



Group Award Specification for:

**Personal Development Award (PDA) in Developing
Professional Practice in Health and Social Care**

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Contents

1	Introduction	1
2	Qualification structure.....	3
	2.1 Structure.....	4
3	Aims of the qualification	5
	3.1 General aims of the qualification	5
	3.2 Specific aims of the qualification.....	6
	3.3 Graded Unit(s).....	6
4	Recommended entry to the qualification.....	6
	4.1 Core Skills entry profile.....	6
5	Additional benefits of the qualification in meeting employer needs	7
	5.1 Mapping of qualification aims to Units	8
	5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards	10
	5.3 Signposting of Core Skills development opportunities across the qualification(s)	16
	5.4 Suggested Assessment Strategy for the Qualification(s)	21
6	Guidance on approaches to delivery and assessment.....	24
	6.1 Sequencing/integration of Units.....	25
	6.2 Recognition of Prior Learning	25
	6.3 Opportunities for e-assessment.....	26
	6.4 Support materials	26
	6.5 Resource requirements	26
7	General information for centres	26
8	Glossary of terms	27
9	General information for candidates.....	30
10	Additional Information.....	35

1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This validation proposal is for the new Group Award:

Professional Development Award (PDA) in Developing Professional Practice in Health and Social Care at SCQF level 7.

This new award is specifically designed to provide a robust and certified award that equips individuals with a range of knowledge, specialist skills and values to enable them to improve professional practice, and provide continuous professional development.

Please note that the general term Support Worker will refer to Maternity Support Worker, Children and Young Person Support Worker, Health Care Support Worker, Mental Health Support Worker and Learning Disability Support Worker unless specifically stated.

The Refreshed Framework for Maternity Care in Scotland was launched in January 2011. This refreshment of Scotland's Framework for Maternity Care is the product of the Maternity Services Action Group (MSAG). MSAG is the strategic group for maternity services in Scotland, bringing together key professional and service stakeholders with policy officers from the Scottish Government's Child and Maternal Health Division. The aim of the refreshment is to strengthen the contribution NHS maternity care makes to improving maternal and infant health and reducing the unacceptable inequalities in maternal and infant health Outcomes. In addition, in response to the specific recommendation in 'Equally Well' (the report of the ministerial task force on health inequalities) that NHS Boards improve their capacity to reach and manage women and babies in high risk groups.

The award has also taken cognisance of the work of the Early Years Collaborative and have embedded their aims within the award thereby ensuring it's fitness for purpose and to be in-keeping the Scottish Governments key objectives in this field.

The Scottish Government Health and Social Care Integration Agenda is also based on the rationale of having a more co-ordinated holistic approach to the delivery of care where health and social care professionals work together to the benefit of the service user. This is by no means separate when considering maternity services as many individuals, families/carers may be in receipt of support from other service providers. The other aspect of this is that the promotion of health is the responsibility of all professionals and in order to work toward the governments targets in improving health outcomes the services require to work together.

The Children and Young People (Scotland) Bill makes provision in all aspects of children's services review. One of the main features of the Bill is, to improve the way services work together to support children, young people and their families, especially in the co-ordination of services providing a holistic approach to their wellbeing.

For this PDA to be wholly inclusive it is important that a holistic approach is taken and to this end the PDA offers pathways in Mental Health and Learning Disability.

The Scottish Government's Mental Health Strategy 2012–2015 sets out their priorities and commitments to improve mental health services and to promote mental health and wellbeing and prevent mental illness. The Mental Health Strategy includes key change areas plus work to support implementation of the strategy:

- ◆ Child and Adolescent Mental Health
- ◆ Rethinking How We Respond to Common Mental Health Problems
- ◆ Community, Inpatient and Crises Mental Health
- ◆ Work with Other Services and Populations with Specific Needs
- ◆ Activity to Support Delivery of the Mental Health Strategy

Further information can be found at: www.scotland.gov.uk/Topics/Services/Mental-Health/Strategy

'The same as you?' published in 2000 was the original 10 year programme designed to meet the needs of people with learning disabilities. In 2010, a two year evaluation began to assess how successful the programme was. The evaluation was carried out by those with learning disabilities and carers. As a result of this key themes and agreed broader responses were decided by the national Learning Disability Strategy group resulted in The Keys to Life: Improving Quality of Life for People with Learning Disabilities 2013.

Further detailed information on all of the recommendations and the scope of these recommendations can be found at: www.scotland.gov.gov.uk/Publications/2013/06/1123/downloads

The introduction and development of support workers has been identified as one way of developing and modernising maternity services in order to be responsive to current and future needs. Commitment to developing this role resulted in NHS Education for Scotland (NES) producing a competency framework, a skills passport and scoping educational opportunities for maternity support workers one of which is the development of the PDA.

Currently support workers mainly carry out unskilled tasks within maternity services and receive little or no recognition for the enormous contribution that they make to the care and wellbeing of mothers and babies. There is no career path available or training that offers a recognised role or the opportunity to enter further education to become a qualified health professional. The award has been designed with cluster options as maternity support workers are employed in a wide range of settings that include both hospital and community based. To that end the options have been designed to meet the educational requirements of support workers who are employed in different settings. Also taken into account are the professionals that they may be working with as part of their own team or wider multi-disciplinary team, in addition to midwives this may include, health visitors, nurses, social workers, doctors, obstetrician, health and social care support workers.

