BTEC
HIGHER NATIONALS

Healthcare Practice for England

Specification
First Teaching from January 2018
First Certification from 2019

Higher National Certificate Lvl 4
Higher National Diploma Lvl 5
About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

Original image by © Shutterstock.com/arfa adam

ISBN 978 1 446 95033 3
All the material in this publication is copyright © Pearson Education Limited 2020
<table>
<thead>
<tr>
<th>Summary of changes made between previous issue and this current issue</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.5.1 Progression to university</strong></td>
<td>12</td>
</tr>
<tr>
<td>University recognition and articulations section updated and reflects new website.</td>
<td></td>
</tr>
<tr>
<td><strong>3.2.1 English language requirements</strong></td>
<td>20</td>
</tr>
<tr>
<td>Reverted wording back to previous issue.</td>
<td></td>
</tr>
<tr>
<td><strong>4.2 Programme structures</strong></td>
<td>41</td>
</tr>
<tr>
<td>Changes to structure of the Level 5 HND (Integrated Health and Social Care):</td>
<td></td>
</tr>
<tr>
<td>● Reduced mandatory unit credit value from 90 to 75 and increased optional unit credit value from 30 to 45 (three units).</td>
<td></td>
</tr>
<tr>
<td>● Removal of one specialist unit from mandatory units for the pathway (Unit 20 Care Planning Processes in Healthcare Practice).</td>
<td></td>
</tr>
<tr>
<td><strong>6.5.2 Compensation of HNC.</strong></td>
<td>91</td>
</tr>
<tr>
<td>Clarified statement by inserting words “attempted but” as is the case with the wording on compensation of HND.</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 1</strong></td>
<td>102-113</td>
</tr>
<tr>
<td>Minor changes to introduction text, amendments to essential content of to support clarity, enhance relevance to health and social care practice and holistic approach to assessment.</td>
<td></td>
</tr>
<tr>
<td>Changes made to assessment criteria to provide more effective opportunities for holistic assessment of the unit, and to reflect the changes made to the content without affecting level of demand:</td>
<td></td>
</tr>
<tr>
<td>● P1 – replaced with previous P2</td>
<td></td>
</tr>
<tr>
<td>● P2 – changed to P1, criterion now states – ‘Summarise key features of the different levels of law’.</td>
<td></td>
</tr>
<tr>
<td>● New P2 – ‘Describe the relationship between ethics and legislation in relation to the work of health and social care practitioners.’</td>
<td></td>
</tr>
<tr>
<td>● P5 – removed ‘human rights’. Changed ‘equal’ to equitable</td>
<td></td>
</tr>
</tbody>
</table>
## Summary of changes made between previous issue and this current issue

<table>
<thead>
<tr>
<th></th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>● M1 – changed to ‘Analyse the relationship between ethics and the law in terms of their relevance to own professional responsibilities as a health or care practitioner’.</td>
<td></td>
</tr>
<tr>
<td>● D1 – now assesses LO1 and LO2 and states ‘Evaluate the relationship between ethics and the law and their impact on organisational policy and practice towards protecting the rights and maintaining the wellbeing of users of health, care or support services in own country’</td>
<td></td>
</tr>
<tr>
<td>● M2 – ‘safe and non-discriminatory practice’ amended to ‘within a legal framework’</td>
<td></td>
</tr>
<tr>
<td>● M3 – added ‘to provide safe and equitable care’</td>
<td></td>
</tr>
<tr>
<td>● D2 – removed and incorporated in D1 to support holistic assessment</td>
<td></td>
</tr>
<tr>
<td>● D3 – nominal change to D2. ‘in relation to a real case scenario’ added</td>
<td></td>
</tr>
</tbody>
</table>

### Unit 9

Change in title from ‘Anatomy and Physiology for Health and Ill-Health’, to **Fundamentals of Anatomy and Physiology for Health and Ill-Health** to reflect level of delivery of required content.

D1 changed from ‘Critically evaluate’ to ‘Critically analyse’ so that operative assessment verb is more aligned with the criteria at P and M level

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
Contents

1 Introduction 1
   1.1 The Student Voice 1
   1.2 Why choose Pearson BTEC Higher Nationals? 2
   1.3 HN Global 3
   1.4 Qualification Titles 3
   1.5 Qualification codes 4
   1.6 Awarding institution 4
   1.7 Key features 4
   1.8 Collaborative development 6

2 Programming purpose and objectives 8
   2.1 Purpose of the Pearson BTEC Higher Nationals in Healthcare Practice for England 8
   2.2 Objectives of the Pearson BTEC Higher Nationals in Healthcare Practice for England 8
   2.3 Aims of the Level 4 Higher National Certificate in Healthcare Practice for England 10
   2.4 Aims of the Level 5 Higher National Diploma in Healthcare Practice for England 11
   2.5 What could these qualifications lead to? 12
      2.5.1 Progression to university 12
      2.5.2 Employment 13
   2.6 Use of maths and English within the curriculum 14
   2.7 How Pearson BTEC Higher Nationals in Healthcare Practice for England provide both transferable employability skills and academic study skills 15
   2.8 Sector-specific knowledge and skills: Themes for effective practice in health and social care 16

3 Planning your programme 19
   3.1 Delivering the Higher Nationals in Healthcare Practice for England 19
   3.2 Entry requirements and admissions 19
      3.2.1 English language requirements for Higher Nationals 20
      3.2.2 Centre approval 20
      3.2.3 Level of sector knowledge required 21
      3.2.4 Resources required 21
5.4 Planning and structuring a programme
  5.4.1 Sequencing units
  5.4.2 Condensed and expanded delivery
  5.4.3 Drawing on a wide range of delivery techniques
  5.4.4 Assessment considerations
  5.4.5 Formative assessment
  5.4.6 Summative assessment
  5.4.7 Assessment feedback
  5.4.8 Designing valid and reliable assessments
6 Assessment
  6.0.1 Example Assessment Briefs
6.1 Principles of internal assessment
  6.1.1 Assessment through assignments
  6.1.2 Assessment decisions through applying unit-based criteria
  6.1.3 The assessment team
  6.1.4 Effective organisation
  6.1.5 Student preparation
6.2 Setting effective assignments
  6.2.1 Setting the number and structure of assignments
  6.2.2 Providing an assignment brief
  6.2.3 Forms of evidence
6.3 Making valid assessment decisions
  6.3.1 Authenticity of student work
  6.3.2 Making assessment decisions using criteria
  6.3.3 Dealing with late completion of assignments
  6.3.4 Issuing assessment decisions and feedback
  6.3.5 Resubmission opportunity
  6.3.6 Repeat Units
  6.3.7 Assessment Boards
6.4 Planning and record keeping
6.5 Calculation of the final qualification grade
  6.5.1 Conditions for the award
  6.5.2 Compensation provisions
  6.5.3 Calculation of the overall qualification grade
  6.5.4 Modelled student outcomes
7 Quality assurance

