Higher National Unit Specification

General information for centres

Unit title: Occupational Therapy: Context and Development

Unit code: F3NH 34

Unit purpose: This Unit will enable candidates to understand the concept of lifelong learning and undertake continuing professional development, and to understand the development and regulation of occupational therapy as a profession, the diversity of occupational therapy practice and the role of the occupational therapy support worker. In so doing, the Unit will consider the factors that influence the context in which occupational therapy is provided.

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

1   Describe Continuing Professional Development (CPD) and explain its implications for occupational therapy provision.
2   Identify the development and regulation of occupational therapy as a profession.
3   Investigate factors that influence the context and development of occupational therapy provision.
4   Identify the role of the support worker within occupational therapy.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

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.

Recommended prior knowledge and skills: While entry to this Unit is at the discretion of the centre, it is recommended that candidates have good communication skills, as evidenced for example, by the achievement of a nationally recognised qualification such as English at SCQF level 6, or by pre-course interview and assignment. In order to undertake this Unit, candidates should have experience of working in a care environment, and should typically be carrying out the role of a support worker within an occupational therapy setting, under supervision by an occupational therapist.

Core Skills: There are opportunities to develop the Core Skills of *Problem Solving, Communication* and *Information Technology* at SCQF level 5, and the component Using Graphical Information of the Core Skill of *Numeracy* at SCQF level 4 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit was developed as part of the HNC Occupational Therapy Support.

General information for centres (cont)

Assessment: This Unit may be assessed by a range of assessment instruments including the setting up of a Continuing Professional Development (CPD) portfolio for Outcome 1, a project for Outcomes 2 and 3, and extended response questions covering Outcomes 2, 3 and 4. A reflective log and matching exercise and/or supervisor assessment checklist could also be used for Outcome 4.

Higher National Unit specification: statement of standards

Unit title: Occupational Therapy: Context and Development

Unit code: F3NH 34

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

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

Outcome 1

Describe Continuing Professional Development (CPD) and explain its implications for occupational therapy provision

Knowledge and/or Skills

- Learning styles
- Time management skills
- SWOT (strengths, weaknesses, opportunities, threats) analysis
- Identification of learning goals
- Lifelong learning
- Definitions of CPD
- Benefits of CPD for occupational therapy
- Occupational therapy policy in relation to CPD
- CPD portfolio template

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and Skills by producing a CPD portfolio which:

- identifies their own learning styles, time management skills and explains how these may affect professional development
- includes a SWOT (strengths, weaknesses, opportunities, threats) analysis, from which a minimum of five future learning goals will be identified
- explains the concept of lifelong learning and its implications for promoting effective practice in the occupational therapy setting
- identifies three current definitions of CPD specifically relevant to occupational therapy provision
- explains the benefits of CPD in relation to the occupational therapy support worker role
- identifies at least one example of occupational therapy policy recognising the importance of CPD
- includes a CPD portfolio template for future ongoing development

Assessment Guidelines

Evidence will be generated via an emerging and developing CPD portfolio.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Context and Development

Outcome 2

Identify the development and regulation of occupational therapy as a profession

Knowledge and/or Skills

♦ Origins and development
♦ Definitions of occupational therapy
♦ Terminology
♦ Diversity of settings
♦ Professional organisations
♦ Regulation of support workers

Evidence Requirements

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

♦ identify and describe the key points in the origins and development of occupational therapy
♦ identify a minimum of four referenced definitions of occupational therapy
♦ discuss their own understanding of occupational therapy using appropriate terminology
♦ identify a minimum of five settings within which occupational therapy is practiced
♦ explain the role of the British Association of Occupational Therapists (BAOT) and the College of Occupational Therapists (COT)
♦ explain the role of the Health Professions Council (HPC) as a regulatory body
♦ identify current regulation requirements for support workers

Assessment Guidelines

Evidence could be generated through extended response questions, and a project on the diversity of occupational therapy settings. The project could be integrated with that suggested in Outcome 3, investigating the role of other agencies/services.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Context and Development

Outcome 3

Investigate factors that influence the context and development of occupational therapy provision

Knowledge and/or Skills

♦ Demographic changes
♦ Community care legislation and policy
♦ Role of other agencies / service providers

Evidence Requirements

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

♦ identify three demographic changes and describe the impact that these may have on the context and development of occupational therapy.
♦ describe the development of current community care legislation and policy and discuss the impact that these may have on the context and development of occupational therapy. Discussion will cover a minimum of two ways in which the impact may be felt.
♦ investigate the role of a minimum of six agencies or service providers across the health and social care spectrum which collaborate with occupational therapy.

