

Pearson Higher Nationals in

Healthcare Practice/Healthcare Practice for England

SCHEME OF WORK

UNIT: 1 Law, Policy and Ethical Practice in Health and Social Care

For use with the following qualifications:

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Healthcare Practice

Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Healthcare Practice for England

First teaching from September 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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Higher National Certificate/Diploma in Healthcare Practice

SCHEME OF WORK

Programme Title:	Higher Nationals in Healthcare Practice/ Healthcare Practice for England	Level:	4
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Unit Title:	Law, Policy and Ethical Practice in Health and Social Care	Tutor:	
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Unit Number:	1	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explore the legal framework within which health and social care practitioners operate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Interpret the law in relation to key ethical and professional Practice Themes in health and social care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s): Unit introduction</p> <ul style="list-style-type: none"> Identify the concepts of legal and ethical practice Discuss the role of law and policy within society; including consideration of both personal and professional experiences Assessment 1 set (due week 7) <p>Sample activities:</p> <ul style="list-style-type: none"> Introduction and welcome to the unit, followed by a mind-mapping exercise on the role, and place, of law in personal and professional life; lead on to the five functions of law (i.e. punishment, deterrence, regulation, protection and compensation) Lecture to on taking a holistic approach to law, set in a healthcare practice context Small group work on definitions of law, policy and ethics; students to relate this to their (anticipated) workplace settings. Students to use flip charts and feed back to group. Whole class activity. Hand out assignment brief, work through together and answer initial questions
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> The legal framework <p>Sample activities:</p> <ul style="list-style-type: none"> Lecture to give an introduction to the role of the legislature (parliaments and assemblies), executive (cabinet government, local authorities and health trusts) and the judiciary (courts and tribunals) – linking this to 'the separation of powers' Lecture followed by whole group discussion on devolution; reasons, process and effects; explain its importance in healthcare (devolved area). Explanatory materials available from all four countries of the UK Tutor-delivered audio visual materials on parliaments and assemblies – freely available from related official websites Whole or small group discussions on the importance, and functions, of democratic law-making for healthcare practice; examples of recent relevant laws (i.e. primary legislation). Students to give examples of recent laws relevant to their own practice settings. Students to provide examples of their relevance. Follow up Q&A session on the assignment for the unit

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Sessions	Learning Outcome(s)	Session Activities
Session 3	LO1	Topic(s): <ul style="list-style-type: none">The roles of government (the executive) and the judiciary Sample activities: <ul style="list-style-type: none">Whole group activity - Recap on the three organs of government (legislature, executive and judiciary) – whole group mind-map to refresh learningTutor-led introductory lecture – what is central government? What is local government? Explanation of statuses of governmental policy with examples related to healthcare practice – include NHS policySmall group activity on differences between statutory, voluntary (third-sector) and private organisations. Introduction to statutory regulation of healthcare practitioners with examples. Each group to list the type of setting (as above) they work in, with examples of what this means in practice.Tutor-led introductory lecture on the judiciary – courts and tribunals; domestic and international law
Session 4	LO1	Topic(s): <ul style="list-style-type: none">The courts and case law Sample activities: <ul style="list-style-type: none">Tutor-led lecture, with visual diagrams, on the hierarchy of the courts, their importance in a democratic society and their importance for healthcare practitioners; link to a brief lecture on the rule of lawIntroduce the concept of judicial precedence and why case law is often more relevant for practitioners than 'black-letter' statute lawPaired activity on finding brief examples of relevant case law and discussing the importance of this to healthcare practice. Provide flipchart feedback on one or two relevant cases covering, if possible, the range of practice settings represented within the group.
Session 5	LO1 & 2	Topic(s): <ul style="list-style-type: none">Other sources for legal and ethical healthcare practice Sample activities: <ul style="list-style-type: none">Lecture on the theme 'healthcare practitioners are not lawyers!' Explain the importance of national (and organisational) policy and guidance, codes of practice and ethics etc. Bring in examples of each of these (freely available on the internet)Small group research activity and presentation on one piece of national guidance/code of practice or ethical standards. Groups to explain key provisions, relate to their own healthcare practice setting, and discuss its legal standing and enforceabilityIndividual Q&A on relevant part(s) of the assignment