The award has been designed to ensure that it is relevant to the support worker whether they are hospital or community based. The award title; PDA Developing Professional Practice in Health and Social Care reflects the breadth of the award, ie *'Maternal and Fetal Health and Wellbeing, Maternal Health and Wellbeing, Children and Young People's Nursing: An Introduction, Child Development: Theory into Practice, Adult Health and Wellbeing, Young People's Health and Wellbeing, Mental Health Nursing: An Introduction, Mental Health and Mental Disorder, Learning Disability: Current Policy Issues in Care and Learning Disability: Promoting Safe and Effective Practice.*

The award also takes account of developing an award that would assist in 'future proofing' the workforce by supporting the appropriate level of education for entry into the profession. To that end the PDA fits within the framework of the HNC Care and Administrative Practice and on successful completion of the 12 credit HNC the candidate can then undertake the 4 credit PDA to achieve the HND Year 1 with 15 credits.

A Qualification Design Team (QDT) was formed with relevant stakeholders participating in the development of the award. The QDT comprised of stakeholders from industry, further and higher education as well SQA officers.

The core group of stakeholders was available throughout the design process to advise on the structure of the qualification and the content of the award as well as to ensure continuity and progression.

The specialist Units were written by professionals who are working in their respective fields thereby ensuring that content of the Units are relevant and fit for purpose for the professions and for the scope of the work and roles undertaken by the support workers.

The Professional Development Award in Developing Professional Practice in Health and Social Care will be suitable for those who:

- ◆ are currently working as a support worker in a relevant field

and/or

- ◆ have completed the HNC Care and Administrative Practice

There is no nationally recognised qualification in this field in Scotland and it is anticipated that the PDA will meet the needs of the profession and be the appropriate qualification for Health Boards as it has been designed to strengthen and support the workforce through knowledge, skills and tools that offer a consistent approach, safe practice and the promotion of health and wellbeing. Working within multi-professional teams it is important that there is a co-ordinated approach to support a holistic approach to the benefit of mother, infant, young person and family health and wellbeing.

This qualification will be recognised by employers as best practice in the training and up-skilling of the current workforce of maternity support workers.

To date we are aware that there are a number of employers who are waiting for the availability of this programme.

2 Qualification structure

This qualification is made up of 4 SQA Unit credits. It comprises 32 SCQF credit points, all are at SCQF level 7 and consist of 1 mandatory Unit and optional Units.

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

The qualification is a Group Award — Professional Development Award (PDA) in Developing Professional Practice in Health and Social Care and comprises of the following Units at SCQF level 7.

The following two tables will show how the award is designed. The first table lists the Units indicating the SQA credit value, SCQF level and credit points.

The second table will indicate how these Units make up the sub-groups that the award has been divided into making up the 4 credit PDA.

Table 1

Mandatory

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H5XE	34	Communication and Inter-professional Working in Care	1	8	7

Optional

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H5XF	34	Maternal Health and Wellbeing	1	8	7
H5XG	34	Maternal and Fetal Health and Wellbeing	2	16	7
H5XH	34	Children and Young People's Nursing: An introduction	2	16	7
H5XJ	34	Child Development: Theory into Practice	1	8	7
H5XK	34	Adult Health and Wellbeing	1.5	12	7
H5XL	34	Young People's Health and Wellbeing	1.5	12	7
H3LB	34	Mental Health Nursing: An Introduction	1.5	12	7
H3LC	34	Mental Health and Mental Disorder	1.5	12	7
H3LD	34	Learning Disability: Current Policy Issues in Care	1	8	7
H3LE	34	Learning Disability: Promoting Safe and Effective Practice	2	16	7
HF27	34*	Principles of Professional Practice	1	8	7
HX52	34*	Promoting Health and Wellbeing	2	16	7

*refer to History of Changes for revision changes

Table 2

Communication and inter-professional Working in Care (Mandatory — Credit Value 1)									
Pathway 1		Pathway 2		Pathway 3		Pathway 4		Pathway 5	
Unit Title	Credit Value	Unit Title	Credit Value	Unit Title	Credit Value	Unit Title	Credit Value	Unit Title	Credit Value
Maternal and Fetal Health and Wellbeing	2	Children and Young People's Nursing: An introduction	2	Adult Health and Wellbeing	1.5	Mental Health Nursing: An Introduction	1.5	Learning Disability: Current Policy Issues in Care	1
Maternal Health and Wellbeing	1	Child Development: Theory into Practice	1	Young People's Health and Wellbeing	1.5	Mental Health and Mental Disorder	1.5	Learning Disability: Promoting Safe and Effective Practice	2

The award is achieved on the successful attainment of all four Units contained within the Group Award. There is one mandatory option, the other Units making up 3 credits must be selected from one of the five pathway groups.

The qualification is at SCQF level 7. This reflects the level of knowledge required to develop and improve practice. There is currently no qualification available to fulfill this need.

3 Aims of the qualification

The award will give current support workers the knowledge and skills to improve their current practice. The award will provide a qualification that has not been available previously and that has been requested by the profession and workforce planners.

3.1 General aims of the qualification

The overall aim of this award is twofold; One, to equip those who are currently working as support workers to enhance their practice through learning. Two, to further develop their skills by equipping them with the necessary tools to offer a consistent and reliable service to clients.

The qualification has the following general aims:

- 1 Provide academic stimulus and challenge.
- 2 Develop study, academic writing and research skills.
- 3 To provide knowledge and personal effectiveness.
- 4 To develop transferrable including the following Core Skills of *Communication, Problem Solving, Working with Others* and *Information and Communication Technology (ICT)*.
- 5 Develop skills such as critical thinking and reflection.
- 6 To develop negotiation and enhanced communication skills.
- 7 Develop employments skills and provide opportunities for career planning and enhancing candidates employment prospects.
- 8 Enable progression within the Scottish Credit and Qualifications Framework and into further or higher education.