Assessment Guidelines

This Outcome may be assessed using a range of extended response questions which cover the first two of the above Evidence Requirements. A project could be used to cover the third, and this could be integrated with the project in Outcome 2, on the diversity of occupational therapy practice.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy: Context and Development

Outcome 4

Identify the role of the support worker within occupational therapy

Knowledge and/or Skills

- Role and responsibilities of the support worker
- Professional behaviour in the workplace
- College of Occupational Therapists (COT) Code of Ethics and Professional Conduct
- College of Occupational Therapists (COT) Professional Standards for Practice

Evidence Requirements

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

- identify the variation in roles and responsibilities of support workers in three differing areas of occupational therapy practice
- identify and explain the importance of professional behaviour within the workplace setting
- identify how the COT Code of Ethics and Professional Conduct relates to the role of the support worker in occupational therapy
- identify how the COT Professional Standards for Occupational Therapy Practice relate to the role of the support worker

Assessment Guidelines

A range of extended response questions may be used for the second Evidence Requirement. A restricted response, a reflective log and matching exercises and/or supervisor assessment checklist could be utilised for the remaining Evidence Requirements.

Administrative Information

Unit code: F3NH 34

Unit title: Occupational Therapy: Context and
Development

Superclass category: PJ

Original date of publication: June 2008

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

Higher National Unit specification: support notes

Unit title: Occupational Therapy: Context and Development

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 40 hours.

Guidance on the content and context for this Unit

Candidates should provide evidence that demonstrates understanding of the development and regulation of the profession, the diversity of practice and the role of the support worker within occupational therapy. Evidence of understanding of factors that influence the context in which occupational therapy is provided (demographic shifts, community care legislation and policy) should be clear. Candidates will produce a CPD portfolio which includes evidence of understanding of the concept and benefits of CPD and lifelong learning. Before delivery, it is essential current legislation, policy and professional drivers are reviewed to ensure currency of this Unit.

Outcome 1

The aim of this Outcome is to enable candidates to become more self aware and more effective learners, and to evidence their professional development.

The Unit may be introduced by identifying and discussing a variety of definitions and benefits of CPD. Candidates should be directed to the COT strategy on lifelong learning in order to reinforce the importance of ongoing development. Reference to the Regulation of Care (Scotland) Act 2001, the 21st Century Social Work Review (2006), the National Framework for Support Worker Education and Development (2005) and the (Agenda for Change) Knowledge and Skills Framework could be made. Candidates should be directed towards manual and electronic methods to source learning/reference material and appropriate referencing systems introduced eg Harvard.

Outcome 2

This Outcome will provide further underpinning knowledge for the occupational therapy based Units. It is important from the outset that candidates are familiar with the terminology used to define the profession they are working in. The current World Federation of Occupational Therapy (WFOT) and COT definitions should be used and the person centred and occupation based nature of the profession understood. In relation to the origin and development of occupational therapy, the aim is for candidates to have a working knowledge of how occupational therapy has evolved as a profession over the centuries. It is not, at this stage, to research the theoretical basis in depth. For example, the origin and development should cover the establishment of the first hospital based occupational therapy services, through to the recognition of occupational therapy as a profession.

The diversity of occupational therapy settings will be investigated and discussed through the use of video, journals, periodicals and visits. The reasons for this diversity will be explored further in Outcome 3.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Context and Development

All professions are regulated and supported by a range of organisations. The importance of BAOT/COT and HPC should be highlighted here. External speakers such as policy officers from COT or regional group members and video/power point presentations would be appropriate. The role that these organisations play in relation to support workers should be highlighted eg Associate Members Committee, Associate Members Officer, regional groups and council member. However the regulatory aspect of occupational therapy is covered in more depth in the HN Unit *Occupational Therapy: Policies, Procedures and Professional Standards*.