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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">Ethical and responsible practiceAssessment 2 handout (due week 20) <p>Sample activities:</p> <ul style="list-style-type: none">Tutor-led introduction, and mind-map on key themes for the Learning Outcome: ethics, rights, equality – what do these terms mean?Tutor-led lecture on the relationship of ethics to law, and sources of ethical guidance; ethics as the practice of relevant legal morality, for example.Small group activity working on ethical dilemmas in healthcare practice; 'care and control', rationing of resources, profit in the NHS, plus practitioner dilemmas (the power relationship, consent, confidentiality etc.). Group should also consider, and discuss, what ethical and responsible practice means in their own workplace setting.Feedback on the above activityTalk-through on the related parts of the assignmentFollow up activity for students to explore any relevant guidance on this from their workplace settingStudents to organise work-shadowing of healthcare practitioner
Session 7	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">Human rights and civil libertiesAssessment 1 hand-in <p>Sample activities:</p> <ul style="list-style-type: none">Tutor-led lecture on the rule of law and residual liberties, leading to the establishment of human rights from the Second World War. International human rights instruments, and the effect of the Human Rights Act 1998. Rights and responsibilities, claim right and associated duties.Large group/whole class mind-mapping activity on relevant human rights, followed by handout of the European Convention on Human Rights (ECHR) 1950 and discussion on the most relevant ones to healthcare practice; case law examples will be helpfulSmall group activity where students should prepare a simple presentation on one or two human rights they feel are of particular importance to their group practice, with reasons for their choice.

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Sessions	Learning Outcome(s)	Session Activities
Session 8	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Discrimination and equality <p>Sample activities:</p> <ul style="list-style-type: none">• Tutor-led introduction focussed on why this is a fundamental aspect of healthcare practice• Whole class general discussion about equality: What is equality? How do people discriminate? Is equality a human right? Audio visual material is available from Equality and Human Rights Commission and Social Care Institute for Excellence• Tutor-led lecture on brief history of discrimination law, culminating in Equality Act 2010 (in UK) (make note of UN Convention 2008). Protected characteristics and prohibited acts, public sector equality, duty etc.• Small group discussion and presentation of responses: case scenarios on equal access and treatment• Small group activity with students grouped in related practice settings; discuss and note down what equal access and treatment means practically in their workplace settings.• Large group activity – 2 small groups of students to form this larger group and exchange ideas. Discussion on similarities and differences and relationship to partnership working
Session 9	LO2 & LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• The ethical and responsible practitioner• Key themes of the session are 'safe and healthy practice', 'competent practice and the fitness to practice', 'confidentiality' and 'consent'.• Work-shadowing of practitioner begins <p>Sample activities:</p> <ul style="list-style-type: none">• Small group work to prepare a presentation on one of the key themes, with links to relevant law, policy and guidance. Groups should devise a short illustrative case example, related to a relevant workplace setting.• Groups to present findings• Whole class reflective discussion on relationship of presented examples to different workplace settings and meeting individual needs of service users• Individual students to work shadow a healthcare practitioner

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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Assignment workshop Work-shadowing of practitioner ends <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led Q&A recap on student learning of what makes an ethical and responsible practitioner, reflecting on observations on placement Small group discussion of observations of practice and links to their own role and responsibilities for placement Individual Q&A session, followed by study and research time with tutor assistance as required Individual students to work shadow a healthcare practitioner
Session 11	LO2 & 3	<p>Topic(s):</p> <ul style="list-style-type: none"> Health and Safety – specific session <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led introduction and individual Q&A of why Health and Safety is deserving of its own session; history and development, with key pieces of legislation (Health and Safety at Work Act 1974, RIDDOR, CoSHH etc.) Tutor-led lecture with related presentation and other teaching aids on Health and Safety regulators; link to country specific agencies (details in unit specification content) Large group activity using a case scenario to illustrate and reinforce the importance of safe and healthy practice; possibilities include risk assessment, lone working, the occupational health role etc. Task A completion <p>Individual activity where students consider and note down the key considerations for healthy and safe working practice in their own practice. Individual feedback to the whole group.</p>
Session 12	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Key legislation <p>Sample activities:</p> <ul style="list-style-type: none"> Tutor-led lecture on country-specific legislation (examples given for England and Wales in unit content), and their relationship to policy and guidance Small group activity to research what they believe are the two most important pieces of law to their practice; one concerning underpinning principles, and the other direct practice Group to feed back with appropriate presentational aids (whiteboard, flipchart etc.)

