



National Unit specification: general information

Unit title: Reablement and Self-Management: Practical Skills

Unit code: H2M7 12

Superclass: PM

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Summary

This Unit is designed to develop the candidate's understanding of the principles of reablement and of the impact that specific conditions, and other factors, may have on an individual's ability to maintain daily life skills. The Unit also aims to develop the candidate's ability to adopt a reablement ethos within his/her role and to promote an individual's ability to self-manage. The Unit includes workplace experience to develop the qualities and skills required for promotion of reablement by providing evidence of work carried out in a Health and/or Social Care environment.

This is a mandatory Unit in the National Progression Award in Promoting Reablement in Health and Social Care (SCQF level 6). It can also be taken as a free-standing Unit.

The Unit is suitable for candidates who wish to gain employment in the Health and Social Care sectors at Support Worker level, those already in employment, or those who wish to undertake further study.

Outcomes

- 1 Explain how the principles of reablement underpin the effective practice of support workers within a Health and Social Care setting.
- 2 Describe specific physical conditions and how these can cause subsequent changes in daily living.
- 3 Describe specific mental health, psychological and environmental factors and how these can cause subsequent changes in daily living.
- 4 Describe the contribution of care team practitioners in promoting reablement.
- 5 Demonstrate safe practical application of skills and qualities to promote reablement.

General information (cont)

Recommended entry

Entry is at the discretion of the centre. Candidates may benefit from having attained one of the following or equivalent:

- ◆ Standard Grade in a science at SCQF level 5
- ◆ Standard Grade in a social subject at SCQF level 5
- ◆ Course or Units in Health and Social Care at SCQF level 5
- ◆ Psychology at SCQF level 5
- ◆ Anatomy and Physiology at SCQF level 5
- ◆ Work Experience in Health and/or Social Care

Credit points and level

2 National Unit credits at SCQF level 6: (12 SCQF credit points at SCQF level 6*)

**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

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

Complete Core Skill	None
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.

National Unit specification: statement of standards

Unit title: Reablement and Self-Management: Practical Skills

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.

Outcome 1

Explain how the principles of reablement underpin the effective practice of support workers within a Health and Social Care setting.

Performance Criteria

- (a) Explain how specific legislation and national initiatives have influenced the need and vision for the reablement agenda.
- (b) Describe the aims and principles of reablement.
- (c) Explain the benefits of maximising reablement opportunities.

Outcome 2

Describe specific physical conditions and how these can cause subsequent changes in daily living.

Performance Criteria

- (a) Describe the structure of specific body systems.
- (b) Describe specific physical conditions of identified body systems.
- (c) Describe the subsequent changes in daily living experienced by individuals with these conditions.

Outcome 3

Describe specific mental health, psychological and environmental factors and how these can cause subsequent changes in daily living.

Performance Criteria

- (a) Describe how mental health issues can impact on an individual's daily living.
- (b) Describe how psychological factors can impact on an individual's daily living.
- (c) Describe how environmental factors can impact on an individual's daily living.

National Unit specification: statement of standards (cont)

Unit title: Reablement and Self-Management: Practical Skills

Outcome 4

Describe the contribution of care team practitioners to promoting reablement.

Performance Criteria

- (a) Identify and describe the key roles within the multi-disciplinary team in promoting reablement.
- (b) Describe the skills and qualities required to promote reablement.
- (c) Describe how the role of the support worker contributes to the effectiveness of the multi-disciplinary team in promoting reablement.

Outcome 5

Demonstrate safe practical application of skills and qualities to promote reablement.

Performance Criteria

- (a) Engage the individual in effective self-management.
- (b) Demonstrate the skills and qualities required in promoting reablement.
- (c) Apply intervention strategies to promote reablement.
- (d) Reflect on the effectiveness of one's own practice when promoting reablement.

National Unit specification: statement of standards (cont)

Unit title: Reablement and Self-Management: Practical Skills

Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1

Evidence to demonstrate the candidate's understanding of:

- ◆ Two examples of relevant legislation.
- ◆ Two examples of national strategic initiatives.
- ◆ The significance of two principles of reablement.

A description of one benefit of reablement for each of two areas chosen from:

- ◆ The situation of the service user
- ◆ Role of the health and social care support worker
- ◆ Economic challenges
- ◆ Demographic — aging population
- ◆ Management of long term conditions
- ◆ Partnership approach — NHS, Local Authority and Third Sector.

