



Higher National Unit Specification

General information

Unit title: Professional Standards for Care Practice (SCQF level 7)

Unit code: J4DR 34

Superclass: PA

Publication date: October 2020

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit is designed to enable learners to develop an understanding of the roles and responsibilities of a range of health care and allied professions and the regulation that supports those professions. The learner will explore the values and principles that underpin effective care practice, the needs of individuals who require care and the processes in place to support those needs. The learner will understand the importance of a positive care environment and its effects on the individual in need of care.

Outcomes

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

- 1 Investigate the principles and regulation underpinning professional practice.
- 2 Explain how health and social care values and principles influence care practice.
- 3 Investigate the legislation and policies supporting effective care practice.

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

Learners should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF level 6 or by the completion of a pre-course interview part of which could take the form of a written assignment. The skills to undertake this unit could also be demonstrated through an employer's reference or the process of application and interview. In addition to this learners should preferably have undertaken some work experience, paid or voluntary, in a care setting.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

| | |
|----------------------|-----------------------------------|
| Core Skill component | Critical Thinking at SCQF level 5 |
|----------------------|-----------------------------------|

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this unit specification.

Context for delivery

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

This unit is included in the framework of the HNC Healthcare Practice. It is further recommended that this unit is taught at the beginning of the course prior to the learners commencing placement.

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

Investigate the principles and regulation underpinning professional practice.

Knowledge and/or skills

- ◆ Roles and responsibilities of nursing and health and social care professionals
- ◆ Professional education
- ◆ Registration/revalidation
- ◆ Codes of conduct/ethical behaviour/professional boundaries
- ◆ Parameters that occur within professional practice including:
 - levels of accountability and responsibility
 - knowing the limits of one's own abilities
 - when referral to other practitioners is appropriate
 - understanding the role of professional supervision

Outcome 2

Explain how health and social care values and principles influence care practice.

Knowledge and/or skills

- ◆ Values and principles in relation to health and social care practice
- ◆ Principles of practice and National Care Standards
- ◆ Team working and collaborative approaches

Outcome 3

Investigate current legislation and policies supporting effective care practice.

Knowledge and/or skills

- ◆ Current relevant legislation and policies that support effective care practice
- ◆ Care governance approaches
- ◆ The role and impact of Inspection bodies in maintaining effective care practice
- ◆ Patient rights

Higher National Unit Specification: Statement of standards (cont)

Unit title: Professional Standards for Care Practice (SCQF level 7)

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can meet the following evidence requirements

Outcome 1

- ◆ Describe the roles and responsibilities of nursing and health and social care professions
- ◆ Investigate education requirements for health and social care professions
- ◆ Discuss the registration/revalidation requirements for care professionals
- ◆ Evaluate the codes of conduct/ethical behaviour/professional boundaries
- ◆ Review the parameters that occur within professional practice including:
 - levels of accountability and responsibility
 - knowing the limits of one's own abilities
 - when referral to other practitioners is appropriate
 - understanding the role of professional supervision

Outcome 2

- ◆ Explain the relevance of values and principles and how they influence health and social care practice
- ◆ Discuss three principles of practice that underpin current National Care Standards
- ◆ Explain one model of team working and the contribution of collaborative approaches to quality care practice

Outcome 3

- ◆ Describe the contribution of one current piece of relevant legislation and one current policy to the provision of quality care practice
- ◆ Evaluate care governance approaches
- ◆ Investigate the role and impact of one inspection body in maintaining effective care practice and the patient's right to quality care and to complain about poor care standards



Higher National Unit Support Notes

Unit title: Professional Standards in Care Practice (SCQF level 7)

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

This unit is intended to help learners to link theory and health care practice. It is recommended that this unit be taught at the beginning of the course to give learners an awareness of principles of care practice and care professions.

Outcome 1

This outcome is concerned with defining the care professions as distinct from the wide range of care providers both paid and unpaid. A starting point in exploring this issue would be to identify the range of people who provide care for others and highlight those categorised as professions. The generic term profession should be explored with learners, referring to the areas detailed within the knowledge and skills section of this outcome. The learners should then explore a range of care professions, investigating the roles and areas of responsibilities of each. This should include looking at the four fields of nursing together with a range of health and social care professions and their fields of practice.

Learners should then investigate care professions describing the different codes of conduct, professional regulations, (and their integral supervision process), education and registration/revalidation and continuing professional development.

The roles of regulatory bodies for the different professions can also be explored. The need for such regulation and the supervision of workers should be discussed with learners, in particular the need for protection of the public and issues of litigation should be explored. The use of case studies would be relevant for those issues.

