



Higher National Unit specification: general information

Unit title: Contemporary Health and Social Care Perspectives

Unit code: FN60 35

Superclass: PA

Publication date: July 2011

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit has been designed to enable the candidate to investigate key aspects of UK Health and Social Care Policy and relate social and political issues to the development and provision of health and social care. The processes of ensuring maintenance of standards and quality provision through Clinical Governance should be examined. The candidate should be able to discuss approaches that promote equality and diversity within health and social care provision. Understand the causes of inequalities within society and the aims of Public Health to improve the health and well-being of individuals. Throughout the Unit the candidate will be encouraged to explore the role of the service user as an active participant in the multidisciplinary team in improving health and well-being.

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

- 1 Investigate UK Health and Social Care Policy and legislation and relate it to the provision of health and social care.
- 2 Examine the process of ensuring maintenance of standards and quality provision through Clinical Governance.
- 3 Discuss approaches that promote equality and diversity within health and social care provision.
- 4 Understand inequalities within society and the aims of Public Health in improving the health and wellbeing of individuals.

Recommended prior knowledge and skills

Candidates should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications, for example Higher English or a qualification to SCQF level 6, or by the completion of a pre-course interview, part of which could take the form of a written assignment. Candidates would benefit from having studied a social science subject at SCQF level 7. In addition to this, the candidate should preferably have undertaken some work experience in a care setting.

General information (cont)

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

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

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment

Assessment for Outcomes 1, and 2 could take the form of a research report to reflect the knowledge and understanding gained in these two Outcomes. Outcomes 3 and 4 could be an evaluation of a current Public Health campaign explaining how it reflects equality and diversity approaches that meet the challenges of inequalities in society.

Higher National Unit specification: statement of standards

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

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. 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

Investigate UK Health and Social Care Policy and legislation and relate it to the provision of health and social care.

Knowledge and/or Skills

- ◆ Current UK Health and Social Care Policies and legislation
- ◆ Current health and social care provision
- ◆ Policy and health and social care provision
- ◆ Social influences on care provision
- ◆ Influence of policy and legislation on health and social care provision

Evidence Requirements

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

- ◆ investigate current UK Health and Social Care policies and legislation
- ◆ examine health and social care provision in the UK
- ◆ identify the connection between the development of policy/legislation and the provision of care
- ◆ identify current legislation and policies relating to care
- ◆ investigate the social influences on care provision
- ◆ analyse the influence that policy and legislation have on the provision of care services.

Assessment Guidelines

See Outcome 2.

Higher National Unit specification: statement of standards (cont)

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Outcome 2

Examine the process of ensuring maintenance of standards and quality provision through Clinical Governance.

Knowledge and/or Skills

- ◆ Clinical governance
- ◆ Understand how clinical effectiveness, risk management and patient focus underpin clinical governance
- ◆ National drivers and influences on clinical governance
- ◆ Understand how clinical governance is managed and implemented in care and in your local area
- ◆ Describe how clinical governance relates to the concept of good governance for health

Evidence Requirements

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

- ◆ demonstrate an understanding of clinical governance, its key components and the role it plays in the maintenance of standards and continuing quality improvement within the care sector
- ◆ understand the role of the individual in the application of clinical governance, including professional and workforce regulation
- ◆ identify the influences and national drivers for clinical governance and the process of quality improvement implemented in Scotland. This should include a knowledge and understanding of relevant legislation
- ◆ explain how clinical governance and quality improvement relate to improved care for individuals.

Assessment Guidelines

Assessment for Outcomes 1, and 2 could take the form of a research assignment which reflects the knowledge and understanding gained in these two Outcomes. It should demonstrate an understanding of appropriate legislation relating to health and social care provision and how Clinical Governance reflects the values and standards within the identified legislation (1,500 words) and should cover all Evidence Requirements.

Higher National Unit specification: statement of standards (cont)

Unit title: Contemporary Health and Social Care Perspectives

Outcome 3

Discuss approaches that promote equality and diversity within health and social care provision.