Outcomes 2 and 3

Evidence to demonstrate:

- ◆ A description of four body systems which must include musculo-skeletal, cardio-vascular, respiratory, and nervous.
- ◆ For each of these four body systems, a description of two physical conditions.
- ◆ For one physical condition of each of these four body systems, a description of one change in daily living experienced by individuals.
- ◆ A description of the ways in which the following factors impact on an individual's daily living: mental health, psychological, environmental.

Outcome 4

Evidence to demonstrate the candidate's understanding of:

- ◆ The identification and description of two practitioner roles and their responsibilities.
- ◆ A description of two skills and two qualities to promote reablement.
- ◆ A description of how the role of the support worker contributes to the effectiveness of the multi-disciplinary team in promoting reablement.

National Unit specification: statement of standards (cont)

Unit title: Reablement and Self-Management: Practical Skills

Outcome 5 — Evidence of practical performance to include:

- ◆ Demonstration of two skills and two qualities to promote reablement (this may include observational skills).
- ◆ Demonstration of two chosen intervention strategies for promoting reablement.
- ◆ Evaluation of one reablement relationship with an individual.
- ◆ Reflection of the effectiveness of one's own practice.

National Unit specification: support notes

Unit title: Reablement and Self-Management: Practical Skills

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

This is a mandatory Unit in the National Progression Award in Promoting Reablement in Health and Social Care (SCQF level 6). 40 hours of this Unit is devoted to the workplace experience. If this Unit is delivered as part of the NPA, there should be opportunities for holistic assessments across Units.

The Unit is aligned to the following Scottish Social Services Council (SSSC) and Skills for Health Sector Skills Councils' National Occupational Standards (NOS):

CfA 201	Carry out your responsibilities at work
CHS 169	Comply with legal requirements for maintaining confidentiality in healthcare
CHS 136	Assist in the implementation of programmes and treatments with individuals who have severely restricted movement/mobility
CHS 212	Disposal of clinical and non-clinical waste within healthcare
CHS 46	Undertake a risk assessment in relation to a defined health need
CHS 5	Move and position individuals
CHS19	Undertake physiological measurements
CM E3	Enable individuals to use assistive devices and assistive technology
ENTO HSP2	Promote a positive health and safety culture
Gen 1	Ensure personal fitness for work
Gen 12	Reflect on and evaluate your own values, priorities, interests and effectiveness
Gen 4	Prepare individuals for clinical/therapeutic activities
Gen 5	Support individuals during and after clinical/ therapeutic activities
Gen 6	Prepare the environment for clinical/therapeutic activities
Gen 63	Act within the limits of your competence and authority
Gen 63	Act within your limits and competency of authority
Gen 8	Assist the practitioner to implement clinical/therapeutic interventions
GEN 97	Communicate effectively in a healthcare environment
HSC 21	Communicate with and complete records for individuals
HSC 212	Support individuals during therapy sessions
HSC 215	Help individuals keep mobile
HSC 216	Help address the physical comfort needs of individuals
HSC 218	Support individuals with their personal care needs
HSC 22	Support the health & safety of yourself and individuals
HSC 223	Contribute to moving and handling individuals
HSC 23	Develop your knowledge and practice
HSC 232	Protect yourself from the risk of violence at work
HSC 234	Ensure your own actions support the equality, diversity, rights and responsibilities of individuals
HSC 240	Contribute to the identification of the risk of danger to individuals and others.
HSC 241	Contribute to the effectiveness of teams

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

HSC 242	Receive and pass on messages and information
HSC 27	Support individuals in their daily living
HSC 32	Promote, monitor and maintain health, safety and security in the working environment
HSC 35	Promote choice, well-being and the protection of all individuals
HSC 35	Support individuals through the end of life process
HSC 430	Support the protection of individuals, key people and others
HSS 1	Make sure your actions reduce risks to health and safety
ICS 39	Work with others to improve customer service
IPC 2	Perform hand hygiene to prevent the spread of infection
IPC2	Perform hand hygiene to prevent the spread of infection
IPC3	Clean and remove spillages of blood and other body fluids.
IPC5	Minimise the risks of exposure to blood-borne infections while providing care.
IPC6	Use personal protective equipment to prevent the spread of infection.
PHP 13	Provide information to individuals, groups and communities about promoting health and wellbeing

Outcome 1

Explain how the principles of reablement underpin the effective practice of support workers within a Health and Social Care setting.