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Sessions	Learning Outcome(s)	Session Activities
Session 13	LO3	Topic(s): <ul style="list-style-type: none"> Organisational policy and guidance Sample activities: <ul style="list-style-type: none"> Tutor-led lecture on policy (development, effects and enforcement). Differences between national (governmental) policy and local (organisational) policy Pair or group activity to research organisational policy relevant to job roles and how it effects day-to-day practice; give clear examples and prepare notes in a suitable medium Pair or group presentation to show their choice(s) with reasons for them, followed by a general Q&A session on the relevance of human rights for healthcare practice.
Session 14	LO3	Topic(s): <ul style="list-style-type: none"> Principles of practice Sample activities: <ul style="list-style-type: none"> Tutor-led and specific lecture tailored to the group and their practice areas, considering – very specifically – the particular policies that will apply to them Whole class discussion about the principles of organisational policy development; subordination to national policy and law, subject to judicial supervision, principles of natural justice etc. Q&A on related parts of the assignment
Session 15	LO3	Topic(s): <ul style="list-style-type: none"> Currency of practice Sample activities <ul style="list-style-type: none"> Whole class discussion on the requirements for continuing professional development with the regulators (e.g. HCPC, NMC) and locating the relevant standards (audio visual aids are available on the HCPC website) Project activity in pairs or small groups to consider the way they can (as individuals) provide evidence for their CPD for a specific professional healthcare role. There should be a selection of occupations considered with at least two different regulators Small group/pair presentation of findings and associated discussion
Session 16	LO3 & 4	Topic(s): <ul style="list-style-type: none"> Assignment workshop – bringing it all together Sample activities: <ul style="list-style-type: none"> Tutor-led recap on student learning and readiness for summative assessment Q&A session, followed by study and research time with tutor assistance as required Observations of individual students' practice, and feedback on practice begin Task B completion

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Sessions	Learning Outcome(s)	Session Activities
Session 17	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Law, policy and ethics into practice (1) <p>Sample activities:</p> <ul style="list-style-type: none"> • Introductory discussion on the practical application of law and policy into practice, bringing together primary legislation, regulations, guidance, policy and codes of practice • Small group practical activity with students investigating the legal and ethical basis of an aspect of practice. Examples include care planning, provision of specific services (e.g. dentistry, nursing, chiropody), residential or day care services etc. • Each group to feedback on their investigation and findings in relation to the aspect of service provision they have chosen. Tutor to encourage whole group discussions on each group presentation. • Observations of students' practice, and feedback on practice continues • Task B completion
Session 18	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Law, policy and ethics into practice (2) <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led brief introductory recap on last week's project • Group presentations of findings, observed and noted for evidence by the tutor • Concluding group discussion on the presentations and any issues raised • Observations of students' practice, and feedback on practice end • Task B completion • Peer supported reflections on placement
Session 19	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> • Assignment workshop <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led recap on student learning, focusing on final steps toward completion of final summative assessment 2 • Individual student questions, peer and one-to-one support • Peer-supported reflections on placement

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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO4	Topic(s): <ul style="list-style-type: none">• End of unit• Assessment 2 hand-in Sample activities: <ul style="list-style-type: none">• Group discussion about moving forward with the content of the unit and its links to other units (which are many and varied)• Peer supported reflections on placement• Peer supported unit evaluation• Students hand-in assessment 2

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Healthcare Practice/Healthcare Practice for England

SCHEME OF WORK

UNIT: 2 Demonstrating Professional Principles and Health and Values in Social Care Practice

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Higher National Certificate/Diploma in Healthcare Practice/Healthcare Practice for England