Outcome 3

Occupational therapy practice must evolve alongside changes in society. Candidates should have an awareness of demographic factors and of the implications of demographic changes, including the ageing population, cultural shifts, employment trends, changes in family structure and in attitudes. The increasing emphasis on empowering and involving individuals in service provision should be identified. The importance of the links between demographic factors, policy change and practice should be introduced here. This concept is relevant to other Units. Legislation, in particular is covered in detail in the HN Unit *Occupational Therapy: Policies, Procedures and Professional Standards*, however the provisions of the NHS and Community Care Act (1990) and subsequent community care legislation and policy have been crucial in shaping changes in occupational therapy practice and should be introduced here, for example the development of Community Health, or Social Care partnerships. These changes, along with demographic shifts will be recognised as drivers of change within occupational therapy.

To ensure effective working practice, it is essential to have an understanding and respect for the work of other service providers. Candidates will be introduced to the diversity of agencies that collaborate with occupational therapy and should be encouraged to gather relevant detail in relation to their roles. It is expected that candidates investigate a range of agencies across the health and social care spectrum, and that they pay particular attention to the role of welfare rights.

Outcome 4

Outcome 4 will further develop understanding of the range of sectors within which occupational therapy is practiced. Candidates will have the opportunity to identify differing roles and responsibilities of support workers across the range of settings in relation to the COT Professional Standards for occupational therapy practice. They could look at these in relation to, for example, time management, supervision, professional behaviour, programme responsibilities and administrative responsibilities. The concept of workload management including, for example, aspects of workload weighting and the use of measurement tools could be discussed in order to assist understanding of the diversity of the support worker role.

Guidance on the delivery and assessment of this Unit

This Unit was developed as part of the framework of the HNC Occupational Therapy Support. It is recommended that this Unit be taught first within the award. Outcomes 2– 4 provide a foundation for further occupational therapy based learning. The concepts from Outcome 1 are integral to the developmental philosophy of the whole award.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Context and Development

Outcome 1

A learning style questionnaire (eg Honey and Mumford) could be used to identify candidates' preferred learning style. Time management inventories will encourage candidates' awareness of their skills and needs within this area. Particular attention should be paid to the importance of self awareness in learning and practice. Candidates will then be encouraged to complete a strengths, weaknesses, opportunities and threats analysis. This information would be used to identify individual (and organisational) learning goals. It should be clear in the development of their portfolio that they have used, or intend to use, a range of strategies to maximise learning and therefore achieve their goals.

This Outcome enables candidates to begin or continue with their professional development portfolio.

Outcome 2

Candidates are expected to become familiar with definitions of occupational therapy, the key points in the history of occupational therapy and the diversity of occupational therapy settings. The importance of using appropriate objective and person centred terminology should be stressed.

The role of the professional and regulatory bodies of BAOT/COT and HPC should be clear as should the current state of regulation of support workers.

This Outcome could be assessed by extended response questions. A project relating to the diversity of occupational therapy settings could be integrated with the project in Outcome 3 on the investigation of the role of other service providers.

Outcome 3

It is expected in this Outcome that candidates can identify and relate demographic factors and changes to the context and development of occupational therapy. They should also be able to discuss the impact of current community care legislation and policies on current provision of occupational therapy. They should have opportunities to investigate the role of other service providers/agencies which collaborate with occupational therapy. This Outcome may be assessed using a range of extended response questions and a project, possibly integrated with the project in Outcome 2, on the diversity of occupational therapy practice.

Outcome 4

Candidates should be able to demonstrate behaviour in a manner compatible with principles and values in care within their professional role. Communication skills, personal presentation, time management, team working and citizenship are all elements which should be considered. For full time candidates pre-placement preparation is advisable.

The element of supervision is integral to all points within Knowledge and/or Skills. Supervision within occupational therapy practice could be discussed and could cover models of supervision, planning, preparation and recording. Coverage of supervision could also highlight any potential barriers which may affect the supervision process.

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Context and Development

The COT Code of Ethics and Professional Conduct and the COT Professional Standards for Practice should be used here to integrate the knowledge and skills required for this Outcome with professional practice.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may offer opportunities to develop the Core Skill of *Problem Solving* at SCQF level 5. Its three components Critical Thinking, Planning and Organising and Reviewing and Evaluating require candidates to be able to:

♦ analyse a situation or issue
♦ plan, organise and complete a task
♦ review and evaluate a problem solving activity

Candidates will be required to use these skills during Outcome 1 with their production of a CPD portfolio which involves personal evaluation including a SWOT analysis, insight into the benefits of CPD, a portfolio template for future ongoing development and more.