3.2 Specific aims of the qualification

- 1 Develop and apply a broad range of specialised vocational knowledge and skills.
- 2 Enable the development of reflective practice.
- 3 Promote career progression and academic pathways for and within a range of settings.
- 4 Develop/build on co-operative working skills.
- 5 Develop underpinning knowledge that enables integration of theory and practice.
- 6 Develop inter-professional working practices.
- 7 Develop an understanding of government legislation.

3.3 Graded Unit(s)

There is no Graded Unit for this qualification.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience.

Entry to the PDA requires the candidate to be working as a support worker or progressing from; HNC Care and Administrative Practice, HNC Social Care, HNC Working with Communities, HNC Additional Support Needs and HNC Early Education and Child Care.

It is recommended that for those undertaking the award have undertaken a relevant Unit in anatomy and physiology at SQCF level 6.

It is recommended that employed candidates wishing to undertake the award are able to demonstrate effective written and oral communication skills.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	<p>Good communication skills are required for learners undertaking this qualification.</p> <p>Learners will be required to read, understand and evaluate a range of documentation and participate in class discussions.</p> <p>Learners will be required to produce written assignments and reflective accounts.</p>
Information and Communication Technology (ICT)	6	<p>Learners may be required to research using the internet, books and papers. Learners will be required to submit assignments including reflective accounts.</p> <p>Learners are required to use IT proficiently.</p>
Problem Solving	6	<p>Problem solving skills through in class discussion and exercises. Reflective evaluations of how the learner applies theory to practice.</p>
Working with Others	6	<p>Participation in group exercises. Interaction with training providers, clients and colleagues. This skill will be further developed through current employment or placement.</p>

Numeracy has not been included as there are not enough opportunities throughout this award to capture this in a meaningful and robust way.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

Code	Unit title	General Aims									
		1	2	3	4	5	6	7	8	9	10
H5XE 34	Communication and inter-professional Working in Care	✓	✓	✓	✓	✓	✓	✓	✓		
H5XG 34	Maternal and Fetal Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓	✓		
H5XF 34	Maternal Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓	✓		
H5XG 34	Children and Young Peoples Nursing: an introduction	✓	✓	✓	✓	✓	✓	✓	✓		
H5XJ 34	Child Development: Theory into Practice	✓	✓	✓	✓	✓	✓	✓	✓		
H5XK 34	Adult Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓	✓		
H5XL 34	Young People's Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓	✓		
H3LD 34	Learning Disability: Current Policy Issues in Care	✓	✓	✓	✓	✓	✓	✓	✓		
H3LE 34	Learning Disability: Promoting Safe and Effective Practice	✓	✓	✓	✓	✓	✓	✓	✓		
H3LB 34	Mental Health Nursing: An Introduction	✓	✓	✓	✓	✓	✓	✓	✓		
H3LC 34	Mental Health and Mental Disorder	✓	✓	✓	✓	✓	✓	✓	✓		
H5XE 34	Communication and Inter-professional Working in Care	✓	✓	✓	✓	✓	✓	✓	✓		
H5XG 34	Maternal and Fetal Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓	✓		
H5XF 34	Maternal Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓	✓		
H5XG 34	Children and Young Peoples Nursing: an introduction	✓	✓	✓	✓	✓	✓	✓	✓		

Code	Unit title	Specialised Aims									
		1	2	3	4	5	6	7	8	9	10
H5XE 34	Communication and Inter-professional Working in Care	✓	✓	✓	✓	✓	✓	✓			
H5XG 34	Maternal and Fetal Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓			
H5XF 34	Maternal Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓			
H5XG 34	Children and Young Peoples Nursing: An Introduction	✓	✓	✓	✓	✓	✓	✓			
H5XJ 34	Child Development: Theory into Practice	✓	✓	✓	✓	✓	✓	✓			
H5XK 34	Adult Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓			
H5XL 34	Young People's Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓			
H3LE 34	Learning Disability: Promoting Safe and Effective Practice	✓	✓	✓	✓	✓	✓	✓			
H3LD 34	Learning Disability: Current Policy Issues in Care	✓	✓	✓	✓	✓	✓	✓			
H3LB 34	Mental Health Nursing: An Introduction	✓	✓	✓	✓	✓	✓	✓			
H3LC 34	Mental Health and Mental Disorder	✓	✓	✓	✓	✓	✓	✓			
H5XE 34	Communication and Inter-professional Working in Care	✓	✓	✓	✓	✓	✓	✓			
H5XG 34	Maternal and Fetal Health and Wellbeing	✓	✓	✓	✓	✓	✓	✓			
H5XG 34	Maternal health and Wellbeing	✓	✓	✓	✓	✓	✓	✓			
H5XG 34	Children and Young Peoples Nursing: An Introduction	✓	✓	✓	✓	✓	✓	✓			

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Unit Title	National Occupational Standards — relevant to NOS	
Communication and Inter-professional Working in Care		
	Gen 23 Gen 97 Gen 22 ENTOWRV 1 CfA 201 HSC241 HSC24 HSC23 HSC33 Gen 63 M and L E11 CHS 169	Monitor your own work practices. Communicate effectively in a healthcare environment. Communicate effectively with individuals. Make sure your actions contribute to a positive and safe working culture. Carry out your responsibilities at work. Contribute to the effectiveness of teams. Ensure your actions support the care protection and wellbeing of individuals. Develop your own knowledge and practice. Reflect on and develop your own practice. Reflect on and evaluate your own values, priorities, interests and effectiveness. Act within the limits of you competence and authority. Communicate information and knowledge. Comply with legal requirements for maintaining confidentiality in healthcare.
Maternal and Fetal Health and Wellbeing		
	Gen 12 HSC 33 HSC 23 GEN 63 HSC 32 HSC 240 IPC 2 IPC 6 GEN 98 CHS 36	Reflect on and evaluate your own values, priorities, interests and effectiveness. Reflect on and develop your own practice. Develop your own knowledge and Practice. Act within the limits of your own competence and authority. Promote, monitor and maintain health, safety and security in the working environment. Contribute to the identification of the risk of danger to individuals and others. Perform hand hygiene to prevent the spread of infection. Use personal protective equipment to prevent the spread of infection. Contribute to promoting a culture that values and respects the diversity of individuals. Maintain a clean and safe environment.