7.1 The approval process
7.2 Monitoring of internal centre systems
7.3 Independent assessment review
7.4 Annual Programme Monitoring Report (APMR)
7.5 Annual student survey
7.6 Centre and qualification approval
7.7 Continuing quality assurance and standards verification

8 Recognition of Prior Learning and attainment

9 Equality and diversity

10 Higher Nationals Healthcare Practice for England Units

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 4: Fundamentals of Evidence-based Practice
Unit 5: Health Education in Action
Unit 6: Supporting Dementia Care
Unit 7: Effective Healthcare Practice using Maths
Unit 8: Addressing Health Inequalities
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill-Health
Unit 10: Developing Operational Management Skills for Healthcare Practice
Unit 11: Changing Perspectives in Public Health
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 14: Sociological and Psychological Perspectives on Health
Unit 15: Healthcare Technology in Practice
Unit 16: Supporting Adults in Residential Care
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 18: Innovation and Improvement through Action Research
Unit 19: Reflective Approaches in Implementing Person Centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
1 Introduction

BTEC is one of the world’s most recognised applied learning brands, engaging students in practical, interpersonal and thinking skills, for more than thirty years. BTECs are work-related qualifications for students taking their first steps into employment, or for those already in employment and seeking career development opportunities. BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employer’s needs. Therefore, Pearson BTEC Higher National qualifications are widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

When developing the Pearson BTEC Higher National qualifications in Healthcare Practice for England, we collaborated with a wide range of students, employers, higher education providers, colleges and subject experts to ensure that the new qualifications meet their needs and expectations. We also worked closely with relevant Professional Bodies, to ensure alignment with recognised professional standards.

There is now a greater emphasis on employer engagement and work readiness. The new Pearson BTEC Higher National qualifications in Healthcare Practice for England are designed to reflect this increasing need for high quality professional and technical education pathways at Levels 4 and 5, thereby providing students with a clear line of sight to employment and to progression to a degree at Level 6. This is never more evident than in the Health and Social Care Sector, where the expectation that students who are progressing on to employment, or Level 6 vocational degrees have substantial, meaningful work experience in the sector is now the norm. The new Pearson BTEC Higher National qualifications in Healthcare Practice for England embrace this development and enhance students’ progression opportunities through mandatory work placement requirements that include assessment on placement to further embed meaningfulness.

1.1 The Student Voice

Students are at the heart of what we do. That is why, from the outset, we consulted with students in the development of these qualifications. We involved them in writing groups, sought their feedback, and added their voices and views to those of other stakeholders.

The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.
1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher Nationals are designed to help students secure the knowledge skills and behaviours needed to succeed in the workplace. They represent the latest in professional standards and provide opportunities for students to develop behaviours for work, for example by undertaking a group project, or responding to a client brief. A student may even achieve exemption from professional or vendor qualifications, or student membership of selected professional bodies, to help them on their journey to professional competence.

At the same time, the Pearson BTEC Higher Nationals are intended to keep doors open for future study should a student wish to progress further in their education after their level 5 study. They do this by allowing space for the development of higher education study skills, such as the ability to research. Clear alignment of level of demand with the Framework for Higher Education qualification descriptors at levels 4 and 5 means that students wishing to progress to level 6 study should feel better prepared. The Pearson BTEC Higher Nationals address these various requirements by providing:

- A range of Core, Optional and Specialist units, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- Fully revised content that is closely aligned with the needs of employers, professional bodies, vendors and higher education for a skilled future workforce
- The opportunity to develop transferable skills useful for work and for higher education, including research skills, the ability to meet deadlines and communication skills'
- Learning Outcomes mapped against Professional Body standards and vendor accreditation requirements, where appropriate
- Assessments and projects chosen to help students progress to the next stage (this means some are set by the centre to meet local needs, while others are set by Pearson). Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher-level thinking skills
- An approach to demand at Level 4 and 5 which is aligned with the Framework for Higher Education Qualifications (FHEQ)
- Support for student and tutors, including Schemes of Work and Example Assessment Briefs.
1.3 HN Global

Pearson BTEC Higher Nationals are supported by a specially designed range of digital resources, to ensure that tutors and students have the best possible experience during their course. These are available from the HN Global website http://www.highernationals.com/

With HN Global, tutors can access programme specifications which contain useful information on programme planning and quality assurance processes. Tutors can also view Schemes of Work and Example Assessment Briefs, helping them create meaningful courses and assessments. HN Global also allows tutors to create and annotate reading lists for their students and also keep up to date on the latest news regarding HN programmes.

1.4 Qualification Titles

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

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England (Public Health and Health Promotion)

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

Specialist pathways are included within brackets in the qualification title:

- Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Integrated Health and Social Care)
- Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Management)
- Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Public Health and Health Promotion)
- Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Assistant Practitioner)
1.5 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:


Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England: 603/2285/8

1.6 Awarding institution

Pearson Education Ltd.

1.7 Key features

Pearson BTEC Higher National qualifications in Healthcare Practice for England offer:

- A stimulating and challenging programme of study that will be both engaging and memorable for students
- The essential subject knowledge that students need to progress successfully into further study or the world of work
- A simplified structure: students undertake a substantial core of learning in the Level 4 HNC Diploma and can build on this in the Level 5 HND Diploma, with specialist and optional units linked to their specialist area of study
- Three specialist pathways in the Level 4 HNC Diploma, four specialist pathways in the Level 5 HND Diploma, and a general pathway at both levels, so there is something to suit each student's preference of study and future progression plans
- Refreshed content that is closely aligned with Professional Body, employer and higher education needs
- Assessments that consider cognitive skills (what students know) along with affective and applied skills (respectively how they behave and what they can do)
- Unit-specific grading and Pearson-set assignments
- A varied approach to assessment that supports progression to Level 6 and also allows centres to offer assessment relevant to the local economy, thereby accommodating and enhancing different learning styles
- Quality assurance measures – as outlined in Sections 6 and 7 of this Programme Specification – to ensure that all stakeholders (e.g. professional bodies, universities, colleges and students) can feel confident in the integrity and value of the qualifications
Two sets of available qualifications, designed to meet the needs and expectations of students aspiring to work in healthcare

A pathway into employment for apprentices in relevant healthcare and social care settings through completion of the HND element of the Pearson BTEC Higher National in Healthcare Practice for England (Healthcare Assistant Practitioner) qualification which is recognised as meeting the qualification requirements for the Healthcare Assistant Practitioner Higher Apprenticeship Standard.