SCHEME OF WORK

Programme Title:	Higher Nationals in Healthcare Practice/Healthcare Practice for England	Level:	4
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Unit Title:	Demonstrating Professional Principles and Values in Health and Social Care Practice	Tutor:	
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Unit Number:	2	Academic Year:	
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Learning Outcomes (LO)	Assessment 1	Assessment 2	Assessment 3	Assessment 4
LO1 Explain the role of reflection in health and social care practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO2 Use the Practice Themes as a framework for reflection	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO3 Demonstrate active, ongoing, critical reflection of learning experiences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LO4 Assess the overall success of own reflective journey and consider future career pathway	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Sessions	Learning Outcome(s)	Session Activities
Session 1	LO1	<p>Topic(s): Unit introduction</p> <ul style="list-style-type: none"> • Introduction to unit and outcomes • Exploring the purpose of reflection <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Students reflect on an event: what they did, what they thought, what would they have done differently. • Group activity: Students reflect on their journey to work/class route (what they saw) and feedback. Emphasise that reflection is something we all do every day. • Individual activity: Develop reflections on personal events and learning. • Individual activity: Students reflect on two activities conducted at work and keep for session 3 and onwards ref: Introduction to Practical Learning and Assessment Documentation portfolio (PLAD).
Session 2	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Benefits and impact of conducting reflective practice • Assessing the impact of conducting reflection practice in healthcare <p>Sample activities:</p> <ul style="list-style-type: none"> • Pair activity: Discussion of reflections conducted on personal events and learning. How have they supported development? • Group activity: Discuss how personal learning can also contribute to professional development. • Individual activity: Students reflect on learning and source information on developing own career pathway.
Session 3	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Typical models used to reflect on knowledge and skills (1) • Using the Practice Themes as a framework for reflection <p>Sample activities:</p> <ul style="list-style-type: none"> • Individual activity: Students use models (Gibbs, Rolfe and Johns) and make notes on advantages and disadvantages. • Group activity: Discuss areas to reflect in working practice and compare with other practices. Are they useful or not? • Individual activity: Students reflect on two activities that are likely to be conducted at work and keep for session 6 Introduction to PLAD.

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Sessions	Learning Outcome(s)	Session Activities
Session 4	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Workplace mentoring/guidance/tutorials• Reflecting on tools and models used• Identifying possible sources of evidence• Individual and group tutorials• Workplace/classroom mentoring/guidance PLAD development <p>Sample activities:</p> <ul style="list-style-type: none">• Group discussion: Lessons learned – review tools and models used for reflection and identify the best tools for different situations.• Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models.• Individual activity: Students develop PLAD, identifying areas for own development.• Pair activity: Students discuss how to go about gathering evidence and developing PLAD under tutor/mentor guidance.
Session 5	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Typical models used to reflect on knowledge and skills (2)• Developing your own model <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Sharing notes on different methods (Kolb and Schon)• assessing usefulness of methods• Group activity: Areas to reflect in working practice – compare to other practices and decide if these are useful or not• Pair activity: Students develop their own model• Individual activity: Students reflect on at least two activities that may be conducted at work and keep for session 6 Introduction to PLAD• Individual activity: Students use models and make notes on advantages and disadvantages