Knowledge and/or Skills

- ◆ Discuss current UK legislation pertaining to equality and diversity
- ◆ Examine the role of the Care Standards in promoting equality and diversity
- ◆ Evaluate the role of Professional Regulation and accountability in equality and diversity
- ◆ Investigate national and local approaches aimed at promoting equality and diversity within the care sector
- ◆ Evaluate these approaches

Evidence Requirements

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

- ◆ discuss three current UK pieces of legislation pertaining to equality and diversity, eg Equality Act 2010, Disability Discrimination Act 1995, Adult Support and Protection (Scotland) Act 2007, Human Rights Act, Public Services Reform (Scotland) Act 2010 or any other current legislation
- ◆ understand how the application and practice of Care Standards promote equality and diversity in the care context
- ◆ evaluate the role of Professional Regulation in equality and diversity
- ◆ investigate a range of national and local approaches aimed at promoting equality and diversity in the care context.

Assessment Guidelines

See Outcome 4.

Higher National Unit specification: statement of standards (cont)

Unit title: Contemporary Health and Social Care Perspectives

Outcome 4

Understand inequalities within society and the aims of Public Health in improving the health and well-being of individuals.

Knowledge and/or Skills

- ◆ Explore the major determinants of inequalities in society
- ◆ Investigate the aims, scope, and nature of contemporary public health in the UK
- ◆ Examine the importance of evidence based practice in public health strategies
- ◆ Investigate the role of public health in improving the health and well-being of individuals

Evidence Requirements

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

- ◆ identify inequalities in society
- ◆ discuss the main causes of inequalities in society
- ◆ understand the concept of public health
- ◆ investigate the role of public health in reducing the 'health divide'
- ◆ examine public health strategies aimed at improving the health and wellbeing of individuals.

Assessment Guidelines

Outcomes 3 and 4 could be an evaluation of a current Public Health campaign explaining how it reflects equality and diversity legislation and approaches and how well it meets the challenges of inequalities in society and promotes health and well being (1,500 words). This should be submitted towards the end of the Unit and should cover all Evidence Requirements.

Higher National Unit specification: support notes

Unit title: Contemporary Health and Social Care Perspectives

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 80 hours.

Guidance on the content and context for this Unit

Outcome 1

This Outcome is intended to investigate UK legislation and policy and to identify the way it relates to the provision of health and social care provision. The candidate should be aware of the difference between Scottish and UK legislation and policy. An overview of how legislation and policy may have a universal application as in aspects of the Community Care Act or Patient's Charter or be aimed at specific client groups, eg Mental Health (Scotland) Act or children (Scotland) Act should be examined.

It is recommended that candidates should be aware of the main features of current legislation and policy in relation to the following areas:

- ◆ Disability Discrimination
- ◆ Health and Safety
- ◆ Manual handling
- ◆ Data protection
- ◆ Regulation of Care/Public Services
- ◆ Care practice
- ◆ Mental Health Care and Treatment
- ◆ Adults with Incapacity
- ◆ Protection of Children
- ◆ Equality
- ◆ Community Care

The list is intended to indicate areas that should be considered but others can be added. Specific Acts or policy documents are not named to prevent advice becoming outdated due to ongoing political development and change. Candidates should be introduced to the most recent and relevant legislation in relation to the areas indicated. Candidates are expected to name particular pieces of legislation and policy and understand the main points and should analyse the influence that legislation and policy have on care provision. Candidates could also investigate the reality of topical issues such as 'post code' health provision.

Higher National Unit specification: support notes (cont)

Unit title: Contemporary Health and Social Care Perspectives

Outcome 2

The candidate should understand that Clinical governance is how health services are held accountable for the safety, quality and effectiveness of clinical care delivered to patients.

Clinical governance is a statutory requirement of NHS Boards and is achieved by co-ordinating three interlinking strands of work:

- ◆ Having clear robust national and local systems and structures that help identify, implement and report on quality improvement.
- ◆ Quality improvement work involving health care staff, patients and the public.
- ◆ Establishing a supportive, inclusive learning culture for improvement.

Clinical governance is the system through which NHS organisations are accountable for continuously monitoring and improving the quality of their care and services and safeguarding high standards of care and services. NHS Quality Improvement Scotland (2005).

Clinical governance applies to all treatments and services. The three most recognisable components of clinical governance and those which involve you in quality improvement are:

- ◆ Clinical effectiveness activities including audit and redesign.
- ◆ Risk management including patient safety.
- ◆ Patient focus and public involvement.