A thematic approach to learning in Health and Social Care

The Pearson BTEC Higher Nationals for the health and social care sector recognises that there are employability-related knowledge and skills that underpin effective practice across students' learning that are sector-specific. These are embedded across units in the Higher National in Healthcare Practice for England qualifications, and are referred to as the ‘Practice Themes’. Further detail on these Practice Themes can be found in Section 2.7.

Work experience/placement requirements

The Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England requires at least 225 hours of work experience/placement in health and/or social care settings and a Professional Learning and Development portfolio (PLAD), including reflective accounts, to be completed.

The Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England requires at least 450 hours of work experience/placement in health and/or social care settings and a Professional Learning and Development portfolio (PLAD), including reflective accounts, to be completed over the two year period of the qualification.

Further detail on the mandatory elements of work experience/placement are provided in Section 4.2 of this specification.

Qualification frameworks

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).
1.8 Collaborative development

Students completing their Pearson BTEC Higher Nationals in Healthcare Practice for England will be aiming to go on to employment or progress to the second or final year at university. Therefore, it was essential that we developed these qualifications in close collaboration with experts from professional bodies and universities, and with the providers who will be delivering the qualifications.

We are very grateful to the university and further education tutors, employers, Professional Body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

- British Association of Social Workers
- Central and North West London NHS Foundation Trust
- College of Operating Department Practitioners
- Health Education England
- Hillingdon Hospital NHS Trust
- Independence Matters
- North West London NHS Trust HCSW Forum
- Nuffield Health
- Royal College of Nursing
- The Joint University Council – Social Work Education Committee
- University of West London
- Bucks New University
- Cumbria University
- London South Bank University
- Northumbria University
- University of Salford, Manchester
- Sheffield Hallam University
- Barnsley College
- Belfast Metropolitan College
- Blackburn College
- Hull College
- The Manchester College
- Newcastle-under-Lyme College
• North West Regional College
• Southern Eastern Regional College
• Sunderland College
• Sussex Coast College

The content and level of the Pearson BTEC Level 4 Higher National Certificate and Level 5 Higher National Diploma in Healthcare Practice for England have been written following advice from the professional bodies listed in Section 1.8 above and are intended to support articulation to Level 6 in healthcare-related degree courses, excepting degrees to regulated professions such as Nursing, Midwifery and Operating Department Practice.

To support progression to Level 5 or Level 6 in healthcare-related degree courses through accreditation of prior learning or articulation, units in the Pearson BTEC Level 5 HND Diploma in Healthcare Practice for England are referenced against national healthcare standards in the UK.

**Apprenticeships**

The Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Assistant Practitioner) is referenced against the Healthcare Assistant Practitioner Higher Apprenticeship Standard.

The Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Nursing) is referenced against the Nursing Associate Higher Apprenticeship Standard. Further details of this are provided in Section 4.7.
2 Programming purpose and objectives

2.1 Purpose of the Pearson BTEC Higher Nationals in Healthcare Practice for England

The purpose of Pearson BTEC Higher Nationals in Healthcare Practice for England is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the healthcare sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

2.2 Objectives of the Pearson BTEC Higher Nationals in Healthcare Practice for England

The objectives of the Pearson BTEC Higher Nationals in Healthcare Practice for England are as follows:

- To equip students with the healthcare practice skills, knowledge and the understanding necessary to achieve high performance in the global health and social care environment
- To provide education and training for a range of careers in healthcare, including: healthcare assistant practitioner roles in a range of settings, nursing assistant roles, care navigation, planning and assessment roles as well as roles in public health, health promotion and non-clinical healthcare supervisory or lower management
- To provide insight and understanding into the diversity of roles within the healthcare sector, recognising the importance of collaboration at all levels
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values
- To provide opportunities for students to enter or progress in employment in healthcare, or progress to higher education qualifications such as an Honours degree in Nursing, Public Health, Healthcare Administration or a related area
- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives
- To support students to understand the local, regional and global context of healthcare practice, management and health promotion and, for those students with a global outlook, to aspire to international career pathways
To provide students with opportunities to address contemporary health and care issues facing the sector, and society at large, with particular emphasis on integrated and compassionate care, and person-centred approaches to providing healthcare to individuals across their lifespan

To provide opportunities for students to achieve a nationally-recognised professional qualification within their chosen area of specialisation

To offer students the chance of career progression in their chosen field, with particular emphasis on achieving management-level positions, professional recognition and beyond

To allow flexibility of study and to meet local or specialist needs

To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations

To provide students with opportunities to engage in an industry-recognised higher apprenticeship scheme that aligns with their employer’s needs and their own career aspirations

To provide students with the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

We meet these objectives by:

- Providing a thorough grounding in healthcare principles and a degree of specialism at Level 4 that leads the student to a range of specialist progression pathways at Level 5 relating to individual professions within the healthcare sector
- Equipping individuals with sector-relevant acumen, understanding and healthcare practice skills for success in a range of the healthcare, health promotion, navigation and non-clinical supervisory or lower management roles in healthcare
- Enabling progression to a university degree by supporting the development of appropriate academic study skills.

Who is this qualification for?

The Pearson BTEC Higher National qualifications in Healthcare Practice for England are aimed at students wanting to continue their education through applied learning. Higher Nationals provide a wide-ranging study of the health and social care sector and are designed for students who wish to pursue or advance their career in healthcare practice or related fields. In addition to the knowledge, understanding and skills that underpin the study of the health and social care sector, Pearson BTEC Higher Nationals in Healthcare Practice for England give students experience of the breadth and depth of the sector that will prepare them for further study or training in healthcare related fields.
2.3 Aims of the Level 4 Higher National Certificate in Healthcare Practice for England

The Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England offers students a broad introduction to the subject area via a mandatory core of learning, while allowing for the acquisition of skills and experience through specialist pathways and the selection of optional units across a range of occupationally-relevant subjects at Level 4. This effectively builds underpinning core and specialist skills while preparing the student for further subject specialisation at Level 5. Students will gain a wide range of sector knowledge tied to practical skills gained in evidence-based practice, personal research, self-study, directed study and workplace learning and experience.