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Sessions	Learning Outcome(s)	Session Activities
Session 6	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Working with different models and assessing usefulness Working with different models – pros and cons <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Sharing notes on different methods and assessing usefulness of methods. Group activity: Discuss areas to reflect in working practice and compare other practices to decide if these are useful or not. Pair activity: Students reflect on two activities that will be conducted at work and keep for session 6 Introduction to PLAD.
Session 7	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> Workplace mentoring/guidance/tutorials Reflecting on tools and models used Evidence gathered to date Individual and group tutorials Workplace/classroom mentoring/guidance PLAD development <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussion: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. Individual activity: Students develop PLAD, identifying areas for own development. Individual activity: Gathering evidence – developing reflections on placement introduction/induction in PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 8	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Introduction to the Practical Learning and Development portfolio (PLAD)• The Practical Learning and Development portfolio <p>Sample activities:</p> <ul style="list-style-type: none">• Individual activity: Developing and compiling PLAD portfolio• Individual activity: Include CV, job role and responsibilities• Individual activity: Self-reflection on own behaviours, attitudes, beliefs, and values• Pair activity: Provide scenarios of different work situations (e.g. patients with different cultural practices, differing beliefs with food, medical treatments). Ask students to consider their own feelings of these situations and how they would feel in the person's position if their needs were not met. Students are to reflect on themselves and how they may need to adapt themselves to ensure they meet individual needs. Reflections can be written individually to include in the portfolio.• Individual activity: produce an organisation chart of different roles and responsibilities and relationships in own workplace, with own role at the centre
Session 9	LO1	<p>Topic(s):</p> <ul style="list-style-type: none">• Tools and techniques to gather evidence to reflect on practice• Ways to gather feedback from others <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Discuss the people that feedback about the self can be gained from and types of information they can give. Feedback• Group activity: Discuss different forms of appraisal inside and outside the organisation.• Pair activity: Students internet search sources of learning for their own area of practice.



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Sessions	Learning Outcome(s)	Session Activities
Session 10	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Workplace mentoring/guidance/tutorials • Reflecting on tools and models used • Evidence gathered to date • Individual and group tutorials • Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> • Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. • Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. • Individual activity: Students develop PLAD, identifying areas for own development. • Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.
Session 11	LO1	<p>Topic(s):</p> <ul style="list-style-type: none"> • Collaborative action learning group • Developing a collaborative action learning group <p>Sample activities:</p> <ul style="list-style-type: none"> • Tutor-led discussion: Students in groups of minimum three, maximum five. Explain the purpose of a collaborative action learning group. The group discusses issues and problems in field of work common to all. Issue will be discussed over a period of time to encourage: <ul style="list-style-type: none"> ○ Collaboration through dialogue ○ Shared understanding of a problem stimulating critical thinking skills ○ The stimulation of dialogue (not debate) ○ Understanding of self and others. <p>Activity to be continued over period of delivery for this unit. New topics to be picked as solutions found.</p> <ul style="list-style-type: none"> • Group activity: Discuss areas of practice which are topical or an issue or problem. Conduct internet search on the topic of focus. Each member in the group to share views and record learning.

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Sessions	Learning Outcome(s)	Session Activities
Session 12	LO1	Topic(s) <ul style="list-style-type: none">• Workplace mentoring/guidance/tutorials• Reflecting on tools and models used• Evidence gathered to date• Individual and group tutorials• Workplace/classroom mentoring/guidance PLAD development Sample activities: <ul style="list-style-type: none">• Group discussions: Lessons learned – Review tools and models used for reflection and identify the best tools for different situations.• Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models.• Individual activity: Students develop PLAD, identifying areas for own development.• Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.
Session 13	LO1	Topic(s): <ul style="list-style-type: none">• Workplace mentoring/guidance/tutorials• Reflecting on tools and models used• Evidence gathered to date• Individual and group tutorials• Workplace/classroom mentoring/guidance PLAD development Sample activities: <ul style="list-style-type: none">• Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations.• Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models.• Individual activity: Students develop PLAD, identifying areas for own development.• Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.