The principles of reablement underpin the effective practice of support workers within a health and social care setting. A change in mindset may be necessary to promote reablement and sustainable transformation of care and support services. This change needs to occur within the individual receiving services and all those involved with the individual, this includes health and social care support workers. Case studies cite comments that it can be very difficult for someone who has been a traditional hands on carer (possibly for many years) to learn to hold back, adapt to the reablement approach and allow individuals to 'do' or attempt to do with all the inherent frustrations and risks experienced when learning or re-learning self-maintenance skills. Reablement education, training and practice opportunities are required to facilitate and sustain the necessary change.

This Outcome gives candidates an opportunity to consider the historical context of the reablement agenda and to become familiar with the legal framework (legislation and national strategic initiatives) which underpins the key principles and influences the practice of health and social workers in reablement.

Candidates should consider current legislation as well as the following:

- ◆ National Health Service and Community Care Act 1990
- ◆ Adults with Incapacity (Scotland) Act 2000
- ◆ Regulation of Care (Scotland) Act 2001
- ◆ Community Care and Health (Scotland) Act 2002
- ◆ Data Protection Act 1998
- ◆ Mental Health (Care and Treatment) (Scotland) Act 2003
- ◆ Equality Act 2010

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

Candidates should consider current initiatives as well as the following National Strategic Initiatives:

- ◆ Changing Lives: Report of the 21st Century Social Work Review
- ◆ Delivering for Health 2005
- ◆ Better Health, Better Care 2007
- ◆ The Delivery Framework for Adult Rehabilitation 2010
- ◆ A Guide to Healthcare Support Worker Education and Role Development 2010
- ◆ Shifting the Balance of Care 2008

Candidates should describe the main features of relevant legislation and national strategic initiatives and their role in promoting the move from a medical to a social model, and also how they reflect the current partnership in health and social care.

Candidates should consider how legislation and initiatives have influenced the need and vision of reablement and formed the basis of the aims and principles and are linked to current practice.

Aims and principles of reablement services should include:

- ◆ Quality daily living opportunities for individuals to have a meaningful independent life at home.
- ◆ More personalised support and closer to home.
- ◆ Better health outcomes by helping individuals to sustain and improve their health.
- ◆ Shift towards prevention and from hospital care to increased delivery of care at home.
- ◆ Individuals having a more active role in management of their own condition and support for self-care.
- ◆ Building the capacity of the workforce, developing roles, skills and expertise.
- ◆ A collaborative and integrated approach to care.

Candidates should be familiar with the national care standard principles which underpin professional health and social care practice including: dignity, choice, safety, privacy, realising potential, equality and diversity. Legislation ensures that services have responsibilities in relation to principles and values, such as empowerment and right to self-determination, to ensure that individuals can live a purposeful, personally meaningful, independent life in the preferred environment.

Candidates should demonstrate awareness of the requirement for health and social care support workers to work within specific standards, codes and practice guidelines. They should be aware that these direct professional practice principles, clarify standards of conduct and serve to protect the wellbeing of service users. Candidates should demonstrate how compliance with these guidelines ensures that support workers:

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

- ◆ Recognise, preserve and promote the rights of the individuals using service(s) in a way that enables the individual to have choices, and to engage as active partners in having their needs met. This includes the right to be treated with dignity, and have privacy and confidentiality respected.
- ◆ Promote independence and wellbeing so that full potential can be achieved
- ◆ Reflect on practice and engage in continuous learning with and from others from diverse backgrounds, including individuals, their families and carers, colleagues in their own service and other services across different sectors.
- ◆ Contribute towards the assessment and management of risk, to ensure the safety and protection of individuals, families, carers and the wider community.
- ◆ Act only within the limits of the defined role and competence whilst taking responsibility for actions
- ◆ Promote public confidence in service and practice by showing commitment to individuals, families and carers and behaving ethically.

Candidates should have the opportunity to compare the definitions of key terms through class discussions: care, enablement, rehabilitation and reablement. Care is identified as the provision of what is necessary whereas reablement is Outcome focused and involves helping the individual to accommodate illness and promote independence by learning or re-learning the skills necessary for daily living. It involves a 'hands off' approach which focuses on restoring independent functions rather than resolving health care issues.

Outcome 2

Describe specific physical conditions and how these can cause subsequent changes in daily living.

