



Higher National Unit Specification

General information

Unit title: Individual Pathways in Health and Social Care
(SCQF level 7)

Unit code: HF26 34

Superclass: PA

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Version: 01

Unit purpose

The aim of this Unit is to develop and enhance the learner's knowledge of different pathways in health and social care. The learner will gain an understanding of the structure and funding of Health and Social Care Services in Scotland and the roles and responsibilities of individuals working in these sectors; changes taking place in Health and Social Care provision in Scotland will also be investigated. The learner will investigate legislation which impacts on care services. Finally the Unit will explore service user rights and responsibilities and the standards they can expect from care services and the complaints procedures available to them.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe a range of roles and responsibilities in care services which provide opportunities for individuals to achieve optimum health.
- 2 Explain the principles of current legislation relating to care pathways.
- 3 Discuss the rights and responsibilities of individuals in receipt of care services.

Credit points and level

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

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Access to this Unit is at the discretion of Centre. However, it would be beneficial if the learner had achieved either a relevant administrative qualification or recent relevant work experience.

Core Skills

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

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

Context for delivery

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

This Unit is a mandatory Unit within the HNC Care & Administrative Practice.

Equality and inclusion

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

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

Higher National Unit specification: Statement of standards

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

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

Outcome 1

Describe a range of roles and responsibilities in care services which provide opportunities for individuals to achieve optimum health.

Knowledge and/or Skills

- ◆ Current structure of the NHS and Social Services in Scotland
- ◆ Current funding arrangements for care services
- ◆ The role of independent, statutory and voluntary services
- ◆ Inter-professional collaboration.
- ◆ Challenges, constraints and opportunities in the integrated health and social care agenda

Outcome 2

Explain the principles of current legislation relating to care pathways.

Knowledge and/or Skills

- ◆ Data Protection Act 1998
- ◆ Access to Health Records Act 1990
- ◆ Access to Medical Reports Act 1998
- ◆ Freedom of Information (Scotland) 2000
- ◆ Public Bodies (Joint Working) (Scotland) Act 2014
- ◆ Patient's Rights (Scotland) Act 2012
- ◆ Public Services Reform (Scotland) Act 2010.
- ◆ Social Care Self Directed Support (Scotland) Act 2013
- ◆ Equality Act 2010
- ◆ Role of Caldicott Guardians

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Discuss the rights and responsibilities of individuals in receipt of care services.

Knowledge and Skills

- ◆ Patients' Rights and Responsibilities.
- ◆ Quality and Inspection requirements.
- ◆ Complaints procedures in care.

Evidence Requirements for this Unit

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

Outcome 1

- ◆ describe the structure of the NHS and Social Services in Scotland.
- ◆ describe the funding of care services in Scotland.
- ◆ describe the role of the statutory, voluntary and independent care sectors.
- ◆ be able to discuss a range of individual roles and their responsibilities in care services.
- ◆ discuss the inter-professional collaboration required in these roles.
- ◆ discuss the challenges, constraints and opportunities presented in the integrated health and social care agenda.

Outcome 2

Candidates should provide evidence to demonstrate their knowledge and understanding by explaining 6 of the following in relation to individual pathways:

- ◆ Data Protection Act 1998
- ◆ Access to Health Records Act 1990
- ◆ Access to Medical Reports Act 1998
- ◆ Freedom of Information (Scotland) 2000
- ◆ Public Bodies (Joint Working) (Scotland) Act 2014
- ◆ Patient's Rights (Scotland) Act 2012
- ◆ Public Services Reform (Scotland) Act 2010.
- ◆ Social Care Self Directed Support (Scotland) Act 2013
- ◆ Equality Act 2010
- ◆ The role of Caldicott Guardians

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Learners will need to provide evidence to demonstrate their knowledge and understanding by showing that they can:

- ◆ describe patients' rights and responsibilities.
- ◆ investigate quality and inspection requirements.
- ◆ explain complaints processes and procedures.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

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

Guidance on the content and context for this Unit

Due to the substantial changes that health and social care services in Scotland are currently undergoing it is essential that learners have access to up-to-date information and access to the internet for this Unit.

It is recommended that this Unit is delivered later on in the course when the learner has had the opportunity to work with service users with a variety of conditions that may have required the involvement of a number of care services. In addition, learners will have had the opportunity to work with a number of care professionals and will be aware of the need for collaborative working in order to achieve the best possible Outcome for the service user. Throughout the Unit reference will be made to legislation that impacts on care workers and the learner needs to be familiar with these. Furthermore, the learner should be aware of the standards of care that are expected by the service user and which organisations ensure the maintenance of these standards. The complaints process and service user involvement in the standards of care should also be explored by the learner.

This Unit has been written so that the learner's learning can be contextualised to the administrative or clinical pathway of the individual's journey through care services.

Guidance on approaches to delivery of this Unit

Outcome 1

Given the substantial changes that health and social care services are currently undergoing in Scotland it is essential that learners understand the structure of the NHS and Social Services in Scotland. Furthermore, the learner should gain a broad understanding of how these services are funded and how care for the individual is funded. For example, the learner should understand the personalisation agenda and self-directed support and the impact this has on the service user. In addition, the local Council obligation to fund care home expenses could also be investigated and what additional services are available and at what cost. The learner should be familiar with the statutory, independent and voluntary care services that are available and how these are accessed and what benefit they may have for the individual in receipt of care. It is suggested that learners investigate a range of these services and recognise that there are different kinds of statutory, voluntary and independent

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services. The way in which these services are funded and organised should be discussed. Learners should have some understanding of the role that the benefits system plays in relation to provision and access to care. Learners should be aware of the different role each care service plays in the provision of collaborative care.

