
                                        Procedures and Professional Standards

Superclass category: PA

Original date of publication: June 2008

Version: 01

History of Changes:

Version	Description of change	Date

Source: SQA

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

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

Higher National Unit specification: support notes

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The candidates will be carrying out the role of a support worker within an occupational therapy setting and have access to supervision by an occupational therapist.

Legislation and policy are, by definition in flux and an awareness of past and present influencing factors is essential for all support workers. The ability to work effectively and efficiently, within the climate of constant change, relies on the ability to take cognisance of relevant policy and understand the impact that these changes have on procedures within the workplace. The range of each Outcome should be considered within the context of current legislation and policy.

Outcome 1

The main focus of this Outcome is to provide a general overview of the policy and legislation that directs and influences occupational therapy practice. Delivery of this Outcome may begin by looking briefly at the legal framework within the UK. European influences should also be discussed. Candidates should be guided to legislation relevant to their country eg Scotland, England, Wales, Northern Ireland and to the developmental context of policy within their country. Demographic factors discussed in previous Units can be reviewed here and the relationship between legislation, changing values and the importance of person-centred practice noted.

The development of reports which may lead to legislation, as well as policy which comes from legislation should be noted. Policy and workplace procedures regarding departmental, personnel and health and safety issues within the candidates' workplace should be considered. It is important for the candidate to understand the boundaries of legislation and policy and of their own role, responsibilities and duty within this.

The range of acts mentioned in these support notes is indicative of types and areas of legislation and policy which may be considered. These are however not prescriptive and it is important to be cognisant with the current context of legislation, the country within which the candidate works and their sector area.

The main key features of pieces of legislation should be highlighted and links made specifically to occupational therapy practice. The development of in-depth knowledge is not required. Health and Safety legislation and policy and Data Protection legislation and policy may be introduced here but this will be explored in more depth in Outcomes 2 and 3.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

Although it is recognised that many pieces of legislation influence a range of factors within occupational therapy, differing areas could be highlighted. The following list of legislation, policy and procedure is not exhaustive but provides a range which should be reviewed for currency. It is essential that delivery ensures candidates are able to meet the Evidence Requirements.

♦ Practice eg *Chronically Sick and Disabled Person Act 1970 (1972 Scotland), NHS and Community Care Act 1990, Community Care and Health (Scotland)Act 2002, NHS and Social Care Act 2001, Social Work (Scotland) 1968, Children (Scotland) Act 1995, Children's Act 1989, Human Rights Act 1998, Carers (Recognition and Services) Act 1995, Health and Safety at Work Act 1974, Food Safety Act 1990, Adults with Incapacity (Scotland) Act 2000, Mental Health (Care and Treatment) (Scotland) Act 2003, Mental Capacity Act 2003, Race Relations Act 1976, Social Work (Scotland) Act 1968, Local Authority Social Services Act 1970, Data Protection Act 1998, Freedom of Information Act 2001 (Scotland 2002), Community Care (Direct Payments) Act 1996, Housing Act 2006*
♦ Professional eg *Regulation of Care* (Scotland) Act 2001, Health Act 1999,
♦ Personnel eg *Equal Pay Act 1975), Disability Discrimination Act 200), Employment Act(2002, Smoking, Health and Social Care (Scotland) Act 2005*

The following policy reports are examples of those that can be noted and discussed:

Adapting to the future 2004
Joint future strategy report 2002
Changing lives: Report of 21st Century Social Work Review (2006)
Equipped for inclusion 2003
Carers' strategy 2006-12-07
Kerr report — Building a health service fit for future
Building on Success — future direction for allied health professions in Scotland (2003)
Coordinated, integrated and fit for purpose —a rehabilitation framework for adults (2007)
The Same as You — a review of services for people with learning disabilities (2000)

Candidates may be guided to relevant government and professional websites to support their learning.

For example:

www.show.scot.nhs.uk
www.nhsdirect.nhs.uk
www.directgov.uk
www.opsi.gov.uk
www.hse.gov.uk
www.scotland.gov.uk

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

Guidance may also be provided towards relevant organisations eg:

♦ Health Professions Council
♦ Department of Health
♦ Care Commission
♦ Scottish Executive Health Department
♦ Scottish Social Services Council
♦ College of Occupational Therapists (COT)/British Association of Occupational Therapists (BAOT)

Outcome 2

Candidates may have been introduced to health and safety legislation in Outcome 1. Awareness of both the Health and Safety at Work Act 1974 and the Food Safety Act 1990 should be noted. In this Outcome employer and employee responsibilities should be made clear as should the range of regulations which have developed from this legislation. The process of European directives could be highlighted here eg 90/269/EEC.