The purpose of this Outcome is to enable candidates to develop clear understanding of the relationship between specific physical conditions and the impact on the ability to self-manage daily living. Candidates should consider the effects in a holistic manner and include consideration of the relationship with others, cultural, cognitive, emotional, social and spiritual needs.

Within the context of the strategic direction of reablement, health and social care support workers require enhanced understanding of body systems, physical conditions and the impact on individual's performance to appreciate the risk of potential unnecessary dependency on care support. Through learning and understanding reablement principles and demonstrating a skill mix based upon nursing, social care and allied health professional reablement strategies, techniques and practice, support workers will (under the direction of appropriate professionals) contribute to the individual's ability to safely self-maintain independent living skills within the chosen home environment.

Candidates must be familiar with the following **four** body systems, specific conditions of these systems and focus upon how these conditions impact upon effective performance in daily living. Additional body systems worthy of study for different support worker roles may include the endocrine digestive/excretory, immune, genito-urinary and reproductive systems as well as associated conditions relevant to the support worker's occupational requirements:

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

Musculo-Skeletal System

- ◆ Principal organs of this system include the bones of the skeleton, tendons, ligaments, joints, cartilage and major skeletal muscle groups.
- ◆ Bone growth and repair; joint movement; gait; bone and joint protection.
- ◆ The impact of the following conditions: osteoarthritis; rheumatoid arthritis; osteoporosis; fractures.
- ◆ Examples of the type of changes impacting on performance of life skills such as, but not limited to, increased, reduced or impaired: standing tolerance, range of movement, tone, fatigue, pain, balance, breathing, fine motor activity, communication skills, visual skills, sensory skills, memory, attention, emotional control, motivation, judgment, reasoning, perception, posture.

Cardio-Vascular System

- ◆ Principal organs of this system include the heart, arteries, veins.
- ◆ Heart function; heart rate; blood flow; normal blood pressure parameters; cardiac fitness.
- ◆ Impact of the following conditions: acute myocardial infarction, heart failure; peripheral arterial disease including impact of diabetes (types 1 and 2) and amputation.
- ◆ Examples of the type of changes impacting on performance of life skills such as, but not limited to, increased reduced or impaired: standing tolerance, range of movement, tone, fatigue, pain, balance, breathing, fine motor activity, communication skills, visual skills, sensory skills, memory, attention, emotional control, motivation, judgment, reasoning, perception, posture.

Respiratory System

- ◆ Principal organs of this system include nose, naso-pharynx, trachea, bronchus, bronchioles, alveoli, lungs, diaphragm.
- ◆ The mechanics of respiration; diffusion; haemoglobin — oxygen transfer; control of respiration — respiratory centre; endurance.
- ◆ Impact of the following conditions: chronic obstructive pulmonary disease as it is an umbrella term which covers a spectrum of long term respiratory conditions.
- ◆ Examples of the type of changes impacting on performance of life skills such as, but not limited to, increased reduced or impaired: standing tolerance, range of movement, tone, fatigue, pain, balance, breathing, fine motor activity, communication skills, visual skills, sensory skills, memory, attention, emotional control, motivation, judgment, reasoning, perception, posture.

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

Nervous System

- ◆ Principal organs of this system include regions of the brain such as the cerebrum, cerebellum, brain stem, spinal cord, neurones.
- ◆ Brain and brain function including individual lobe function; initiation and transmission of a nerve impulse from stimuli to brain.
- ◆ Impact of the following conditions: stroke (ischaemic, haemorrhagic and transient ischaemic attack), acquired and traumatic brain injury, multiple sclerosis, Parkinson's disease, motor neurone disease.
- ◆ Examples of the type of changes impacting on performance of life skills such as, but not limited to, increased reduced or impaired: standing tolerance, range of movement, tone, fatigue, pain, balance, breathing, fine motor activity, communication skills, visual skills, sensory skills, memory, attention, emotional control, motivation, judgment, reasoning, perception, posture.

Outcome 3

Describe specific mental health, psychological and environmental factors and how these can cause subsequent changes in daily living.

Candidates should develop a clear understanding of the range of factors that can cause subsequent changes in daily living. It is essential to take account of the context of people's lives. Individuals' abilities to perform activities of daily living such as dressing, going to the bathroom and shopping are as dependent on cognitive skills as their physical skills. Support workers enhance and promote psychological wellbeing of individuals in order to avoid dependency through maximising problem solving and coping skills.