The way in which clinical Governance supports effective clinical practice and minimises risk to patients should be explained:

- ◆ Thinking critically about what you do in your job.
- ◆ Using evidence to improve what you do.
- ◆ Involving patients in decisions about their care.
- ◆ Developing your skills.
- ◆ Working as a team to make improvements.
- ◆ Preventing that error from happening again.
- ◆ Learning lessons from experience and good practice elsewhere.
- ◆ Knowing how to improve quality improvement processes and structures to achieve results.
- ◆ The use of audit in improving care.
- ◆ Involving patients and carers in improving services.
- ◆ Taking an active part in improving the health service for patients.
- ◆ Dealing with patient complaints.

Higher National Unit specification: support notes (cont)

Unit title: Contemporary Health and Social Care Perspectives

Candidates should gain an understanding of local and national influences including relevant current legislation, to understand how to use clinical governance systems and structures to make improvements within the clinical area. The contribution that Professional Regulation and accountability make to good practice and the maintenance of standards should be discussed. Staff and Corporate Governance should be explained as should the drivers behind clinical governance, eg Delivering for Health SEHD 2005, Building a Health Service for the Future (Kerr Report SEHD 2005), Local Delivery Plans, Health, Efficiency Access and Treatment (HEAT) Targets.

Outcome 3

Discuss approaches that promote equality and diversity within health and social care provision. The candidates should investigate and be familiar with current legislation pertaining to equality and diversity for example the Equality Act 2010, Human Rights Act 1998, Disability Discrimination Act 2005, and the Public Services Reform (Scotland) Act 2010. They should understand that the development of legislation reflects the attitudes of the society in which it is created and what changes have occurred in society to promote the creation of equality and diversity legislation. The candidate should understand the application of these Acts to the delivery of care and how they promote equality and diversity. They should also understand how they influence how care is delivered on an individual basis. The candidate should understand the context for the creation of the Care Standards and how they ensure that individuals in receipt of care can expect to receive fair and equal treatment, the role of the Social Care and Social Work Improvement Scotland and Healthcare Improvement Scotland should be evaluated in ensuring that the Care Standards are applied in the care context. The methods that these bodies use to evaluate standards of care should be assessed. In promoting equality and diversity in care provision the candidate should explore the role of professional regulation. A variety of Regulatory Bodies, eg NMC, SSSC, General Pharmaceutical Council, should be studied to determine how they promote equality and diversity and how effective they are in doing so and what impact they have on the carer and the individual receiving care. The concept of professional accountability should be examined — the candidate should research and evaluate local and national approaches to equality and diversity this could include — NHS and Royal College of Nursing (RCN) Dignity Champions, 'See Me' campaign, 'Choose Life' strategy, Scottish Health at Work (SHAW) programme, 'Doing well by People with Depression', local equality and diversity 'in-house' training including the new Equality Act 2010, specific areas of regulatory bodies'. Codes of Conduct, eg SSSC and NMC could be linked to supervision and opportunities for professional discussion resulting in increased awareness, 'Changing Lives', 21st Century Social Work Review recommendations on 'taking a whole person' approach could also be examined and evaluated as could the NMC 'Diversity Matters' approach.

Higher National Unit specification: support notes (cont)