Candidates should become aware of the key provisions of regulations and the impact that these have on occupational therapy practice. Regulations covered could include the following but cognisance should be taken of their currency:

Control of Substances Hazardous to Health Regulations (2002)
Lifting Operations and Lifting Equipment Regulations (1999)
Management of Health and Safety at Work Regulations (1999)
Reporting of Injuries Diseases and Dangerous Occurrences Regulations (1999)
Manual Handling Operations Regulations (1992)

A range of health and safety procedures and measures used within occupational therapy should be discussed. Candidate workplace experience and knowledge can be shared to enable a broad vision of health and safety measures adopted across occupational therapy settings. These may include accident and incident reporting, fire procedures, stress management, emergency situations, manual handling training, health and safety representatives, lone working, storage of materials, security measures, infection control and universal precautions, safety audit, and the role of trade unions in safe working practices.

Risk assessment, as a measure must be considered and should be viewed from a workplace perspective. The purpose of risk assessment and the terms used (eg hazard, probability, risk, danger) should be understood. The range of issues which may be risk assessed within the workplace should be covered eg challenging behaviour, manual handling, infection control, food handling, personal safety, supply and fitting of equipment and violence at work. A range of risk assessment forms could be shown. The responsibilities and process or strategy of risk assessment should be discussed and the key principles of avoid, assess, reduce and training explained.

Candidates should be guided to the Health and Safety Executive website (www.hse.gov.uk) and materials and COT briefings and position statements.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

Outcome 3

The concept of confidentiality will have been introduced in previous Units and the legislative background may have been discussed in Outcome 1. Other sources of duty eg ethics, employment contracts can be highlighted as an introduction to this Unit alongside discussion of confidentiality expectations, responsibilities, dilemmas and breaches.

Current COT briefings, the COT Code of Ethics and Professional Conduct and the COT Professional Standards for Occupational Therapy Practice can be used to support this Outcome.

Outcome 4

Candidates should become familiar with the broad purpose and concept of quality improvement. A variety of definitions can be used to introduce this topic with a brief overview of the development (legislative and professional) of quality initiatives within health and social care. It is not however necessary to explain processes of quality assurance in detail. Reasons for quality improvement are important and the candidate should be able to see the quality process in relation to user satisfaction, professional satisfaction and organisational satisfaction. Quality issues such as service tangibles, reliability, responsiveness, communication and staff knowledge and behaviour could be discussed.

Guidance on the delivery and assessment of this Unit

It is recommended that this Unit be taught after the HN Unit *Occupational Therapy: Context and Development and Occupational Therapy: Needs and Rights of Individuals*. These Units will have provided candidates with a basic framework of knowledge in relation to the context of occupational therapy practice and the needs and rights of individuals. The Unit also provides a platform for the occupational therapy based HN Unit*, Occupational Therapy: Philosophy, Theory and Practice*. Candidates should have access to a supervising occupational therapist.

Candidates will be required to provide evidence of a working knowledge of the following factors in relation to occupational therapy practice: legislation, policy, health and safety, risk assessment, data protection and quality improvement.

It is anticipated that, in general, Outcomes will be delivered and assessed in an integrated fashion (a portfolio — collation of all assessment material could be used as a working resource). Outcomes 1, 2, 3 and 4 could be assessed holistically by a portfolio of evidence.

Outcome 1

This provides a backdrop for subsequent Outcomes. They will be introduced to an extensive range of relevant legislation and policy. From this they should be encouraged to consider one particular piece of legislation and one piece of policy in relation to their own workplace setting. Subsequent organisational procedures should be highlighted.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

Outcome 2

The foundations of health and safety legislation, regulations will be covered. A variety of health and safety measures will be related to occupational therapy practice in general and specifically to their workplace setting. The principle and process of risk assessment should be considered in relation to their workplace setting.

Candidates may develop a portfolio of evidence from Outcome 1, 2, 3 and 4. Additional materials relating to legislation, policy and health and safety could be developed into a working resource.

Outcome 3

Record keeping or documentation systems will vary across occupational therapy settings as will the individual candidates role in the documentation process. The developing shared or integrated systems should be recognised and the general content, aims, principles of record keeping set out. Issues such as language, consent, storage and security of data can be raised.

The use of documentation skills including information technology within the workplace will again differ from candidate to candidate. Candidates should be encouraged to identify and reflect on skills required eg progress notes, report writing, word processing, email, fax, www, spreadsheets and database. This occasion may be taken to encourage development of these skills or to investigate appropriate training opportunities.