Unit Title	National Occupational Standards — relevant to NOS	
Maternal Health and Wellbeing		
	HSC35 GEN 98 CHS212 GEN 62 GEN 15 GEN 12 HSC 33 HSC 23 GEN 63 OP 4	Contribute to promoting a culture that values and respects the diversity of individuals. Promote choice wellbeing and the protection of individuals. Promote effective communication in a healthcare environment. Collate and communicate health information to individuals. Support individuals undergoing healthcare activities. Reflect on and evaluate your own values, priorities, interests and effectiveness. Reflect on and develop your own practice. Develop your own knowledge and Practice. Act within the limits of your own competence and authority. Develop relationships with individuals with long term conditions.
Children and Young People's Nursing: an Introduction		
	CHS 34 CHS 56 HSC 234 HSC 35 GEN 22 GEN 62	Develop relationships with children and young people. Provide help for children and young people to understand their health and wellbeing. Ensure your own actions support the equality, diversity, rights and responsibilities of individuals. Contribute to promoting a culture that values and respects the diversity of individuals. Communicate effectively with individuals. Collate and communicate health information to individuals.
Child Development: Theory into Practice		
	CHS 34	Develop relationships with children and young people.

Unit Title	National Occupational Standards — relevant to NOS	
Adult Health and Wellbeing		
	OP 4 OP 4 GEN 14 CHS 169 HSC 234 CHS 36 CHS 100 CHS 126 GEN 98 CHS 212	Develop relationships with individuals with long term conditions. Enable older people to cope with the changes in their health and wellbeing. Enable older people to make informed choices concerning their health and wellbeing. Provide advice and information to individuals on how to manage their own condition. Ensure your own actions support the equality, diversity, rights and responsibilities of individuals. Maintain a clean and safe environment. Provide clinical information to individuals. Comply with legal requirements for maintaining confidentiality in healthcare. Promote choice wellbeing and the protection of individuals. Promote effective communication in a healthcare environment.
Young People's Health and Wellbeing		
	HSS1 GEN 6 HSC3119 ENTO HSP2 GEN 97 CfA 201 HSC 241 HSC 22 HSC 23 GEN 22 ENTOWRV1 GEN 63 GEN 97 GEN 62 HSC 234 HSC 35 GEN 98 CHS 34 CHS 56 GEN 12	Make sure your actions reduce risks to Health and Safety. Manage environments and resources for use during healthcare activities. Promote the values and principles underpinning best practice. Promote a positive Health and Safety culture. Communicate effectively in a healthcare environment. Carry out your responsibilities at work. Contribute to the effectiveness of teams. Support the Health and Safety of yourself and individuals. Develop your own knowledge and practice. Communicate effectively with individuals. Make sure your own actions contribute to a positive and safe working culture. Act within the limits of your own competence and authority. Communicate effectively in a healthcare environment. Collate and communicate health information to individuals. Ensure your own actions support the equality, diversity, rights and responsibilities of individuals. Contribute to promoting a culture that values and respects the diversity of individuals. Promote choice wellbeing and the protection of individuals. Develop relationships with children and young people. Provide help for children and young people to understand their health and wellbeing. Communicate with and complete records for individuals.

Unit Title	National Occupational Standards — relevant to NOS	
Mental Health Nursing: An Introduction		
	CHS 169 GEN 12 HSC 234 HSC 35 CHS 212 GEN 97 HSC 33 GEN 63 HSC 23 GEN 97 M and L E11 GEN 23 HSC 24 GEN 22 HSC 226 HSC 241 HSC 3119 GEN 62 HSC 387 OP4 OP4	Comply with legal requirements for maintaining confidentiality in healthcare. Reflect on and evaluate your own values, priorities, interests and effectiveness. Ensure your own actions support the equality, diversity, rights and responsibilities of individuals. Contribute to promoting a culture that values and respects the diversity of individuals. Promote effective communication in a healthcare environment. Communicate effectively in a healthcare environment. Reflect on and develop your own practice. Act within the limits of your competence and authority. Develop your own knowledge and practice. Communicate effectively in healthcare. Communicate information and knowledge. Monitor your own work practices. Ensure your own actions support the care protection and wellbeing of individuals. Communicate effectively with individuals. Support individuals who are distressed. Contribute to the effectiveness of teams. Promote the values and principles underpinning best practice. Collate and communicate health information to individuals. Work in collaboration with carers in the caring role. Develop relationships with individuals with long term conditions. Enable older people to cope with changes to their health and wellbeing.
Mental Health and Mental Disorder		
	GEN 23 GEN 60 GEN 97 HSC 23 HSC 32 CHS 169 HSC 35 CHS 169	Monitor your own working practices. Support individuals during emergency situations. Communicate effectively with individuals. Develop your own knowledge and practice. Promote, monitor and maintain, health, safety and security in the working environment. Provide advice and information to individuals on how to manage their own condition. Contribute to promoting a culture that values and respects the diversity of individuals. Comply with legal requirements for maintaining confidentiality in healthcare.