At Level 4, students develop a broad knowledge and awareness of key aspects of the healthcare sector through four Core units, which includes one unit assessed by a Pearson-set assignment. The units are:

- Law, Policy and Ethical Practice in Health and Social Care
- Demonstrating Professional Principles and Values in Health and Social Care Practice
- Supporting the Individual Journey through Integrated Health and Social Care
- Fundamentals of Evidence-based Practice (Pearson-set unit).

Depending on the ‘specialist pathway’, at Level 4, students will undertake a further one, two or three Specialist units (related to their Level 4 Pathway) from:

- Effective Healthcare Practice using Maths
- Addressing Health Inequalities
- Effective Reporting and Record-keeping in Health and Social Care Services
- Fundamentals of Anatomy and Physiology for Health and Ill Health
- Health Education in Action
- Developing Operational Management Skills for Healthcare Practice.

The centre can also choose two further optional units (pathway-dependent) at Level 4 from the following:

- Changing Perspectives in Public Health
- Supporting Adults in Residential Care
- Supporting Independent Living
- Supporting Dementia Care
- Supporting Individuals with Specific Needs
- Sociological and Psychological Perspectives on Health
- Healthcare Technology in Practice.
Graduates successfully completing the Pearson BTEC Higher National Certificate in Healthcare Practice for England will be able to demonstrate a sound knowledge of the basic concepts, values and principles of healthcare practice, and the skills to perform effectively as a support worker in a number of different settings in the healthcare sector. They will be able to communicate accurately and appropriately and they will have the behaviours and qualities needed for employment that requires some degree of personal responsibility. They will have developed a range of transferable skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies. They will be adaptable and flexible in their approach to healthcare practice, show resilience under pressure, and meet challenging targets within a given resource.

2.4 Aims of the Level 5 Higher National Diploma in Healthcare Practice for England

The Level 5 Higher National Diploma in Healthcare Practice for England offers students three specialist pathways designed to support progression into relevant occupational areas or on to degree-level study. These pathways are linked to Professional Body and apprenticeship Standards (where appropriate) and can provide professional or apprenticeship status and progression to direct employment.

The Level 5 Higher National Diploma offers the following specialist pathways for students who wish to concentrate on a particular aspect of Healthcare Practice:

- Public Health and Health Promotion
- Healthcare Management
- Healthcare Assistant Practitioner
- Nursing.

The Nursing and Healthcare Assistant Practitioner HND pathways have specific placement and supervision requirements, detailed further in Section 4.2.

There is also a non-specialist ‘Integrated Health and Social Care’ pathway, which allows students to complete a Level 5 Higher National Diploma without committing to a particular professional specialism. This offers additional flexibility to providers and students and supports progression into a range of health and social care-related degrees.

Holders of the Level 5 Higher National Diploma will have developed a sound understanding of the principles in their field of study and will have learned to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. They will be able to perform effectively in their chosen field and will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.
2.5 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in healthcare practice, which students can build on should they decide to continue their studies beyond the Certificate stage. The Level 5 Higher National Diploma allows students to further specialise by committing to specific career paths and progression routes to degree-level study.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the healthcare sector through:

- Entering employment
- Continuing existing employment
- Completing a higher apprenticeship programme
- Linking with the appropriate Professional Body
- Committing to Continuing Professional Development (CPD)
- Progressing to university.

2.5.1 Progression to university

The Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant health and social care-related courses, for example:

- BSc (Hons) in Management Studies (Health and Social Care)
- BA/BSc (Hons) in Health and Social Care
- BA/BSc (Hons) in Health Studies
- BSc (Hons) in Adult Nursing
- BSc (Hons) in Public Health
- BSc (Hons) in Health Promotion.

University recognition and articulations

We work with a range of higher education institutions around the world that recognise and accept BTEC Higher Nationals as a qualification for entry onto an undergraduate degree. Many universities allow advanced entry onto the second or third year of a degree, and agreements can include credit transfer, articulation and case-by-case admission. Students should be aware that university admission criteria are always subject to change and remain at the discretion of the institution. Students should take time to understand the course entry requirements for subject, year and grade before applying.

For more information on entry requirements, including 2+1 articulations, please visit: https://www.highernationals.com/degree-finder.
2.5.2 Employment

After completing a Pearson BTEC Level 4 Higher National Certificate or Level 5 Higher National Diploma, students can also progress directly into employment.

Students completing the Level 5 HND in Healthcare Practice for England (Healthcare Assistant Practitioner) as part of a higher apprenticeship programme can progress directly into employment as Healthcare Assistant Practitioners, on successful completion of all elements of the Standard.

The skills offered as part of the Pearson BTEC Level 5 Higher National Diploma can provide graduates with the opportunity to work in many different areas of the health and social care sector. Below are some examples of job roles each qualification could lead to.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Job Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Health and Social Care</td>
<td>Senior care assistant, senior support worker in a range of health and care settings, pathway tracker, integrated support worker, care navigator or co-ordinator</td>
</tr>
<tr>
<td>Public Health and Health Promotion</td>
<td>Health educator, public health practitioner, wellbeing co-ordinator, voluntary sector field worker or research assistant, health improvement officer</td>
</tr>
<tr>
<td>Healthcare Management</td>
<td>Lower non-clinical managerial, co-ordinator and supervisory roles in healthcare administration, operation and support services, e.g. information, office, patient services, estates, health improvement services</td>
</tr>
<tr>
<td>Healthcare Assistant Practitioner</td>
<td>Providing the additional elements of the Healthcare Assistant Practitioner Higher Apprenticeship Standard are completed as required, Assistant Practitioner roles in a range of areas of specialism, e.g. occupational therapy, operating theatre, rehabilitation services, clinical support</td>
</tr>
<tr>
<td>Nursing</td>
<td>Senior care assistant, nursing support/assistant/auxiliary roles. Other senior healthcare assistant roles</td>
</tr>
</tbody>
</table>
2.6 Use of maths and English within the curriculum

Those working within the healthcare sector cannot just rely on their technical skills and must ensure they develop all relevant employability skills to increase employment opportunities. For example, they will be required to communicate appropriately with stakeholders throughout their career, so the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential maths and English skills are embedded throughout these qualifications in accordance with industry requirements and below are some examples of how these skills are developed in the Pearson BTEC Higher National curriculum.