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Session 14	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> The 6 Practice Themes – Practice Theme 1 Introduction to the 6 Practice Themes Overview of the 6 Practice Themes and their importance in work in HCP Practice Theme 1 – Law, Regulation and Ethical Practice <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Explore Practice Theme 1 – Law, Regulation and Ethical Practice and how it is linked to areas of students' own practice and other areas of practice. Discuss similarities and key differences in approaches and justify. Pair activity: Internet search for sources of information on Practice Theme 1, making notes. Individual activity: Students reflect on learning how Practice Theme 1 relates to their own practice and others practice, note differences and similarities and develop an action plan for learning and development around the Practice Theme. Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools and include in PLAD portfolio.
Session 15	LO2	<p>Topic(s)</p> <ul style="list-style-type: none"> Workplace mentoring/guidance/tutorials Reflecting on tools and models used Evidence gathered to date Individual and group tutorials Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. Individual activity: Students develop PLAD, identifying areas for own development. Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 16	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">Practice Theme 2 – Professional values, attitudes and behaviour in health and social care practice <p>Sample activities:</p> <ul style="list-style-type: none">Group activity: Students explore the Practice Theme and how it is linked to an area of their own practice, and other areas of practice. Discuss similarities and key differences in approaches and justify.Pair activity: Students internet search for sources of information on Practice Theme 2 and make notes.Individual activity: Students reflect on learning how Practice Theme 2 relates to their own practice and others' practice, noting differences and similarities. Students develop an action plan for learning and development around the Practice Theme.Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools, and include in PLAD portfolio.
Session 17	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">Practice Theme 3 – Health, Safety and Safeguarding through the Lifespan <p>Sample activities:</p> <ul style="list-style-type: none">Group activity: Students explore the Practice Theme and how it is linked to an area of their own practice, and other areas of practice. Discuss similarities and key differences in approaches and justify.Pair activity: Students internet search for sources of information on Practice Theme 3 and make notes.Individual activity: Students reflect on learning how Practice Theme 3 relates to their own practice and others' practice, noting differences and similarities. Students develop an action plan for learning and development around the Practice Theme.Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools, and include in PLAD portfolio.



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Sessions	Learning Outcome(s)	Session Activities
Session 18	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Workplace mentoring/guidance/tutorials• Reflecting on tools and models used• Evidence gathered to date• Individual and group tutorials• Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none">• Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations.• Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models.• Individual activity: Students develop PLAD, identifying areas for own development.• Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.
Session 19	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Practice Theme 4 – Valuing and promoting diversity, difference and inclusion <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Students explore the Practice Theme and how it is linked to an area of their own practice, and other areas of practice. Discuss similarities and key differences in approaches and justify.• Pair activity: Students internet search for sources of information on Practice Theme 4 and make notes.• Individual activity: Students reflect on learning how Practice Theme 4 relates to their own practice and others' practice, noting differences and similarities. Students develop an action plan for learning and development around the Practice Theme.• Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools, and include in PLAD portfolio.

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Sessions	Learning Outcome(s)	Session Activities
Session 20	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">Practice Theme 5 – Promoting physical and mental health and wellbeing in health and social care practice <p>Sample activities:</p> <ul style="list-style-type: none">Group activity: Students explore the Practice Theme and how it is linked to an area of their own practice, and other areas of practice. Discuss similarities and key differences in approaches and justify.Pair activity: Students internet search for sources of information on Practice Theme 5 and make notes.Individual activity: Students reflect on learning how Practice Theme 5 relates to their own practice and others' practice, noting differences and similarities. Students develop an action plan for learning and development around the Practice Theme.Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools, and include in PLAD portfolio.
Session 21	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">Workplace mentoring/guidance/tutorialsReflecting on tools and models usedEvidence gathered to dateIndividual and group tutorialsWorkplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none">Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations.Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models.Individual activity: Students develop PLAD, identifying areas for own development.Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.



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Sessions	Learning Outcome(s)	Session Activities
Session 22	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Practice Theme 6 – Applied mathematics <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Students explore Practice Theme 6 and how it is linked to an area of their own practice, and other areas of practice. Discuss similarities and key differences in approaches and justify. Pair activity: Students internet search for sources of information on Practice Theme 6 and make notes. Individual activity: Students reflect on learning how Practice Theme 6 relates to their own practice and others' practice, noting differences and similarities. Students develop an action plan for learning and development around the Practice Theme. Individual activity: Students gather evidence of learning and development, develop reflection using appropriate models and tools, and include in PLAD portfolio.
Session 23	LO2	<p>Topic(s):</p> <ul style="list-style-type: none"> Workplace mentoring/guidance/tutorials Reflecting on tools and models used Evidence gathered to date Individual and group tutorials Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. Individual activity: Students develop PLAD identifying areas for own development. Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 24	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Linking Practice Themes to quality performance measures and other healthcare practices• Exploring performance measures• Links to other healthcare practices <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity: Students explore the different quality performance measures for their own practice and make notes on areas in common and link to the 6 Practice Themes.• Pair activity: Students explore the different quality performance measures for other areas of healthcare practice and make notes on areas in common and link to the 6 Practice Themes.• Group activity: Students develop a table of common areas across different areas of healthcare practice and link to Practice Themes.• Individual activity: Ongoing reflections using Practice Themes and other quality performance measures to guide reflection on different aspects of working practice and to other units taken in this qualification.
Session 25	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Linking Practice Themes to quality performance measures and other healthcare practices• Exploring performance measures• Links to other healthcare practices <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity: Students explore the different quality performance measures for their own practice and make notes on areas in common and link to the 6 Practice Themes.• Pair activity: Students explore the different quality performance measures for other areas of healthcare practice and make notes on areas in common and link to the 6 Practice Themes.• Group activity: Students develop a table of common areas across different areas of healthcare practice and link to Practice Themes.• Individual activity: Ongoing reflections using Practice Themes and other quality performance measures to guide reflection on different aspects of working practice and to other units taken in this qualification.