Unit Title	National Occupational Standards — relevant to NOS	
Learning Disability: Current Policy Issues in Care		
	HSS1 HSC 33 HSC 3119 GEN 23 GEN 1 ENTO HSP2 GEN 97 CfA 201 HSC 241 HSC 24 HSC 23 GEN 22 ENTOWRV1 GEN 97 HSC 241 HSC 234 CHS33 CHS 169 GEN 12 HSC 35 GEN 98 CHS 212 GEN 6	Make sure your actions reduce risks to Health and Safety. Reflect on and develop your own practice. Promote the values and principles underpinning best practice. Monitor your own work practices. Ensure personal fitness for work. Promote a positive Health and Safety culture. Communicate effectively in a healthcare environment. Carry out your responsibilities at work. Contribute to the effectiveness of teams. Ensure your own actions support the care protection and wellbeing of individuals. Develop your own knowledge and practice. Communicate effectively with individuals. Make sure your actions contribute to a positive and safe working culture. Communicate effectively in a healthcare environment. Contribute to the effectiveness of teams. Ensure your own actions support the equality, diversity, rights and responsibilities of individuals. Promote effective communication in a healthcare environment. Comply with legal requirements for maintaining confidentiality in healthcare. Reflect on and evaluate your own values, priorities, interests and effectiveness. Contribute to promoting a culture that values and respects the diversity of individuals. Promote choice wellbeing and the protection of individuals. Promote effective communication in a healthcare environment. Carry out your responsibilities at work.

Unit Title	National Occupational Standards — relevant to NOS	
Learning Disability: Promoting Safe and Effective Practice		
	HSC 23 GEN 23 ENTOWRV1 HSC 3119 GEN 22 GEN 62 CHS 33 GEN 63 GEN 98 HSC 35 HSC 234 OP4 HSC 214	Develop your own knowledge and practice. Monitor your own work practices. Make sure your actions contribute to a positive and safe working culture. Promote the values and principles underpinning best practice. Communicate effectively with individuals. Collate and communicate health information to individuals. Promote effective communication in a healthcare environment. Act within the limits of your competence and authority. Promote choice wellbeing and the protection of all individuals. Contribute to promoting a culture that values and respects the diversity of individuals. Ensure your own actions support the equality, diversity, rights and responsibilities of individuals. Develop relationships with individuals with long term conditions. Contribute to care planning and review.

5.3 Signposting of Core Skills development opportunities across the qualification(s)

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H5XE 34	Communication and Inter-professional Working in Care	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.
H5XG 34	Maternal and Fetal Health and Wellbeing	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.
H5XF 34	Maternal Health and Wellbeing	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H5XH 34	Children and Young People's Nursing: An Introduction	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.
H5XJ 34	Child Development: Theory into practice	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.
H5XK 34	Adult Health and Wellbeing	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H5XL 34	Young People's Health and Wellbeing	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.
H3LB 34	Mental Health Nursing: An Introduction	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.
H3LC 34	Mental Health and Mental Disorder	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H3LD 34	Learning Disability: Current Policy Issues in Care	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	
H3LE 34	Learning Disability: Promoting Safe and Effective Practice	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	
H3LB 34	Mental Health Nursing: An Introduction	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H3LC 34	Mental Health and Mental Disorder	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.

5.4 Suggested Assessment Strategy for the Qualification(s)

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Communication and Inter-professional Working in Care	Assessed through a reflective account based on the candidate's own communication skills and value base.	Integrated assessment with Outcome 3. Assessed through an integrated reflective account or case study based around the candidates own experience of team work and inter-professional care delivery whilst in a care setting.	See Outcome 2	
Maternal and Fetal Health and Wellbeing	Could be Integrated with Outcome 2. Assessed by short answer questions or the use of a case study, the case study must meet the Evidence Requirements.	See Outcome 2	Integrated with Outcome 4. Assessment in the form of a written case study with questions.	See Outcome 3
Maternal Health and Wellbeing	Integrated with Outcomes 2 and 3. Assessed through one integrated project.	See Outcome 1	See Outcome 1	
Children and Young People's Nursing: an Introduction	Integrated with Outcome 2. Assessment through a reflective account or case study.	See Outcome 1	Integrated with Outcome 4. Assessed through a group or individual project.	See Outcome 3

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Promoting Child Development: Theory into Practice	Integrated with Outcome 2. Assessed through an integrated assessment comprising of case study or reflective account.	See Outcome 1	Assessed through a research project either as a group or individual project.	
Adult Health and Wellbeing	Assessment will take the form of an essay of 1750 – 2000 words.	Integrated with Outcome 3. This could take the form of a research project.	See Outcome 2	
Young People’s Health and Wellbeing	Integrated with Outcome 2. This could be assessed through one project.	See Outcome 1		
Mental Health Nursing: An Introduction	Assessment could take the form of a case study.	Assessment could be assessed through a case study or project	Assessment could be assessed through an essay or project.	Assessment could be assessed through an essay or project.
Mental Health and Mental Disorder.	Integrated with Outcome 2 in the form of an investigation of 1000-1250 words.	See Outcome 1	Assessment could be assessed through a report of 500-600 words.	Assessment could be assessed through an individual or small group presentation.
Learning Disability: Current Policy Issues in Care	Assessment could take the form of a case study or short answer questions.	Outcome 2 could be integrated with Outcome 3 in the form of a case study.	See Outcome 2	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Learning Disability: Promoting Safe and Effective Practice	Outcome 1 could be assessed with Outcome 4 by an academically written and referenced essay of 2,000–2,500 words.	Outcome 2 could be assessed with Outcome 3 in the form of a case study based on a practice or hypothetical situation.	See Outcome 2	See Outcome 1

6 Guidance on approaches to delivery and assessment

The qualification is a Professional Development Award in PDA in Developing Professional Practice in Health and Social Care. It is a Group Award comprising of one mandatory Unit and two further Units from a selection of 5 pathway groupings (see Section 2.1) at SCQF level 7 (32 credit points at SCQF level 7).