The learner should be sufficiently familiar with these services to discuss the roles and responsibilities of a range of care workers. These roles and responsibilities should be appropriate to the individual service user journey the learner is describing.

Learners should be aware that needs are assessed and planned for at community (macro) level. Assessment of need at an individual (micro) level can then be discussed with consideration given to the service user and the contribution that they are able to make to the process.

The learner should demonstrate an understanding of the impact of the integrated health and social care agenda in Scotland in terms of the challenges and opportunities it presents to those involved in the provision of care and the impact it has on the individual service user.

Throughout the service user journey the learner must be aware of the need for inter-professional collaboration and must describe how this has been achieved in relation to the service user they are discussing. This should include a description of the roles of those involved. Furthermore, a discussion about Managed Clinical Networks and Health and Social Care partnerships to further explain inter-professional collaboration should be had. The learner should evaluate inter-professional collaboration to ascertain whether it has been sufficiently robust to meet individual needs in the context of person centred care.

Outcome 2

Learners should provide evidence to demonstrate their knowledge and understanding by explaining the requirements of 6 of the identified pieces of legislation in relation to the individual care pathway.

The identified list of legislations is current at the time of writing this Unit specification. Assessors must ensure however that any legislation taught and investigated in the course of this Outcome is still current and up-to-date.

Outcome 3

The content of this Outcome should focus on the rights of the service user and the standards of care they can expect to receive. This should therefore include a discussion around the 'Your Health your rights: The Charter of Patient's Rights and Responsibilities' and should also include reference to the National Care Standards and the Patient Rights (Scotland) Act 2012.

In addition, the learner should investigate the opportunities that service users or members of the public have to be involved in care provision through Scottish Health Council and Public Partnership forums. The role of these organisations should be understood and the impact they can have on service provision should be investigated.

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The learner should also understand the roles of the inspectorates of care services; The Care Inspectorate, Healthcare Improvement Scotland and the appropriate regulatory bodies.

The learner should then investigate the complaints procedures that service users can access; Health Care Process, Scottish Public Services Ombudsman, Mediation provided by the Health service, Patient Advice and Support Services(PASS) through the Citizen's Advice Bureau.

Some sources that could be accessed in the teaching of this Unit are:

- ◆ www.show.scot.nhs.uk
- ◆ <http://www.careinspectorate.com/>
- ◆ [mentalhealth_standardsforICP_DEC07.pdf](#)
- ◆ <http://www.healthcareimprovementscotland.org/>
- ◆ <http://www.ukqcs.co.uk/cqc/social-care-and-social-work-improvement-scotland-scswis/>
- ◆ <http://www.gov.scot/resource/doc/274194/0082012.pdf>
- ◆ http://www.audit-scotland.gov.uk/uploads/docs/report/2016/nr_160310_changing_models_care.pdf
- ◆ <http://www.sssc.uk.com/>
- ◆ <http://www.communitycare.co.uk/2013/05/16/what-integration-with-health-means-for-scotlands-social-workers/>
- ◆ <http://www.ccpsscotland.org/hot-topics/integration-health-social-care/>
- ◆ <http://www.gov.scot/Topics/Health/Policy/Adult-Health-SocialCare-Integration>
- ◆ <http://www.alliance-scotland.org.uk/who-we-are/>
- ◆ <http://www.spsso.org.uk/>
- ◆ <http://www.scottishhealthcouncil.org/home.aspx>
- ◆ http://www.scottishhealthcouncil.org/patient_public_participation/public_partnership_forums/public_partnership_forums.aspx#.V0yNOJMrJsM

Guidance on approaches to assessment of this Unit

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

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

It is suggested that the assessment of this Unit is carried out using a case study based on an individual that the learner has had contact with during the practice placement. The case study should cover all of the Evidence Requirements. Authentication of the learner's work could be achieved by means of a verification sheet signed by the learner's placement mentor.

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Assessment Guidelines

The Unit could be assessed using an integrated assessment for all Outcomes.

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

Write a case study that follows a service user's pathway in health and social care. The case study should cover all of the Evidence Requirements by following the individual through the care process. It should be academically written and referenced and 2,000 words +/- 10%

Opportunities for e-assessment

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

Opportunities for developing Core and other essential skills

Throughout this Unit, students will have to identify, extract and summarise information, mainly from external sources and then present the information in a manner which is appropriate to the tasks specified. As a result there may be opportunities to gather evidence towards the following Core Skills components, Written Communication (Reading), at SCQF level 6, Written Communication (Writing) at SCQF level 6 and Critical Thinking at SCQF level 6.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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

This Unit consists of three Outcomes that can be approached from an administrative or a care practice perspective. It is assessed through a case study that focuses on a service user that you have been involved with during your practice placement.

Outcome 1 — this aims to make you familiar with the journey that an individual service user you have worked with may experience whilst in receipt of care services. Through the Unit you should gain an understanding of the structure and responsibilities of care services within Scotland, the changes that they are undergoing and the impact this will have on the service user and those working in care. In addition, you will learn about the funding of these services and that some funding may now be devolved to the service user themselves. You will investigate the impact that this may have had on the service user. You will look at the care workers and professionals involved in providing a personalised care service and the importance of collaborative working and investigate the challenges and opportunities presented by the Integrated Health and Social Care Agenda of the Scottish Government.

Outcome 2 — you will learn about different legislations that impact on the care worker and professionals involved in supporting the individual service user pathway.

Outcome 3 — this Outcome investigates service user rights, the Patient Charter and National Care Standards and looks at the services and standards they can expect from those caring for them. In addition, you will investigate the roles and responsibilities of the inspection bodies involved in monitoring and improving care services; the Care Inspectorate and Healthcare Improvement Scotland. Following this you will look at the opportunities the service user has to be involved in the process of improving care services and the complaints procedures that are available to service users.