The candidate should also explore the need for a positive resilient attitude to achieve potential. Resilience within this context refers to the individual's ability to cope with adversity or stress factors through using the experience of exposure to return to a satisfactory quality of life and acceptable or improved daily living ability. Candidates should develop an understanding that resilience is influenced by the individual's ability to interact successfully with the given environments and the processes learned or relearned through reablement, which promote well-being and self-maintenance to anticipate and protect against risk factors.

These include:

- ◆ Mental health factors such as anxiety, depression, bipolar, learning disability, substance misuse, and dementia.
- ◆ Psychological factors such as resilience, belief systems, behaviours, choice, personalisation, needs led outcomes and how these can positively and negatively affect realistic anticipation of ability as well as setting and achieving outcome focused daily living goals.
- ◆ Environmental factors such as: the importance of physical and social environments, and their positive or negative impact on the psychological, physical and mental health potential of individuals.

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

Changes in mental health can affect the way we feel, behave and interact with others. Poor mental health is associated with an increased risk of diseases such as cardiovascular disease, cancer and diabetes, while good mental health is a known protective factor. Poor physical health also increases the risk of people developing mental health problems. Many people with mental health problems are likely to have their physical health needs unrecognized or poorly managed: those who use mental health services are less likely than the general population to be offered blood pressure, cholesterol, urine or weight checks, or to receive opportunistic advice on smoking cessation, alcohol, exercise or diet.

Psychological factors including personal attributes have an effect on the desire to perform activities of daily living. Issues of cognition, understanding and lack of literacy needs to be considered as well as the impact on individuals self-efficacy and confidence. Feelings of hopelessness, suicidal thoughts or self-blame can often be linked with avoiding meaningful activities and linked with misuse of substances or eating disorders.

Environmental factors including socio-cultural expectations and values of individuals and others such as family and workers, eg view of old age and assumptions about decline and vulnerability which could influence level of care. Other environmental issues can be: inadequate housing; experience of living in areas where it is difficult to travel independently to shops, chemists, banks, etc; cultural isolation; social exclusion when living in a new community; lack of wheelchair access.

Outcome 4

Describe the contribution of care team practitioners in promoting reablement.

Candidates should develop a clear understanding of the key roles in identifying need within care and reablement. The key roles could include:

- ◆ Health and social care support worker.
- ◆ Nursing roles such as district nurse, clinical nurse specialist and senior charge nurse.
- ◆ Allied health professionals such as occupational therapist, physiotherapist, speech and language therapist, dietician, podiatrist.
- ◆ Social worker, care manager, care coordinator.

Candidates should be familiar with the role of the key practitioners, their registration requirements and their specific role relating to assessment and treatment. This includes the role of the assistant/ support worker within each profession.

Candidates should understand the services which are available and know the appropriate professional to signpost and guide the reablement strategies to meet the needs of the individual.

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

Candidates should explore the benefits to the following of maximising reablement:

- ◆ The individual (as an active participant as opposed to a passive recipient of care).
- ◆ The workforce (flexible holistic approach that contributes to continuity of care and consistency of an enabling relationship).
- ◆ Meeting economic challenges.
- ◆ Addressing the issues associated with an increasingly ageing population.
- ◆ Management of long term conditions.
- ◆ Creating a modern flexible partnership approach which is responsive to meeting the needs of individuals.

Outcome 5

Demonstrate safe practical application of skills and qualities to promote reablement

This Outcome will provide candidates with an opportunity to demonstrate safe practical application of skills to promote reablement and engage individuals in active self-management. Candidates should be familiar with a range of life skills including:

- ◆ Self-maintenance:
 - personal activities of daily living: communication, personal hygiene, dressing/undressing, bathing/showering, feeding, functional mobility
 - instrumental activities of daily living: food preparation, cooking, domestic activities, use of the technology such as telephones, shopping, money management, transportation.
- ◆ Productivity: paid employment, unpaid work such as volunteering, studying, house care, family care.
- ◆ Leisure: social, creative, physical, relaxation, spiritual, community, home based activities often carried out in discretionary time.

Candidates should be familiar with methods of identifying an individual's needs, through the support of a registered or appropriate practitioner, whilst considering the individual and dynamic nature of the values, interests and culture of the individual.