This portfolio will be a complex piece of work, the development of which will necessitate a range of strategies to maximise learning, supporting the ultimate aim of achievement of candidates' goals. This will require critical thought, planning and as CPD would suggest, review on a continual basis.

The delivery and assessment of this Unit may contribute towards the Core Skill of Communication at SCQF level 5.

The general skills of the 'Written Communication' component are 'read, understand and evaluate written communication' for its reading element and 'produce well-structured written communication' for its written element. Specific reading skills required by candidates at SCQF level 5 include identifying and summarising significant information, ideas and supporting details in a written communication, and evaluation of the effectiveness of the communication in meeting its purpose; and specific writing skills include 'presenting all essential ideas, information and supporting detail in a logical and effective order, and use of a structure which takes account of purpose and audience, emphasising the main points.

Candidates may need to utilise these skills throughout the Unit, such as when studying the development of occupational therapy in Outcome 2, and answering extended response questions on this subject or where possibly completing a project as suggested in the Assessment Guidelines for Outcome 3.

Depending on assessment instruments used, candidates may develop the Oral Communication component to SCQF level 5, if for example, delivering an oral presentation on topics such as the importance of professional behaviour in the workplace, as covered by Outcome 4.

Reliant on particular activities undertaken, the delivery and assessment of this Unit may provide opportunities to develop the Core Skill of *Information Technology* at SCQF level 5, the general skill of which is to use 'an IT system effectively and responsibly to process a range of information.'

Higher National Unit specification: support notes (cont)

Unit title: Occupational Therapy: Context and Development

Specific skills required at SCQF level 5 include carrying out processing and searches, using applications in depth and integration of different types of data in a piece of work. Candidates may use IT systems and specific applications in drafting and editing their work, such as if assigned the suggested project in Outcome 2 on the diversity of occupational therapy settings, and/or in any related research or study.

The delivery and assessment of this Unit may contribute towards development of the component 'Using Graphical Information' of the Core Skill of *Numeracy* at SCQF level 4. The general skill required is the ability to 'interpret and communicate straightforward graphical information in everyday contexts'. Specific skills include the ability to read and use straightforward scales, the extraction of information from graphs/tables, and the communication of information in graph/table form as appropriate. Candidates may meet these criteria in Outcome 4 where dealing with the differing roles and responsibilities of support workers across various settings, in relation to, for example, time management, programme and administrative responsibilities, workload management and measurement tools etc.

Open learning

This Unit is suitable for open or distance learning provided there is clear planning by centres to ensure the sufficiency and authentication of candidates' evidence.

Evidence for all Outcomes could be sent to the assessor in paper or CD format. Arrangements with workplace supervising occupational therapists must be made in order to fully ensure authenticity.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (**www.sqa.org.uk**).

General information for candidates

Unit title: Occupational Therapy: Context and Development

This Unit will enable you to understand the need to consider the concept of lifelong learning and Continuing Professional Development (CPD), the development and regulation of the profession, the diversity of practice and the role of the support worker in occupational therapy. You will learn and apply principles and values in care and be given the opportunity to reflect on professional behaviour. Factors influencing the context in which occupational therapy is practiced will be considered.

On completion of the Unit you will be able to:

1   Describe Continuing Professional Development (CPD) and explain its implications for occupational therapy provision.
2   Identify the development and regulation of occupational therapy as a profession.
3   Investigate factors that influence the context and development of occupational therapy provision.
4   Identify the role of the support worker within occupational therapy.

The overall requirement for assessment will be the production of evidence that demonstrates your understanding of the development and regulation of the profession, the diversity of practice and the role of the support worker within occupational therapy. There will be clear evidence of your understanding of factors that can influence the context in which occupational therapy is practiced (eg demographic shifts, community care legislation and policy). Evidence may be generated through the development of a project, short response questions, matching exercises and/or supervisor assessment checklists. You will create a CPD portfolio, within which will be evidence of your understanding of the concept and benefits of CPD and lifelong learning.

Over the course of this Unit, there may be opportunities for you to develop important Core Skills. These may be in the areas of *Problem Solving, Communication,* and *Information Technology* at SCQF level 5, and *Numeracy* at SCQF level 4.