This PDA qualification is not suitable for direct entry see below for the criteria for entry.

The qualification is suitable for those who:

- ◆ Currently working as a support worker in a relevant field
- ◆ Have completed the HNC Care and Administrative Practice, HNC Social Care, HNC Working with Communities, HNC Additional Support Needs and HNC Early Education and Child Care.

The award is designed to further develop the knowledge and understanding of those currently working as support workers as well as those who have completed the above qualifications and wish to undertake the PDA Award as they wish to pursue a career as a support worker in one of the specific areas.

The Units are delivered in the sequence as illustrated below. The mandatory Unit 'Communication and Inter-professional Working in Care' will be delivered first no matter which option, making up the 4 credits, is selected.

If the candidate has completed the HNC Care and Administrative Practice then they are exempt from the *Communication and Inter-professional Working in Care* Unit as they will have already completed its content whilst studying on the HNC.

It is recommended that the award is undertaken as laid out in the table below, however it is permissible to select units from across the pathways.

Communication and inter-professional Working in Care (Mandatory — Credit Value 1)									
Pathway 1		Pathway 2		Pathway 3		Pathway 4		Pathway 5	
Unit Title	Credit Value	Unit Title	Credit Value	Unit Title	Credit Value	Unit Title	Credit Value	Unit Title	Credit Value
Maternal and Fetal Health and Wellbeing	2	Children and Young People's Nursing: an Introduction	2	Adult Health and Wellbeing	1.5	Mental Health Nursing: An Introduction	1.5	Learning Disability: Current Policy Issues in Care	1
Maternal Health and Wellbeing	1	Child Development: Theory into Practice	1	Young People's Health and Wellbeing	1.5	Mental Health and Mental Disorder	1.5	Learning Disability: Promoting Safe and Effective Practice	2

The Units teaching allocation is 40 Notional hours per credit.

Delivery will be primarily classroom based with access to the relevant texts and ICT access for research purposes and for working on assignments. As this PDA has been developed to improve practice and have a qualified workforce throughout each of the Units reference will be made to working practices.

It is recommended that where specialist knowledge is required, appropriately qualified and experienced tutors deliver these units.

6.1 Sequencing/integration of Units

None of the Units will be integrated in this award as it was agreed that this would make the Units unwieldy in size for effective learning and teaching. Each of the Units has been devised in sequence as indicated on the table above. This offers a logical progression for the learner.

Candidates must provide evidence for all of the Evidence Requirements and all of the knowledge and skills. The evidence they provide should relate to their own work setting where possible and applicable. Whilst there is no placement included in this award, employers may assess practical aspects in accordance with their own assessment criteria for mandatory professional practice.

Candidates will be assessed on all of the Outcomes through a variety of assessment methods including assignments, essays, reflective accounts and case studies. Details of the integration of assessments can be found above and also within each of the Unit descriptors.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific Health and Safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

RPL should be considered on an individual basis by centre. More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

There are no articulation agreements attached to this award. For those who wish to undertake further study it may be considered as an entry into a related course of study at college.

6.2.2 Professional recognition

There is no formal professional body recognition for this award, however the service itself identified a need for a qualification to improve maternity care services as well as to have those entering into this area employment ready.

6.3 Opportunities for e-assessment

The programme will be delivered primarily on a classroom basis. The nature of the qualification does not make it suitable for distance/e-learning as much of the focus within the Units is based on team and collaborative working practices.

6.4 Support materials

No support materials are available at this time. The content on reading materials is contained within the Units.

6.5 Resource requirements

The PDA is a specialist award and it is recommended that it is delivered by centres that have the knowledge and understanding of working with maternity services. Centre staff should be able to demonstrate this knowledge and understanding, particularly as they will be supporting learners who work in the field. It is recommended that centre staff are subject specialists.

The class teaching will be based on a wide variety of teaching styles and learning methods including; class and group discussion, exercises and presentations, reading and research. Centres should be equipped with the relevant equipment/resources to be able to meet the in-room training delivery.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ candidates may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded Unit: Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge. (**Note to writer:** delete if not applicable to product type)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
02	Additional Units: HF27 34 Principles of Professional Practice and HX52 34 Promoting Health and Wellbeing has been added to the optional section.	16/01/17

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for candidates

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

The PDA Developing Professional Practice in Health and Social Care at SCQF level 7 is a new award and has been designed to meet the range of skills and knowledge required to develop and improve practice. This award has been developed for those who are currently working in a care setting or for those who wish to pursue a career in care.

The award has been designed with cluster options as candidates may be employed in a wide range of care settings that may be both hospital and community based. To that end the pathways have been designed to meet the educational requirements of the candidate'. The candidate can select units across the pathways as appropriate.

The PDA Developing Professional Practice in Health and Social Care is suitable for those who are:

- ◆ currently working as a support worker in a relevant field.
- ◆ have successfully completed one of the following HNCs; HNC Care and Administrative Practice, HNC Social Care, HNC Working with Communities, HNC Additional Support Needs or HNC Early Education and Childcare.