Candidates should understand the skills and qualities required of those in the reablement team:

- ◆ **Registered or appropriately authorised practitioners** include being able to: communicate effectively; educate; supervise and assess need, ability and risk; devise realistic partnership goals; review and amend goals; recognise when optimal performance, ability and potential have been achieved.
- ◆ **Support workers** include being able to: contribute towards the assessment and review process through promoting active individual participation; effective communication; individual education; skilled observation of performance; providing informed judgement through observation skills of the individuals performance difficulties and abilities.

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

To support individuals to make the most of their own capacity and potential ability the support worker will, under the supervision of a registered or appropriate practitioner, practice activities through strategies and techniques including but not limited to:

- ◆ Cognitive approach — individual's beliefs and attitudes in coping with their condition
- ◆ Behavioural modification techniques — challenging beliefs and attitudes to develop and increase desired behaviours.
- ◆ Adaptive skills approach — individual awareness of the impact of their condition within the context of social interaction and roles.
- ◆ Neurodevelopmental approach — awareness of body control and promoting efficiency in movement skills.
- ◆ Educational approach — active learning process which empowers individuals to understand the impact of their condition and develop the skills and support to self-manage.
- ◆ Compensatory approach — problem solving approach to maintain performance in activities of daily living that enables the individual to engage in society.

Under the guidance of a registered or appropriate practitioner, candidates will explore: effective posture, transfers, mobility/gait re-education, falls prevention awareness, the appropriate use of orthoses, braces, splints, slings, prostheses, mobility equipment, assistive technology and assistive daily living equipment. This could include but is not limited to:

- ◆ Weight bearing status, use of standard sticks, elbow crutches and zimmer frame, mobilising on level surface, mobilising on stairs.
- ◆ Orthoses — braces, splints and slings for neck, upper limb (dynamic and static), back, hip, knees and ankle foot.
- ◆ Prostheses — Transtibial and transfemoral amputation and prostheses.
- ◆ Assistive daily living equipment — purpose, safe installation and correct use or technique for equipment such as raised toilet seat, toilet frames, chair and bed raisers, cushion raisers for bed and bed transfer rails.
- ◆ Assistive technology — range of electronic equipment often referred to as 'telecare' located within individuals home electronically linked to a response centre alert through sensors and detectors.

Guidance on learning and teaching approaches for this Unit

An integrated approach to learning and teaching is recommended. For example Outcomes 2, 3 and 4 can be integrated.

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

Outcome 1

Candidates should be encouraged to discuss what legislation is, what influences legislative change and why it is important for support workers to know and understand the legislation that affects support worker practice and those in their care (see list of legislation and national strategic initiatives in Guidance on content and context for this Unit).

Candidates could explore websites with the tutor providing instructions about where to source information about specific legislation and initiative documents. Candidates could work in small groups to investigate two pieces of legislation and two national strategic initiatives and develop a summary of main points. The tutor should consolidate this information and provide a fuller description of the main aspects of key pieces of legislation and national strategic initiatives.

Introducing candidates to care standards and codes of professional conduct that express care values will provide an opportunity for ongoing discussion and reference as the Unit progresses. This should cover an awareness of the scope of standards and codes within health and social care: National Care Standards; Scottish Social Services Council codes of practice; Nursing and midwifery including registration within the Nursing and Midwifery Council, Allied Health Professionals including registration within Health Professions Council. Tutors can refer candidates to the websites for the Scottish Social Services Council and NHS Education Scotland.

Guest speakers from a health and social care background could provide information on current partnership practice in assessment of need, reablement and the benefits in addressing local issues. Focused questions to small groups can be used to discuss the aims and principles of reablement and range of benefits that result from reablement practice. The tutor should consolidate the main aspects of aims and principles and key benefits. Case studies can be used to allow candidates to analyse the effects of reablement. The combination of these approaches could be the basis of a report that explores reablement within a historical perspective highlighting the role of legislation and initiatives and includes description of the key aims and principles and benefits within identified areas.