- Written reports.
- Formal presentations.
- Informal conversations with a range of audiences including customers, other professionals and people accessing health or care services.
- Use of professional, sector-specific language.
- Use of mathematics in developing the skills to administer, manage and control the safe use of medications.
- Use of mathematical methods to accurately record and present data for diagnostic or treatment purposes in a health or care context.
- Use of analytical and computational methods to solve problems, and assist with clinical trials, audits and research projects as required.

Many aspects of healthcare practice require good maths skills and we strongly recommend all students complete diagnostic maths assessments preferably before beginning a Higher National course, as well as having an A* to C and or 9 to 4 grade in GCSE Maths (or equivalent) prior to starting the course (see Entry requirements in Section 3.2).

Throughout the programme, students on the Healthcare Assistant Practitioner and Nursing pathways will be using maths within the curriculum. In particular, it is vital that all students taking the following qualifications are aware that these skills will be required throughout their studies, as part of learning activities and assessments to ensure their skills are in line with current industry standards:

- Pearson BTEC Higher National Certificate in Healthcare Practice for England (Healthcare and Nursing Assistant Practice)
- Pearson BTEC Higher National Diploma in Healthcare Practice for England (Healthcare Assistant Practitioner)
- Pearson BTEC Higher National Diploma in Healthcare Practice for England (Nursing)
Students accessing the Pearson BTEC Higher National Diploma in Healthcare Practice for England (Healthcare Assistant Practitioner) and Pearson BTEC Higher National Diploma in Healthcare Practice for England (Nursing) pathways will typically be expected to demonstrate the ability to function at a minimum of Level 2 literacy and numeracy prior to enrolling on the programme.

### 2.7 How Pearson BTEC Higher Nationals in Healthcare Practice for England provide both transferable employability skills and academic study skills

Students need both relevant qualifications and employability skills to enhance their career prospects and contribute to their personal development. Pearson BTEC Higher National Healthcare Practice for England qualifications embed throughout the programme the development of key skills, attributes and strengths required by 21st century employers.

Where employability skills are referred to in this specification, this generally refers to skills in three main categories.

- **Cognitive and problem-solving skills**: critical thinking, approaching non-routine problems by applying expert and creative solutions, use of systems and digital technology, generating and communicating ideas creatively.
- **Intrapersonal skills**: self-management, adaptability and resilience, self-monitoring and self-development, self-analysis and reflection, planning and prioritising.
- **Interpersonal skills**: effective communication and articulation of information, working collaboratively, negotiating and influencing, self-presentation.

Pearson Example Assessment Briefs make recommendations for a range of real or simulated assessment activities, for example group work where appropriate, to encourage development of collaborative and interpersonal skills or a solution-focused case study to provide the opportunity to develop cognitive skills. There are specific requirements for the assessment of these skills, as relevant, within the assessment grids for each unit. Example Assessment Briefs are for guidance and support only and can be customised and amended according to localised needs and requirements. All assignments must still be verified as per the internal verification process.
Students can also benefit from opportunities for deeper learning, where they are able to make connections between units and select areas of interest for detailed study. In this way Pearson BTEC Higher Nationals provide a vocational context in which students can develop the knowledge and academic study skills required for progression to university degree courses, including:

- Active personal research skills
- Effective writing skills
- Analytical skills
- Critical thinking and reflective practice
- Evidence-based practice
- Creative problem-solving
- Decision-making
- Team building
- Exam preparation skills
- Digital literacy
- Competence and capability in practice-based skills in the workplace
- Competence in assessment methods used in higher education.

To support you in developing these skills in your students, we have developed a map of Higher Education relevant transferable and academic study skills, available in the appendices.

2.8 Sector-specific knowledge and skills: Themes for effective practice in health and social care

The Pearson BTEC Higher Nationals in Healthcare Practice for England also embed a range of employability-related knowledge and skills specific to the health and social care sector. These are embedded throughout the units in the qualification, and are referred to as the ‘Practice Themes’. The Practice Themes that are mapped into, and assessed throughout, units in the qualification are:

a. Law, Regulation and Ethical Practice: This refers to the legal and regulatory frameworks that govern practice in health and social care. On an ongoing basis, students are expected to consider and apply relevant law and regulation and demonstrate an understanding of how these relate to ethical practice in health and social care.
b. **Professional Values, Attitudes and Behaviour**: These values, attitudes and behaviour refer to adopting a professional, knowledgeable and skilled approach to practice, particularly when interacting with others in health and social care. These include: care, compassion, competence, effective verbal, written, electronic and non-verbal communication, courage, commitment, working within the limits of own knowledge and skills, professional presentation and self- and time management. Students are expected to reflect these values, attitudes and behaviour throughout their learning, in the classroom and the workplace. The values, attitudes and behaviour identified reflect the requirements of codes of conduct as set out by professional bodies, including the Health and Care Professions Council and the Sector Skills Councils for Health and Care.

c. **Health, Safety and Safeguarding through the Lifespan**: A central tenet of health and social care practice. Most students will work with vulnerable individuals in their roles as students and as part of the health and social care workforce. Students are expected to consider and apply appropriate measures, strategies and approaches to support the health, safety and safeguarding of those they work with and demonstrate this application as appropriate throughout their learning.

d. **Valuing and Promoting Diversity, Difference and Inclusion**: This not only refers to respectful and non-discriminatory approaches including being person-centred, to working with others regardless of their personal characteristics, but also includes taking positive action to support a diverse and inclusive work and learning environment. Students will evidence their understanding that these approaches underpin much of the work they do in their roles as part of a health and social care workforce throughout their study.

e. **Promoting Physical and Mental Health and Emotional Wellbeing**: Students will develop their understanding of the interrelationship between physical and mental health and emotional wellbeing. Throughout their learning, students will develop skills in adopting a holistic approach to caring for others, taking into consideration physical and mental and emotional aspects of an individual's health and emotional wellbeing, recognising the value of mental health and emotional wellbeing in supporting an individual's overall health.

f. **Numeracy in Practice**: This is an essential feature of students' practice in healthcare and its value should not be underestimated. The appropriate and accurate use of numeracy skills can make a difference to the recovery or survival of a service user. Developing numerate students will support a health and social care workforce that is effective and efficient. Students are required to apply mathematical principles in a number of ways throughout their learning and work practice, from calculations and measurements, to data analysis and evaluation.
The employability-related knowledge and skills selected for the Practice Themes were identified through a rigorous process of research and consultation with a range of stakeholders, including the following professional and regulatory bodies:

- Skills for Health
- Skills for Care
- Royal College of Nursing.

They reflect the approach taken by a number of professional standards in the sector and are in line with the expectations for professional practice in healthcare.