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Sessions	Learning Outcome(s)	Session Activities
Session 26	LO2	<p>Topic(s):</p> <ul style="list-style-type: none">• Workplace mentoring/guidance/tutorials• Reflecting on tools and models used• Evidence gathered to date• Individual and group tutorials• Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none">• Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations.• Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models.• Individual activity: Students develop PLAD identifying areas for own development.• Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.
Session 27	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Active reflection• Methods used for gathering evidence• Being critical and analytical <p>Sample activities:</p> <ul style="list-style-type: none">• Pair activity: Students discuss ways that evidence could be gathered in each other's practice using the 6 Practice Themes. Share ideas and• Group activity: Students discuss ways evidence is gathered in settings and compile a list of best methods considering advantages and disadvantages.• Pair activity: Using case studies of reflections drawn from practice, students assess whether writers have applied critical reflection and analysed actions, identifying ways to progress.

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Sessions	Learning Outcome(s)	Session Activities
Session 28	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Observing self and others• Observing others' practice• Building relationships <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Role play – watch actor (student or teacher) perform activity/video of practice in healthcare. Students develop skills on how to observe and how to feedback on performance.• Pair activity: Students observe video and identify behaviours and presentation styles of different individuals in different situations assess how it promotes professionalism and impression it could give others.• Individual activity: Students observe practice of others and develop reflection on behaviours, styles and reflect on their own behaviours and style to include in PLAD.
Session 29	LO3	<p>Topic(s):</p> <ul style="list-style-type: none">• Setting targets• Using SMARTER and other frameworks for setting goals <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Students discuss the value of identifying targets to develop self personally and professionally.• Pair activity: Students make notes on their own areas and identify success and developmental needs. Students feedback to partner as to other areas to develop and how to gather evidence for PLAD.• Individual activity: Students prepare SMARTER framework ready for review in later session.



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Sessions	Learning Outcome(s)	Session Activities
Session 30	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Ethical practice Ethical practice when gathering reflections Treating individuals with respect and dignity so they are aware of role and purpose of gathering information and feedback from them Safeguarding and health and safety considerations when carrying out reflective practice in own organisation <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Students discuss ethical considerations required when developing practice working with colleagues and meeting users of services' needs. Students discuss practice in their own areas of healthcare and compare. Pair activity: Students draw up an ethical framework for ethical relationships and working in a healthcare practice. Pair activity: Using video/case studies students discuss whether ethical practice has been carried out, safeguarding and health and safety. Students consider aspects of how users of services have been treated. Individual activity: Students reflect on their own practice and make notes for development to ensure individuals' rights are met and they are treated with respect and dignity.
Session 31	LO3	<p>Topic(s):</p> <ul style="list-style-type: none"> Workplace mentoring/guidance/tutorials Reflecting on tools and models used Evidence gathered to date Individual and group tutorials Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. Individual activity: Students develop PLAD identifying areas for own development. Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 32	LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Skills and qualities• Problem solving and critical thinking• Creativity in identifying solutions <p>Sample activities:</p> <ul style="list-style-type: none">• Group activities: Students view videos/case studies that illustrate dilemmas or typical situations arising in healthcare practice. Students apply critical thinking and problem solving skills in identifying solutions.• Pair activity: Students reflect on the impact of solutions identified from group activities and impact on their own provision.• Individual activity: Students observe their own practice and identify areas that critical thinking and problem solving skills can be applied. Students develop reflective accounts and gather evidence to include in PLAD.
Session 33	LO3 and LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Review of learning and planning needs• Reflecting on tools and models used• Evidence gathered to date• Individual and group tutorials <p>Sample activities:</p> <ul style="list-style-type: none">• Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations.• Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models.• Individual activity: Students develop PLAD, identifying areas for own development.