Outcome 2

It is recommended that an integrated approach to the delivery of the structure, function and impact on performance of daily living skills will enable candidates to achieve greater understanding of the relationship between the three Performance Criteria for Outcome 2. This Unit lends itself to a wide range of teaching and learning approaches including but not limited to:

National Unit specification: support notes (cont)

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- ◆ Tutor exposition combined with questions and answer worksheets.
- ◆ Anatomical models may be used to enable visualisation of the structure of specific systems and organs.
- ◆ Overheads may be used to emphasis explanation of given body systems.
- ◆ Computer assisted interactive e-learning to expand knowledge and skills: such as the Stroke Core Competencies www.StrokeCoreCompetencies.org *(correct at time of writing)
- ◆ Self-directed learning.
- ◆ Candidate research.
- ◆ Tutor (or appropriate clinician) led workshops demonstrating techniques, strategies and skills with opportunities for candidates to practice.
- ◆ Guest speaker workshops, including the Individual as the 'expert patient', discussing living with disease or injury, the impact on daily living self-maintenance and the impact of care to reablement.

Outcome 3

- ◆ Mental Health — candidates should be familiar with emotional distress, anxiety and depression which are all associated with decreased ability to perform activities of daily living. Mental health should also explore substance misuse, learning disability and dementia within the context of the impact on communication, memory, judgement, reasoning and processing information to successfully self-manage daily living skills.
- ◆ Psychological — the importance of resilience taking into account the individual's ability to understand certain sets of beliefs and behaviours contributing towards risks factors for ill health. It is important that candidates appreciate variations and scope of understanding and variations in perceived need so that care and support is needs led, appropriate and 'personalised'.
- ◆ Environmental (social and physical) – Support workers will care for individuals who come from a variety of social and cultural backgrounds which bring their own expectations, resilience, values and assumptions. These can place individuals at a greater or lesser risk of self-managing illness than others. It is important to recognise factors that influence individual's lifestyles and certain health related behaviours such as smoking, dietary change and exercise so that support workers can support individuals to modify risk lifestyles and make informed choices about health and wellbeing. Poverty, class and social support networks can influence an individual's view of their condition and opportunities.

Outcome 4

It is recommended that an integrated approach to delivery will integrate Outcomes 2 and 3. The tutor/clinician led workshops set up to meet the needs of Outcome 2, could provide information that would support the learning for this Outcome.

National Unit specification: support notes (cont)

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Guest speakers in key practitioner roles could provide information about their role in reablement, registration requirements, assessment and treatment intervention and approaches that would be involved in this and the appropriate referral process. Focused questions to small groups can be used in class to discuss the key practitioner's role and their specific intervention strategies. The tutor should consolidate the candidate's ability to recognise the appropriate practitioner to signpost to meet the needs of the individual. Case studies can be used to allow candidates to demonstrate their understanding. The combination of these approaches could explore the range of key practitioners that are involved in the reablement process and their specific intervention strategies.

Outcome 5

In delivering this Outcome there should be a balance between tutor presentation, experiential learning and reflective practice. An important aim is to help candidates evaluate their personal practice. Where appropriate, candidates should be helped to draw on previous learning and their own experience. Candidates should be encouraged to describe and evaluate the range of skills involved in reablement, observation and education and how workers using these skills can provide opportunities for individuals to continue to do daily living activities, identify what needs ongoing practice and any risks which need reviewed. Support workers need to recognise that they should observe and not interfere or 'do for' when an individual is struggling (but still managing) but should guide them through education and communication to get the individual to successfully complete the activity independently.

Candidates should be encouraged to:

- ◆ Use the experience of placement to observe and develop practical skills, competencies in application of skills and qualities needed to promote reablement including observation, communication, education, signposting, informed judgement, listening, rapport, empathy, problem solving, decision making and partnership with individuals.
- ◆ Develop skills in evaluating intervention strategies and approaches for reablement as devised by registered or appropriate practitioners.
- ◆ Apply knowledge and understanding to one reablement relationship in relation to candidate's own placement.

The placement occupies at least 40 hours and specific tasks are required to be completed under the direction of an appropriate professional/supervisor/clinician and evidenced within a reflective log.

Identification and evaluation of skills and qualities could be approached by group discussion with emphasis on practical and interpersonal skills and qualities a support worker should have. This can be facilitated by the use of simulation, case study work and use of video material. Self-evaluation and peer review could be encouraged by the use of checklists created from class discussions or from reflective log. Peer review and tutor interviews will encourage the candidates to develop reflective skills. The use of reflective accounts should be encouraged to assist the candidate in evidencing any change in their own abilities.