The Practice Themes are referred to throughout the units studied in this programme and students are expected to demonstrate application of Practice Themes consistently as a feature of their learning.
3 Planning your programme

3.1 Delivering the Higher Nationals in Healthcare Practice for England

You play a central role in helping your students to choose the right Pearson BTEC Higher National qualification.

You should assess your students very carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage. You should check the qualification structures and unit combinations carefully when advising students.

You will need to ensure that your students have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When students are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

3.2 Entry requirements and admissions

Although Pearson do not specify formal entry requirements, as a centre it is your responsibility to ensure that the students you recruit have a reasonable expectation of success on the programme.

For students who have recently been in education, the entry profile is likely to include one of the following:

- A BTEC Level 3 qualification in Health and Social Care (or related subject)
- A GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades A* to C and/or 9 to 4 (or equivalent) in subjects such as maths and English
- Other related Level 3 qualifications
- An Access to Higher Education Diploma awarded by an approved further education institution
- Related work experience
- An international equivalent of the above.

Centres may wish to consider applicants’ prior learning when considering their acceptance on a Pearson BTEC Higher Nationals, through Recognition of Prior Learning. (For further information please refer to Section 8 of this document.)
3.2.1 English language requirements for Higher Nationals

Pearson’s mission is to help people make more of their lives through learning. In order for students to be successful on Pearson BTEC Higher National qualifications which are both taught and assessed in English, it is critical that they have an appropriate level of English language skills.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications.

All centres delivering the new Pearson BTEC Higher National qualifications must ensure that all students who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the levels identified below, before being recruited to the programme where the programme is both taught and assessed in English:

- Common European Framework of Reference (CEFR) level B2
- PTE 51
- IELTS 5.5; Reading and Writing must be at 5.5
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

The following clarifies the requirements for all centres when recruiting applicants on to new Pearson BTEC Higher National qualifications which are taught in a language other than English, but are assessed in English.

All centres delivering the new Pearson BTEC Higher National qualifications wholly or partially in a language other than English, but who are assessed in English, must ensure that all students can demonstrate capability in English at a standard equivalent to the levels identified below, on completion of the programme:

- Common European Framework of Reference (CEFR) level B2
- PTE 51
- IELTS 5.5; Reading and Writing must be at 5.5
- or equivalent.

It is up to the centre to decide what proof will be necessary to evidence individual student proficiency.

3.2.2 Centre approval

To ensure that centres are ready to assess students and that we can provide the support that is needed all centres must be approved before they can offer these qualifications. For more information about becoming a centre and seeking approval to run our qualifications please visit the support section on our website (http://qualifications.pearson.com/).
3.2.3 Level of sector knowledge required

We do not set any requirements for tutors, but we do recommend that centres assess the overall skills and knowledge of the teaching team, which should be relevant, up to date and at the appropriate level. For practice-based evidence assessed in the workplace, tutor-assessors must have experience in working in the health or social care sector and hold or be working towards a recognised assessor qualification (please refer to Tutor/Assessor placement visits in the Practical Learning, Assessment and Development Portfolio for further details) within 12 months of starting to assess evidence in the workplace.

3.2.4 Resources required

As part of your centre approval, you will need to show that the necessary material resources and work spaces are available to deliver Pearson BTEC Higher Nationals. For some units, specific resources are required, this is clearly indicated in the unit descriptors.

3.2.5 HN Global support

HN Global is an online resource that supports centre planning and delivery of Pearson BTEC Higher Nationals by providing appropriate teaching and learning resources. For further information see Sections 5 and 6 of this Programme Specification.

3.2.6 Modes of delivery

Subject to approval by Pearson, centres are free to deliver Pearson BTEC Higher Nationals using modes of delivery that meet the needs of their students. We recommend making use of a wide variety of modes, including:

- Full-time
- Part-time
- Blended learning.

3.2.7 Recommendations for employer engagement

Pearson BTEC Higher Nationals are vocational qualifications and as an approved centre you are encouraged to work with employers on the design, delivery and assessment of the course. This will ensure that students enjoy a programme of study that is engaging and relevant, and which equips them for progression. There are suggestions in Section 5.2 about how employers could become involved in delivery and/or assessment, but these are not intended to be exhaustive and there will be other possibilities at a local level.
3.2.8  Support from Pearson

We provide a range of support materials, including Schemes of Work and Example Assessment Briefs, with supporting templates. You will be allocated an External Examiner early in the planning stage, to support you with planning your assessments, and there will be training events and support from our Subject Leads.

3.2.9  Student employability

All Pearson BTEC Higher Nationals have been designed and developed with consideration of National Occupational Standards, where relevant, and have been mapped to the following Professional Body standards and higher apprenticeship Standards as follows:

- Links to the Public Health Knowledge and Skills Framework, mapped in Appendix 6
- Links to the Healthcare Assistant Practitioner Higher Apprenticeship Standard, mapped in Appendix 6
- Links to the Nursing Associate Higher Apprenticeship Standard, mapped in Appendix 6
- Detailed mapping to the Healthcare Assistant Practitioner and Nursing Associate Standards, against requirements for Core and Specialist units in these pathways, is included in Form HCP 10 in the Practical Learning, Assessment and Development portfolio (PLAD) that accompanies this specification.

Employability skills such as team working and entrepreneurialism as well as practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable students to develop a portfolio of evidence demonstrating the breadth of their skills and knowledge in a way that equips them for employment.

3.3  Access to study

This section focuses on the administrative requirements for delivering a Pearson BTEC Higher National qualification. It will be of value to Quality Nominees, Programme Leaders and Examinations Officers.

Our policy regarding access to our qualifications is that:

- They should be available to everyone who is capable of reaching the required standards
- They should be free from any barriers that restrict access and progression.

There should be equal opportunities for all those wishing to access the qualifications. We refer Centres to our Pearson Equality and Diversity Policy, which can be found in the support section of our website (http://qualifications.pearson.com/).
Centres are required to recruit students to Higher National programmes with integrity. They will need to make sure that applicants have relevant information and advice about the qualification, to make sure it meets their needs. Centres should review the applicant’s prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification. For students with disabilities and specific needs, this review will need to take account of the support available to the student during the teaching and assessment of the qualification. For further guidance and advice please refer to Section 9 on reasonable adjustments.

3.4 Student registration and entry

All students should be registered for the qualification, and appropriate arrangements made for internal and external verification. For information on making registrations for the qualification, you will need to refer to the information manual available in the support section of our website (http://qualifications.pearson.com/).