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Sessions	Learning Outcome(s)	Session Activities
Session 34	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Gathering evidence across units and reflecting on learning Reflection on PLAD development Linking to other units <p>Sample Activities:</p> <ul style="list-style-type: none"> Group activity: Students discuss areas and Practice Themes covered and those needed for reflection. Share areas of practice where reflection has made significant impact. Pair activity: Students develop a plan for gathering outstanding evidence covering five Practice Themes and other units taken. Individual activity: Students reflect on their own learning and development of PLAD.
Session 35	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Workplace mentoring/guidance/tutorials Reflecting on tools and models used Evidence gathered to date Individual and group tutorials Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. Individual activity: Students develop PLAD identifying areas for own development. Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 36	LO4	<p>Topic(s)</p> <ul style="list-style-type: none">• PLAD progress• Building PLAD portfolio• Meeting training needs• Evidence gathering for all areas of own practice across Practice Themes and other units taken in qualification• Collaborative action group dialogues on issues and problems <p>Sample activities:</p> <ul style="list-style-type: none">• Group activity: Collaborative action group dialogue on issues and problems. Students highlight the main successes and issues and feedback to group.• Pair activity: Using success and issue feedback, students discuss ways to gather evidence for units and meet training needs (e.g. safeguarding, health and safety).• Individual activity: Action planning for training needs.
Session 37	LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Workplace mentoring/guidance/tutorials• Reflecting on tools and models used• Evidence gathered to date• Individual and group tutorials• Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none">• Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations.• Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models.• Individual activity: Students develop PLAD identifying areas for own development.• Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.



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Sessions	Learning Outcome(s)	Session Activities
Sessions 38	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Setting targets Types of reflections and areas covered Identifying further areas to reflect on Developing and updating SMARTER framework for short, medium and long-term goals <p>Sample activities:</p> <ul style="list-style-type: none"> Group activity: Discussions on reflections and areas covered. Students highlight key learning points and common features in their reflections. Group activity: Students feedback to the group and identify key areas for development. Pair activity: Using SMARTER framework, students devise targets and review with their partner. Individual activity: Students update targets using feedback from sessions.
Session 39	LO4	<p>Topic(s):</p> <ul style="list-style-type: none"> Workplace mentoring/guidance/tutorials Reflecting on tools and models used Evidence gathered to date Individual and group tutorials Workplace/classroom mentoring/guidance PLAD Development <p>Sample activities:</p> <ul style="list-style-type: none"> Group discussions: Lessons learned – review tools and models used for reflection and identify the best tools for different situations. Pair activity: Students review PLAD, feedback on gaps identified for further reflections and discuss tools and models. Individual activity: Students develop PLAD identifying areas for own development. Individual activity: Gathering evidence – developing PLAD under tutor/mentor guidance.

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Sessions	Learning Outcome(s)	Session Activities
Session 40	LO1-LO4	<p>Topic(s):</p> <ul style="list-style-type: none">• Presentation on learning journey, reflections, key tools used, success and areas for improvement, future career pathway, promoting an integrated working model, collaborative action group learning• Review of unit <p>Sample activities:</p> <ul style="list-style-type: none">• Individual activity: Presentations to class group and teacher• Group activity: Feedback on presentation• Group activity: Collaborative action group learning on reflective journey• Individual activity: Review PLAD. Students develop a presentation for assessment activities.• Whole class activity – moving forward, the class review: discussion on learning from the unit and looking forward to next stage of progression, career and/or further learning.