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

A strategy is an action aimed at meeting the needs of the individual. The candidate will, as part of reflection, evaluate the effectiveness of two strategies aimed at meeting the needs of the individual. In the evaluation there should be an indication of the advantages and disadvantages of each of the strategies, the effectiveness of communication and teamwork in the reablement process and the resulting benefits to the individual. Individual (as the 'expert patient') could be involved as a guest speaker to lead discussion as part of a workshop to explore the perception of individuals within the context of experiencing care and reablement opportunities. The tutor should consolidate this learning through exploring resource material such as the individual's self-assessment satisfaction questionnaires and personal Outcome approaches (an example is the Scottish Government Joint Improvement Team 'Talking Points' service user and carer Outcome approach to assessment, planning and review www.jitscotland.org.uk).

Clinical practitioner led workshops demonstrating techniques, strategies and skills with opportunities for candidates to practice and consolidate. Practitioners from health and social care within the nursing and allied health professions of occupational therapy, physiotherapy, dietetics, podiatry, clinical nurse specialist and speech and language therapy could be involved within the delivery and evaluative process in terms of:

- ◆ demonstrating good practice techniques and strategies to candidates.
- ◆ allowing opportunity for candidates to model techniques, practice and explore alternative varieties of strategies or techniques.
- ◆ evidencing that the candidates have appropriately and effectively demonstrated knowledge, skills and application to practice, within the simulated workshop environment or placement setting.

Guidance on approaches to assessment for this Unit

Specific Evidence Requirements are given in the statement of standards in this Unit specification.

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. Assessment should be integrated wherever possible, and a portfolio/log book approach to gathering evidence is recommended. Tutors must ensure that it is the candidate's own work.

Outcome 1

Candidates may work in small groups to investigate legislation and initiatives, however, the evidence produced should be generated by candidates on their own. A suitable instrument of assessment would be a report. Candidates should be given a clear brief which allows them to generate evidence covering the Outcomes and related Performance Criteria. Evidence must include:

- ◆ Two examples of relevant legislation.
- ◆ Two examples of national strategic initiatives.
- ◆ The significance of two principles of reablement.
- ◆ Investigate one benefit of reablement within at least two areas

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

Outcomes 2 and 3

A combination of approaches could be used, for example: a single closed-book test, containing structured, restricted and extended response-type questions, lasting no more than one hour, or presentation, individual or group.

Candidates could produce a portfolio of evidence which includes information on common diseases or injuries with relevance to their placement/occupational area and identify the factors that can cause subsequent changes in daily life. The report should identify changes in:

- ◆ Mental health
- ◆ Psychological
- ◆ Environmental (social and physical)

The candidate's choice of disease/injury should be discussed and agreed with their tutor prior to collecting the evidence for inclusion in the portfolio.

Outcome 4

An appropriate instrument of assessment would be a short report. A report could identify the range of key practitioners that are involved in the reablement process. At a minimum the report should focus on the definition of two practitioner roles and their specific reablement strategies, and the skills and qualities required to promote reablement.

Outcome 5

Appropriate instruments of assessment would be a performance checklist completed by the assessor as well as a reflective log book which the candidate has completed throughout their workplace experience. The reflective log book will be authenticated by the tutor or placement supervisor to ensure that it is the candidate's own work. Reflective practice is used as a tool for evaluating personal practice in relation to compliance with legislation and standards of practice.

The format of the reflective log book can contain questions, short reports and self-assessment checklists to assess the skills and qualities that the candidate has developed.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. For example NHS Education for Scotland offer computer assisted interactive e-learning to expand knowledge and skills: such as the Stroke Core Competencies. Candidates can use the site for self-directed learning. **www.StrokeCoreCompetencies.org**

National Unit specification: support notes (cont)

Unit title: Reablement and Self-Management: Practical Skills

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 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

In this Unit candidates will work with colleagues to safeguard and protect individuals, listen and question, identify reablement and self-management opportunities, and propose strategies for use with individuals. As they are doing this Unit they will be developing the Core Skills of *Communication, Problem Solving, Numeracy, and Working with Others*.

Essential Skills

Citizenship — safeguarding and protecting individuals, promoting inclusion and participation, supporting individual's choice in the structure of support required to accommodate illness or injury by learning or relearning skills necessary for daily living. Individuals supported with respect and dignity to maximize their independence.

Sustainability — keeping individuals in their own homes or preferred environment while promoting and restoring optimal health and wellbeing.

Employability — opportunity to develop knowledge, skills, attitudes and behaviors required to seek, obtain and sustain employment involving team working, time management and communication. Employability skills include use of ICT, problem solving and, in particular, work related qualities of consistency and reliability.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

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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