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Outcome 4

Understand inequalities within society and the aims of Public Health in improving the health and wellbeing of individuals. This Outcome looks at the impact of inequality and poverty on people's behaviour, experience and life chances. The key dimensions of inequality in modern society and the inter-relationships between them should be examined, for example, the inter-relationships between race, ill-health, gender and poverty or between class, income and wealth. Candidates should be encouraged to examine recent research and statistics that can be used to analyse the extent of inequality in the UK, and particularly Scotland today. Websites such as the Joseph Rowntree Foundation (www.jrf.org.uk) and The Conference on Poverty (www.poverty.org), for example are useful sources of such statistical data and research findings. In examining the causes of poverty and inequality candidates can be encouraged to study and evaluate the insights that different theories bring. For example, looking at theories that blame the poor themselves, such as 'culture and poverty' explanations (Oscar Lewis: *La Vida* 1968); 'underclass theories' (Charles Murray 'The Emerging British Underclass' 1990) and contrasting these with structural explanations of poverty. Structural theories could include explanations that analyse the structure of society and the role they play in causing and perpetuating poverty. Here candidates could look at the work of Peter Townsend for example (*P Townsend Poverty in the United Kingdom* 1979). Most sociology textbooks contain relevant and useful information on explanations and the extent of poverty in the UK today. In examining the effects of poverty and inequality on behaviour, experiences and life chances candidates should again be encouraged to refer to current research and evidence. Life chances could include, income and wealth, health, employment, education — a range should be investigated. Where possible candidates should look at the experiences of, and effect on the group of individuals they are working with, remembering that not only are they, 'older adults' or 'adults with disabilities' but that they may also be effected by other inequalities relating to gender and ethnicity for example the concept of "public health" should be understood and it should be investigated as a means of tackling the inequalities in society. The candidate should understand that Public Health is concerned with using policy to create healthy environments and with empowering people to improve their own health. The essential elements of public health could be described as:

- ◆ a population perspective
- ◆ an emphasis on prevention and a collective responsibility for health
- ◆ a concern for the underlying socioeconomic determinants of health as well as disease
- ◆ a multidisciplinary basis and emphasis on partnership with the population (DH, *The Report of the Chief Medical Officer's Project to Strengthen the Public Health function.* (2001).

The candidate should understand that Public Health policy is determined by a broad range of professionals, at a strategic level these specialists are responsible for developing and leading public health programmes. The programmes themselves are then put into practice by public health practitioners, eg community public health nurses, who then work with diverse individuals, groups and communities to promote education and health. There is also however a much larger group involved in the promotion of public health and these are for example; teachers, nursery nurses, hospital nurses, GPs, police and community workers.

Higher National Unit specification: support notes (cont)

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Candidates should then look at the drivers behind public health policies for example the priorities identified in the Department of Health's *Choosing Health: Making healthy choices easier*. (DH, 2004b) and the Scottish Government's *Better Health Better Care: Action Plan* (2007). The candidates should then focus on campaigns and approaches that have been developed at a local and national level to tackle the issues identified in these and other policies. This could include strategies targeted at; healthy eating, alcohol misuse, exercise and fitness, drug addiction and cigarette smoking. The candidate should understand the target groups for these campaigns and the approaches that have been adopted to meet the needs of these groups.

Guidance on the delivery and assessment of this Unit

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. Contemporary Health and Social Care Perspectives is a mandatory Unit in the HND Care and Administrative Practice.

Open learning

If this Unit is delivered by open learning methods, additional planning resources may be required for candidate support, assessment and quality assurance.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards the Core Skills of:

Written Communication SCQF level 6 — can be evidenced through the written component of this Unit. All written submission should be appropriately written and referenced and presented in a logical manner using, where relevant, appropriate domain specific language.

Information and Communication Technology (ICT) SCQF level 6 — *Information and Communication Technology (ICT)* could be evidenced by the use of standard applications to obtain and process information for information and data for assignments.

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

Higher National Unit specification: support notes (cont)

Unit title: Contemporary Health and Social Care Perspectives

Disabled candidates and/or those with 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.

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Contemporary Health and Social Care Perspectives

Contemporary Health and Social Care Perspectives

This Unit will discuss the range of policies and legislation that impact on health and social care provision in the UK. You will research current health and social care provision and look at the key features of these policies and legislation that influence provision. Clinical Governance is fundamental in maintaining standards in care and you will understand how this works in practice but also relate it to the standards and values in the policies and legislation already discussed. Then in keeping with the themes of values, standards, policy legislation and care provision you will investigate approaches that promote equality and diversity in the care context. This will involve looking at national and local campaigns, or professional requirements through regulation or in house training for care workers to raise awareness. Finally you will look into public health and the professionals and workers involved in health education and promotion. You will research the public health campaigns to improved individual health and well being are successful in combating inequalities, reaching the target groups and changing behaviour.

There are two assessments in this Unit, both require you to undertake research, the first looks at legislation policies and provision of care and the second is a research report into a current public health campaign. Both assessment require to be academically written and referenced and will be submitted at a date agreed with the tutor.