Students can be formally assessed only for a qualification on which they are registered. If students’ intended qualifications change (for example, if a student decides to choose a different specialist pathway), then the centre must transfer the student to the chosen pathway appropriately. Please note that student work cannot be sampled if the student is not registered or is registered on an incorrect pathway.

3.5 Access to assessments

Assessments need to be administered carefully, to ensure that all students are treated fairly, and that results and certification are issued on time, allowing students to move on to chosen progression opportunities.

Our equality policy requires that all students should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student. We are committed to making sure that:

- students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found on the Joint Council for Qualifications website (http://www.jcq.org.uk/).
3.6  Administrative arrangements for internal assessment

3.6.1  Records
You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (http://qualifications.pearson.com/). We may ask to audit your records, so they must be retained as specified. All student work must be retained for a minimum of 12 weeks after certification has taken place.

3.6.2  Reasonable adjustments to assessment
A reasonable adjustment is one that is made before a student takes an assessment, to ensure that he or she has fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students with protected characteristics are available on the support section of our website (http://qualifications.pearson.com/).

3.6.3  Special consideration
Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy, which can be found in the document linked above.

Please note that your centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.
3.6.4 Appeals against assessment

Your centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (http://qualifications.pearson.com/).

If your centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal s/he can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk

3.7 Dealing with malpractice in assessment

'Malpractice' means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson’s Centre Guidance: Dealing with Malpractice, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.
In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### 3.7.1 Internally assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Full information on dealing with malpractice and the actions we expect you to take is available on the support section of our website (http://qualifications.pearson.com).

Pearson may conduct investigations if it is believed that a centre is failing to conduct internal assessment according to Pearson policies. The above document gives further information, provides examples, and details the penalties and sanctions that may be imposed.

### 3.7.2 Student malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

### 3.7.3 Staff and centre malpractice

The head of centre is required to inform Pearson’s Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.
Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

### 3.7.4 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre’s quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (https://www.jcq.org.uk/exams-office/appeals).
4 Programme structure

4.1 Units, Credits, Total Qualification Time (TQT) and Guided Learning (GL)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

Pearson BTEC Higher Nationals consist of Core units, Specialist units and Optional units.

- Core units are mandatory.
- Specialist units are designed to provide a specific occupational focus to the qualification and are aligned to Professional Body and/or higher apprenticeship Standards.
- Required combinations of units are clearly set out in the tables below.

Units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a Total Unit Time of 150 hours with 60 hours of Guided Learning.

**Total Qualification Time (TQT)**

- **Higher National Certificate (HNC)** = 1,200 hours
- **Higher National Diploma (HND)** = 2,400 hours

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning in the classroom or workplace
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
● Unsupervised e-learning
● Unsupervised e-assessment
● Unsupervised coursework
● Watching a pre-recorded podcast or webinar
● Unsupervised work-based learning.

**Guided Learning (GL)** is defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

**Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours
**Total Guided Learning (GL)** Higher National Diploma (HND) = 960 hours

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor/assessor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

### 4.2 Programme structures

The programme structures specify:

- The total credit value of the qualification
- The minimum credit to be achieved at the level of the qualification
- The Core units
- The Specialist units
- The Optional units
- The maximum credit value in units that can be centre-commissioned.

When combining units for a Pearson BTEC Higher National qualification, it is the centre's responsibility to make sure that the correct combinations are followed.
4.2.1 Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England

- Qualification credit value: a minimum of 120 credits. This is made up of seven units, six with a value of 15 credits, and one with a value of 30 credits.
- **Total Qualification Time (TQT)** Higher National Certificate (HNC) = 1,200 hours
- **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours
- There is a required mix of Core, Specialist and Optional units totalling 120 credits. All units are at Level 4.
- In some cases, a maximum of 30 credits from a Higher National qualification may be from units designed by the centre and approved by Pearson. Core units may not be substituted and are mandatory. For more information please refer to Higher National Commissioned Qualifications.
- Please note that some Specialist units are available as Optional units and some Optional units are available as Specialist units.

**Work placement/experience requirements**

The Total Qualification Time for the [Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England](https://www.pearsonbtec.com) includes a minimum requirement of 225 hours' work placement or experience in health and/or social care settings. The mandatory elements of work placement/experience are as follows:

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Min no. of placements</th>
<th>Types of settings</th>
<th>Minimum number of hours in each placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England (Integrated Health and Social Care)</td>
<td>ONE</td>
<td>Any health and/or social care setting providing direct care to service users</td>
<td>75</td>
</tr>
<tr>
<td>Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England (Healthcare Management)</td>
<td>ONE</td>
<td>Any health and/or social care setting providing direct care to service users</td>
<td>75</td>
</tr>
<tr>
<td>Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England (Public Health and Health Promotion)</td>
<td>ONE</td>
<td>Any health and/or social care setting providing direct care to service users</td>
<td>75</td>
</tr>
</tbody>
</table>
Pathway | Min no. of placements | Types of settings | Minimum number of hours in each placement
---|---|---|---
Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England (Healthcare and Nursing Assistant Practice) | ONE | Any health and/or social care setting providing direct care to service users | 75

Examples of recommended settings for placement are in Appendix 7 in this specification.

Students can undertake placement in more than one setting, providing they meet the minimum requirement for types of setting as indicated above.

Students can undertake placement in more than the minimum requirement of different individual settings, providing they meet the minimum requirement for types of setting as indicated above.

**Additional guidance**

Placements in hospital or general practice settings are advised to include experience in different areas of practice, if this can be arranged.