Outcome 4

Quality improvement within occupational therapy should be defined briefly. This process should be recognised — the definition or objectives of the service, recognition of the service user population, the setting of local standards to meet service needs or the use of national standards and the evaluation and monitoring of standards.

Specific measures used to assure quality within occupational therapy should be briefly explained eg audit, evidence based practice, standards, training and development, research, complaints systems, whistle blowing policies and surveying or gathering individual views and opinions

Professional standards (national and local) should be specifically considered and their application within the candidate's workplace setting discussed. Although it is anticipated that candidates will review current COT standards they should also be cognisant with other national care and quality improvement standards eg NHS Quality Improvement Scotland, Scottish Intercollegiate Guidelines Network (SIGN), and the National Institute of Clinical Excellence (NICE).

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

The importance of working within current legislation and policy could be reiterated here and the adoption of high standards of practice discussed in relation to the prevention of litigation. Opportunities to use group work in relation to dilemmas and ethics would be relevant at this point. The current COT Code of Ethics and Professional Conduct should be used here. Candidates should be clear about 'duty of care', harm, negligence by omission and negligence by act.

This Unit can end by reviewing all previous Outcomes and Units of study and recognising the need to have an awareness of all issues in relation to personal responsibility and accountability.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may contribute towards the Core Skill of *Communication* at SCQF level 5.

The general skills of the Written Communication component are 'read, understand and evaluate written communication' for the reading element and 'produce well-structured written communication' for the writing 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 Unit, such as when explaining policy within occupational therapy practice in Outcome 1 and the principles of risk assessment in Outcome 2.

Candidates could develop the Oral Communication component to SCQF level 5, if for example, providing evidence in oral rather than written form, on topics such as documentation procedures as covered by Outcome 4.

The delivery and assessment of this Unit may provide opportunities to develop the Core Skill of *Information Technology* at SCQF 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 in drafting and editing their work, such as if assigned the portfolio suggested to cover Outcome 2 and part of Outcome 1. Outcome 3 partly focuses on data protection procedures which may also facilitate development of IT skills, as would any related research or study.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Policies, Procedures and Professional Standards

The delivery and assessment of this Unit may contribute towards the Core Skill of *Working with Others* at SCQF level 4, the general skill of which is to 'work with others in a group to complete a straightforward activity.' Specific skills include identifying the main tasks required, taking account of group members' strengths and preferences, and seeking and providing information as appropriate. In completing Outcome 2, candidates will provide evidence in relation to their own workplace on health and safety procedures and risk assessment. They may be working with colleagues in order to investigate health and safety regulations, to establish employer and employee responsibilities, and may share workplace experience and knowledge to facilitate safe working practices.

Open learning

This Unit could be delivered using an open, blended or distance learning approach provided there is clear centre planning to ensure sufficiency and authentication of candidate evidence.

Evidence for all Outcomes could be sent to the centre assessor in paper or CD format. Arrangements with workplace supervising occupational therapists can be made to ensure authenticity.

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 alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (**www.sqa.org.uk**).

General information for candidates

Unit title: Occupational Therapy Support: Policies, Procedures and Professional Standards

This Unit will enable you to develop a working knowledge of the legislation and policy that influences occupational therapy practice. You will also consider factors specific to health and safety, data protection and become familiar with quality assurance measures used in practice, with a specific focus towards the importance of professional standards.

This Unit is made up of four Outcomes as follows:

1   Explain a range of legislation and policy which shapes current occupational therapy practice.
2   Describe health and safety work policy and practices relevant to occupational therapy.
3   Investigate and describe documentation and data protection procedures within the workplace setting.
4   Explain the importance of quality improvement in the delivery of occupational therapy.

The overall requirement for assessment will be the production of evidence that demonstrates your understanding of the range of legislation and policy which impacts upon occupational therapy practice and of specific legislation, policy and procedures which relate to your own practice area.

Evidence will demonstrate information technology skills required within the workplace and understanding of data protection procedures. You will also describe a range of health and safety regulations relevant to the practice of occupational therapy and health and safety procedures and measures used within your workplace, including an example of risk assessment. Evidence will show an understanding of the quality assurance cycle and measures used in practice to assure quality. Evidence may be generated through a range of instruments including the development of a portfolio (Outcome 1, 2, 3, 4), or extended response questions (Outcome 1, 2, 3, 4) and a case study (Outcome 4).

Over the course of this Unit, there may be opportunities to develop important Core Skills in the areas of *Communication, Information Technology and Working with Others*.