Ethical behaviour relating to practice should be investigated by the learners and discussed in the context of the care professionals' responsibilities and accountabilities. Issues of professional boundaries, the impact of personal experience, views and beliefs should be explored with the learners and used to begin to prepare them for the difficult dilemmas sometimes met by care professionals. The ability to recognise one's own limitations of professional competence as being a central aspect of good professional practice should be discussed and explored in the context of the learners' point in their own professional development. Issues of clinical and professional supervision, roles and responsibilities should also be explored. The requirement of collaboration between the care professions should be recognised and when to refer on to a more senior member of the team.

Higher National Unit Support Notes (cont)

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Learners should also be familiar with the Duty of Candour, this supports person centeredness and transparency of approaches to care. It is inherent in the Health (Tobacco, Nicotine etc. and Care) (Scotland) Act 2016 and places a responsibility of openness on employers and care workers. The Act introduces a statutory organisational duty of candour on health, care and social work services. The overall purpose of the duty is to ensure that organisations are open, honest and supportive when there is an unexpected or unintended incident resulting in harm or death, as defined by the Act. This is supported by the NMC which states that: Every healthcare professional must be open and honest with patients when something that goes wrong with their treatment or care causes, or has the potential to cause, harm or distress. This may involve firstly telling the patient what has happened, apologising to the patient or significant other, offering a solution and explaining the consequences of what has happened. In addition, the care worker must also be honest with colleagues, managers and organisations when harm has occurred have been made and participate in investigations when required.

Learners could investigate a range of professions, building up a folio of information that could be used as a resource for the summative assessment of this outcome. The range of care professions may include nursing, physiotherapy, occupational therapy or social work.

Outcome 2

This outcome requires the learners to display knowledge and understanding of the values from a personal, professional and societal perspective. Learners should be aware of professional values as identified in the National Standards, codes of practice for care workers, statements of aims and other appropriate policy documents. The website — **www.scotland.gov.uk/publications** may be of assistance. Learners are required to develop a reflective approach to the application of values within the health/social care context. How values and attitudes are established and changed should be encouraged. Learners should be critically evaluative of their own values and how these impact on individuals within the care context. The learner will be required to understand the conflict between personal and professional values and the importance of maintaining the professional base of their organisation.

Learners should identify and explain the principles of good practice in relation to the delivery of individual care: promotion of rights and choice; equality and diversity; privacy, dignity, realising potential, safety and the maintenance of confidentiality. Learners will be expected to be familiar with the most up-to-date health and social care standards; dignity and respect, compassion, be included, responsive care and support, and well-being. Learners should understand how to apply these standards with a variety of care users and the positive impact this can have on the individual's well-being.

The learners should also be familiar with the 6 Cs of nursing and that these represent the core values of Care, Compassion, Competence, Communication, Courage and Commitment underpin nursing and professional practice. In addition, the learners should explore the Royal College of Nursing Principles of Nursing Practice and understand that these principles identify what constitutes safe and effective nursing practice by describing professional approaches to behaviour, attitude, responsibility, risk management, person centred care, effective communication, up to date knowledge and practice, collaborative working and leading by example.

Higher National Unit Support Notes (cont)

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Learners should also be aware of the policies that underpin good practice and have an understanding that a safe environment is not simply one, which is physically safe but emotionally safe and socially supportive. The learner should understand that the establishment and maintenance of a positive care environment through the application of professional values and principles will ensure that the care users receive good quality effective empowering care.

The learner must understand that care delivery is not an individual activity and that the Multidisciplinary Team (MDT) is essential to effective care practice. In addition, the learner should gain an understanding of the 'multi-disciplinary team' and the different professions and individuals who may be included and how a well co-ordinated multi-disciplinary team may improve the individual's care experience. The concept of team working should be focused on how this contributes to the establishment and maintenance of a positive care environment. The aspect of consistency within the team in terms of working practices but also in relation to shared values and how the team implement the value base for individuals should be explored. Various models and concepts of teams should be explored. For example, group processes, shared or conflicting aims, task versus process, composition and motivation.

Learners are also required to understand the wider view of inter-disciplinary and inter-professional working. This will include the concept of collaborative working and its importance in the care planning process. Again the aspect of maintaining shared values should be discussed and the difficulties and issues which may arise in relation to collaboration should be explored.

Outcome 3

This outcome examines formal strategic processes that promote quality care delivery. The learner should explore legislation that support empowerment of the service user and regulation of care processes. The process of empowering the individual should be discussed and ways of how this can be achieved can be highlighted eg, Social Care Self-Directed Support Act 2014. The concept of empowered individuals should also have a positive effect on minimising misuse of power within the care setting.