In order to achieve this award, all candidates, except those who have completed the HNC Care and Administrative Practice, must undertake the mandatory Communication and Inter-professional Working Unit. In addition 3 further credits must be selected from a pathway or across the pathways.

◆ **Communication and Inter-professional Working in Care**

In this Unit you will learn about effective communication within a care context. In addition you will reflect on your own communications skills and values in the context of supporting others. You will also gain an understanding of models of team work and relate them to the multi-disciplinary team. You will explore the roles of the multi-disciplinary team and how important inter-professional working is in the delivery of holistic care.

Pathway 1

◆ **Maternal and Fetal Health and Wellbeing**

In this Unit you will be introduced to the anatomical and physiological changes that occur to the mother from conception to birth. You will also learn about fetal development from conception to the changes that take place immediately following birth. You will gain an understanding of the antenatal screening process for the mother and fetus and will link this to relevant disease processes. You will also learn about obstetric emergencies and the assessment and treatment processes that are appropriate. You will also understand the role of the maternity support worker in supporting the mother, baby and other professionals together with the limitations of that role.

◆ **Maternal Health and Wellbeing**

In this Unit you will explore the areas of hospital and community based care within maternity care. You will develop a knowledge and understanding of the health issues that impact on maternity services for women, babies and their families in relation to health and wellbeing, ensuring that you will develop the necessary skills to deliver effective care.

Pathway 2

◆ **Children and Young People's Nursing: An introduction**

In this Unit you will understand the factors that influence children and young people's health in terms of illness, congenital conditions and injury and the effect that these conditions have on families and carers. You will gain an understanding of current approaches to care planning and theories of child centred care and how these are applied in a range of care contexts. You will explore socioeconomic factors and barriers to health and wellbeing and will research current government policies and health promotion strategies. You will investigate evidence based practice and the delivery of effective care and professional regulation in terms of continuing professional development.

◆ **Promoting Child Development: Theory into Practice**

In this Unit you will be introduced to the theories of child development and the theories of play and play work link to developmental milestones. You will gain an understanding of the importance of play in supporting development and the different types of play used to support individual developmental needs. You will investigate local and national policies supporting children and young people's development including the range of individuals and professionals who promote children and young people's development and wellbeing through play.

Pathway 3

◆ **Adult Health and Wellbeing**

In this Unit you will be introduced to aspects of adult health and wellbeing. You will explore the changes to adult health and wellbeing over the last 50 years in the context of dimensions and determinants of health, changing families and society. You will explore government targets and initiatives designed to target current health issues in adult health and wellbeing. You will explore the cost of providing health and social care to tackle health challenges and discuss the issue of personal responsibility in health. You will also investigate health promotion and the individuals and organisations that provide support for adult health and wellbeing.

◆ **Young People's Health and Wellbeing**

In this Unit you will reflect on the prevailing health issues pertinent to young people, both male and female and also take account of maternity, new-born and infant health and wellbeing. You will explore how society has changed and the impact of this on opportunities, choices and Outcomes for the young people. You will build on your knowledge and understanding of government priorities and targets for individuals, health professionals and organisations.

Pathway 4

◆ **Mental Health Nursing: An Introduction**

In this Unit you will be introduced to the theory that underpins mental health nursing. You will examine the qualities that are required in mental health nursing and the communication skills that are required within the profession. You will explore the theme of prejudice, the effects on the individual, and what the mental health nurse can do to protect vulnerable people from the effects of discrimination. You will be introduced to the concepts of health, safety and wellbeing and the nurses role in protecting the service user.

◆ **Mental Health and Mental Disorder**

In this Unit you will explore how treatments for mental disorder have developed over the past 150 years. You will also examine the range of mental health problems that can occur over a life span, and the effects of these conditions on the service user and others. You will investigate the mental health services available and ascertain how care practice is regulated by legislation and directed by government policy and strategies. You will further investigate the extent of poor mental health in contemporary Scotland and how good mental health can be promoted. You will examine the roots of Scotland's poor mental health record and how the poorest and most disadvantaged in society and most likely to be affected.

Pathway 5

◆ **Learning Disability: Current Policy Issues in Care**

In this Unit you will develop your knowledge of the interpersonal skills required to work with individuals with a learning disability and develop an understanding of the professional help and services available. You will also develop Knowledge and Understanding of current initiatives that support health and the referral process. You will be required to identify and describe interpersonal skills in clinical practice.

◆ **Learning Disability: Promoting Safe and Effective Practice**

In this Unit you will develop the skills that will allow you to work sensitively and effectively in partnership with people with learning difficulties. You will be supported to engage and deliver safe and effective person-centred practice. You will gain an understanding of the background to contemporary approaches to learning disability care and the key concepts that underpin quality care.

On completion of the award you will be able to:

Pathway 1

- ◆ Explain the importance of communication in effective care practice.
- ◆ Describe 2 theories of team working relevant to the care context.
- ◆ Discuss the importance of inter-professional working in the delivery of effective care.
- ◆ Identify and explain anatomical and physiological changes that occur in the mother from conception to birth.
- ◆ Explain the stages of normal fetal and newborn development.
- ◆ Describe antenatal screening of the mother and fetus and relate this to disease processes.
- ◆ Describe common obstetric emergencies and the assessment and treatment for the mother, fetus and newborn infant.

- ◆ Explain the barriers to health and wellbeing for women, infants and their families.
- ◆ Investigate government targets and local policies and legislation in relation to maternal and infant health and wellbeing.
- ◆ Investigate and evaluate health promotion campaigns that target maternal and infant health and wellbeing.