This could include:

- ◆ Public Service Reform (Scotland) Act 2010
- ◆ Equality Act 2010
- ◆ Regulation of Care (Scotland) Act
- ◆ Social Care Self Directed Support Act 2013
- ◆ Patient's Rights (Scotland) Act 2012
- ◆ The Patient's Charter

Quality care delivery is further promoted through clinical governance strategies and the learner should be familiar with these and the implications for the care practitioner. An awareness of the framework of care/clinical governance and the quality improvement strategies within the health and social care sectors should be explored, such as Care Assurance and Accreditation Standards (CAAS) highlighting the important role of audit, evidence-based practice and clinical evaluation. Agencies such as Health Improvement Scotland and the Care Inspectorate should be discussed.

Higher National Unit Support Notes (cont)

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Finally, the learner should explore inspections bodies and their remits in relation to health and social care provision and standards. 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.

Guidance on approaches to delivery of this unit

This unit is likely to form part of a group award which is primarily designed to provide learners with knowledge and skills related to a specific occupational area. This unit should be delivered in a way that enables learners to appreciate its relevance to the occupational area concerned. Wherever possible, links should be drawn with situations which learners will understand eg, health and safety issues related to specific work situations.

This is a mandatory clinical unit within the HNC in Healthcare Practice. It is recommended that Core Skills are completed alongside this unit. It may be possible, as previously indicated, to integrate Core Skills to the unit delivery. It is recommended this unit be delivered early in the course as it raises many issues, which are crucial to the health care task in relation to the interaction of the learner. They will be required to achieve this within the framework of a positive value base whilst establishing and maintaining a positive health care environment. If this unit is taught as part of the HNC Healthcare Practice the learner's ability to apply theory to practice will be assessed through the Placement achievement document.

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 recommended that Outcome 1 can be assessed as an investigative report into the professional standards and regulation that underpin nursing, health and social care practice. Outcomes 2 and 3 could be integrated and assessed using a case study with short answer questions.

Assessment guidelines

Outcome 1

The assessment for this outcome could be in the form of an investigative report or essay into the professional standards that underpin nursing and health and care professions. The learners must produce an individual report or essay but can refer to the information gathered through their own or group research. This report should be academically referenced, approximately 1,500 words and submitted by an agreed date.

Higher National Unit Support Notes (cont)

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Outcome 2 and Outcome 3

Outcomes 2 and 3 could be assessed using a case study distributed to the learners two weeks prior to the assessment. The learners could then answer unseen short answer questions under closed-book conditions. These questions should cover all of the evidence for both Outcomes 2 and 3.

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

There are opportunities in this unit to develop the following Core Skills, although there is no automatic certification of Core Skills or Core Skills components:

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

Communication will be evidenced via the learner's work with individuals and groups as well as within written assignments.

Problem Solving Critical Thinking, Planning and Organising, Reviewing and Evaluating will be evidenced through research, supervision in the learner's workplace and within written assignments.

Working with Others will again be evidenced in the learner's workplace via their ability to interact, communicate and negotiate with those with whom they come into contact and group presentations within classroom activities.

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

The Critical Thinking component of Problem Solving at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

History of changes to unit

| Version | Description of change | Date |
|---------|---|----------|
| 02 | Core Skills Component Critical Thinking at SCQF level 5 embedded. | 06/10/20 |
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General information for learners

Unit title: Professional Standards in Care Practice (SCQF level 7)

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 is designed to introduce you to the roles and responsibilities of different professions within health and social care settings and to enable you to link the theory of healthcare to care delivery and to help you to understand the need to work purposefully and effectively with individuals receiving health care. You will develop an awareness of the principles that underpin care standards and the regulation that dictates professional practice.

You will learn the importance of a positive value base within a positive care environment, ensuring your involvement with service users has a positive impact on them. You will adhere to the needs of the individual and ensure you protect their right and choices. It will be necessary to question your own personal value base and be able to analyse this in relation to the organisational and professional value base and be able to debate and understand the conflicts, which could arise between these.

You will also learn about the workings of teams and the importance of teamwork in the delivery of a quality care environment for individuals and for an effective care planning process. You will learn about the different roles of the health team both within your workplace and within the wider environment. You will be introduced to the issues of collaboration and the understanding of the need to have a working knowledge of legislation and organisational policy within the delivery of care. The empowerment of the individual receiving care will also be explained and you will learn about the difficulties in achieving this and ways in which it can be implemented.

The Critical Thinking component of Problem Solving at SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.