Pathway 2

- ◆ Explain the importance of communication in effective care practice.
- ◆ Describe 2 theories of team working relevant to the care context.
- ◆ Discuss the importance of inter-professional working in the delivery of effective care.
- ◆ Explain the role of the CYP nurse/carer in delivering safe and effective practice.
- ◆ Develop a knowledge and understanding of factors which affect the health and wellbeing of children, young people and their families or carers.
- ◆ Investigate the health promotion strategies designed to promote the health and wellbeing of CYP and their families or carers.
- ◆ Explain the importance of evidence based practice in children and young people's care.
- ◆ Demonstrate an understanding of developmental theories relating to children and young people.
- ◆ Describe how the children and young people's nurse/carer integrates theory into their practice.
- ◆ Investigate a range of initiatives, policies, individuals and organisations which promote child development and wellbeing.

Pathway 3

- ◆ Explain the importance of communication in effective care practice.
- ◆ Describe 2 theories of team working relevant to the care context.
- ◆ Discuss the importance of inter-professional working in the delivery of effective care.
- ◆ Investigate the changes in adult health and wellbeing over the last fifty years to the present day.
- ◆ Investigate current national and local government priorities in relation to adult health and wellbeing.
- ◆ Investigate the role of the care worker and organisations which support adult health and wellbeing.
- ◆ Investigate the factors affecting young people's health and wellbeing.
- ◆ Explore current government priorities in relation to young people's health and wellbeing.

Pathway 4

- ◆ Describe the attributes of the mental health nurse.
- ◆ Explain professional accountability and the limitations of own role.
- ◆ Describe reflective practice and professional development in mental health nursing.
- ◆ Describe the theories of communication.
- ◆ Identify the barriers to clear communication in mental health care.
- ◆ Identify the range of likely communicants in mental health care and the importance of effective communication.
- ◆ Describe the application of own therapeutic interpersonal communication skills.
- ◆ Identify the range of diverse social groups most likely to experience prejudice.
- ◆ Explain how social diversity is respected by acknowledging the rights and choice of the service user.
- ◆ Reflect on practice identifying situations in which the candidate challenged inequality, adopted the role of advocate, promoted social inclusion and practiced ethically.

- ◆ Explain how the physical health and mental wellbeing of service users can be promoted.
- ◆ Explain the benefits of delivering evidenced based practice within a mental health setting.
- ◆ Describe how care is planned, eg the nursing process.
- ◆ Reflect on partnership working in promoting service user recovery.
- ◆ Describe the likely symptoms and behavioural effects of one psychosis, dementia, mood disorder of adult personality, and show how this condition might affect the service user and others.
- ◆ Discuss how the treatment of individuals with a mental disorder has changed over the past 150 years.
- ◆ Investigate and describe the role of one mental health service from the statutory, the independent or the voluntary sector.
- ◆ Describe how a piece of legislation shapes current mental health care.
- ◆ Examine how Scotland's mental health policies and strategies shape service provision.
- ◆ Investigate the present statistical evidence of the prevalence of mental health problems in contemporary Scotland.
- ◆ Explore and correctly identify the social groups most 'at risk' of developing mental health problems.
- ◆ Examine the success of a current mental health promotion programme, in reducing the prevalence of mental disorder in Scotland.

Pathway 5

- ◆ Explain limits/boundaries of own responsibility and when to refer to the appropriate practitioner.
- ◆ Explain the role of codes of practice in relation to professional practice.
- ◆ Discuss the interpersonal skills required for professional practice in relation to own role.
- ◆ Describe ways in which good interpersonal skills are required when working in a learning disability setting.
- ◆ Describe interpersonal skills when working with other professionals.
- ◆ Describe interpersonal skills required to support families/carers of individuals with learning disability.
- ◆ Explain what defines health and health promotion.
- ◆ Describe dimensions of health in line with current theories.
- ◆ Discuss current health and wellbeing opportunities and risks for people with a learning disability.
- ◆ Investigate and evaluate one current initiative to improve health and wellbeing.
- ◆ Investigate and describe three types of support services that can aid individuals with a learning disability.
- ◆ Explain the role of specialist professional service in meeting the needs of an individual with a learning disability.
- ◆ Describe the referral process and care pathway for an individual with a learning disability.
- ◆ Explain the social construction of disability.
- ◆ Discuss current models of service delivery within contemporary Scotland.
- ◆ Discuss the inclusion of individuals with learning disability in relation to current local and national legislation and policy.
- ◆ Explain the effects of learning disability on the life of an individual.
- ◆ Discuss communication difficulties experienced by individuals with learning difficulties.
- ◆ Identify key interventions and support aids that promote effective communication.
- ◆ Discuss the key concepts underpinning high quality care within learning disability practice.
- ◆ Describe the assessment process and appropriate care planning strategies.

- ◆ Identify factors that may impact on the individuals experience of care.
- ◆ Explain the role of the family and significant others in relation to the individual with learning disability.

All of the Evidence Requirements within each of the Units must be evidenced and you will be guided through this by your tutor.

Each of the Units you undertake will be assessed. This may be through a variety of methods including; assignments, essays, short answer questions, reflective accounts and presentations.

Whilst undertaking this award you will have the opportunity to develop your Core Skills that includes; *Communication, Working with Others, Problem Solving, Information and Communication Technology (ICT)*.

10 Additional Information

Mental Health Nursing: An Introduction and Mental Health and Mental Disorder and also Learning Disability: Current Policy and Issues in Care and Learning Disability: Promoting safe and Effective Practice are also available to those who are in Year 1 of HNC Care and Administrative Practice. They will have the opportunity to apply for Year 2 entry into the respective degree programmes.