**Supervision and assessment requirements on placement**

Students are expected to be allocated a placement supervisor during their placement in each setting who will monitor and contribute to the continuous assessment of their progress; students are also required to be assessed during their practice on placement by a tutor/assessor from the centre delivering the qualification. Further details of the placement supervision and assessment requirements are provided in the *Practical Learning, Assessment and Development portfolio (PLAD)* that accompanies this specification.
<table>
<thead>
<tr>
<th>Level 4 units:</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Law, Policy and Ethical Practice in Health and</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Social Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Demonstrating Professional Principles and</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>Values in Health and Social Care Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Supporting the Individual Journey through</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Integrated Health and Social Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Fundamentals of Evidence-based Practice</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>(Pearson-set Project)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Specialist Unit Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Effective Reporting and Record-keeping in</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Health and Social Care Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plus TWO optional units which can be selected from the specialist and optional units given below. *Please note that only one specialist can be selected from each pathway group

**Group: Public Health and Health Promotion**

<table>
<thead>
<tr>
<th>Specialist Unit</th>
<th>8 Addressing Health Inequalities</th>
<th>15</th>
<th>4</th>
</tr>
</thead>
</table>

**Group: Healthcare and Nursing Assistant Practice**

<table>
<thead>
<tr>
<th>Specialist Unit</th>
<th>7 Effective Healthcare Practice using Maths</th>
<th>15</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist Unit</td>
<td>9 Fundamentals of Anatomy and Physiology for Health and Ill-Health</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

**Group: Shared Specialist**

<table>
<thead>
<tr>
<th>Optional Unit</th>
<th>5 Health Education in Action**</th>
<th>15</th>
<th>4</th>
</tr>
</thead>
</table>

**Optional Units**

<table>
<thead>
<tr>
<th>Optional Unit</th>
<th>6 Supporting Dementia Care</th>
<th>15</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional Unit</td>
<td>11 Changing Perspectives in Public Health</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>12 Supporting Independent Living</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>13 Supporting Individuals with Specific Needs</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>14 Sociological and Psychological Perspectives on Health</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>15 Healthcare Technology in Practice</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>16 Supporting Adults in Residential Care</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

*If unit 5 is selected then unit 8 cannot also be chosen*
<table>
<thead>
<tr>
<th>Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England (Public Health and Health Promotion)</th>
<th>Unit credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4 units:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Core Unit  
*Mandatory* | 1 Law, Policy and Ethical Practice in Health and Social Care | 15 | 4 |
| Core Unit  
*Mandatory* | 2 Demonstrating Professional Principles and Values in Health and Social Care Practice | 30 | 4 |
| Core Unit  
*Mandatory* | 3 Supporting the Individual Journey through Integrated Health and Social Care | 15 | 4 |
| Core Unit  
*Mandatory* | 4 Fundamentals of Evidence-based Practice (Pearson-set Project) | 15 | 4 |
| Specialist Unit  
*Mandatory* | 5 Health Education in Action | 15 | 4 |
| Specialist Unit  
*Mandatory* | 8 Addressing Health Inequalities | 15 | 4 |
| Plus ONE optional unit which can be selected from the specialist and optional units given below. |             |       |
| **Group: Healthcare Management** |             |       |
| Specialist Unit | 10 Developing Operational Management Skills for Healthcare Practice | 15 | 4 |
| **Group: Healthcare and Nursing Assistant Practice** |             |       |
| Specialist Unit | 7 Effective Healthcare Practice using Maths | 15 | 4 |
| Specialist Unit | 9 Fundamentals of Anatomy and Physiology for Health and Ill-Health | 15 | 4 |
| **Group: Shared Specialist** |             |       |
| Optional Unit | 17 Effective Reporting and Record-keeping in Health and Social Care Services | 15 | 4 |
| **Optional Units** |             |       |
| Optional Unit | 6 Supporting Dementia Care | 15 | 4 |
| Optional Unit | 11 Changing Perspectives in Public Health | 15 | 4 |
| Optional Unit | 12 Supporting Independent Living | 15 | 4 |
| Optional Unit | 13 Supporting Individuals with Specific Needs | 15 | 4 |
| Optional Unit | 14 Sociological and Psychological Perspectives on Health | 15 | 4 |
| Optional Unit | 15 Healthcare Technology in Practice | 15 | 4 |
| Optional Unit | 16 Supporting Adults in Residential Care | 15 | 4 |

### Level 4 units:

<table>
<thead>
<tr>
<th>Core Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Law, Policy and Ethical Practice in Health and Social Care</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>2 Demonstrating Professional Principles and Values in Health and Social Care Practice</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>3 Supporting the Individual Journey through Integrated Health and Social Care</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>4 Fundamentals of Evidence-based Practice (Pearson-set Project)</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialist Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Developing Operational Management Skills for Healthcare Practice</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>17 Effective Reporting and Record-keeping in Health and Social Care Services</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

**Plus ONE optional unit which can be selected from the specialist and optional units given below.**

### Group: Public Health and Health Promotion

<table>
<thead>
<tr>
<th>Specialist Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Addressing Health Inequalities</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

### Group: Healthcare and Nursing Assistant Practice

<table>
<thead>
<tr>
<th>Specialist Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Effective Healthcare Practice using Maths</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>9 Fundamentals of Anatomy and Physiology for Health and Ill-Health</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

### Group: Shared Specialist

<table>
<thead>
<tr>
<th>Optional Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Health Education in Action</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

### Optional Units

<table>
<thead>
<tr>
<th>Optional Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Supporting Dementia Care</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>11 Changing Perspectives in Public Health</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>12 Supporting Independent Living</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>13 Supporting Individuals with Specific Needs</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>14 Sociological and Psychological Perspectives on Health</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>15 Healthcare Technology in Practice</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>16 Supporting Adults in Residential Care</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Core Unit</td>
<td>Mandatory</td>
<td>Unit</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------</td>
</tr>
<tr>
<td>1 Law, Policy and Ethical Practice in Health and Social Care</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>2 Demonstrating Professional Principles and Values in Health and Social Care Practice</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>3 Supporting the Individual Journey through Integrated Health and Social Care</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>4 Fundamentals of Evidence-based Practice (Pearson-set Project)</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>5 Health Education in Action</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>7 Effective Healthcare Practice using Maths</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>9 Fundamentals of Anatomy and Physiology for Health and Ill-Health</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>
4.2.2 Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England

- Qualification credit value: a minimum of 240 credits. This is made up of fourteen units, twelve with a value of 15 credits, and two with a value of 30 credits.
- Total Qualification Time (TQT) Higher National Diploma (HND) = 2,400 hours
- Total Guided Learning (GL) Higher National Diploma (HND) = 960 hours
- There is a required mix of Core, Specialist and Optional units totalling 240 credits. Units are at Level 4 and Level 5.
- In some cases a maximum of 60 credits from a Higher National qualification may be from units designed by the centre and approved by Pearson. Core units may not be substituted and are mandatory. For more information please refer to Higher National Commissioned Qualifications.
- Please note that some Specialist units are available as Optional units and some Optional units are available as Specialist units.
- The requirements of the HNC have to be met.

The Level 5 Higher National Diploma consists of the Level 4 Higher National Certificate (above) plus an additional 120 credits at Level 5 delivered via one of the four corresponding specialist pathways:

- Public Health and Health Promotion
- Healthcare Management
- Healthcare Assistant Practitioner
- Nursing.

Or a general pathway: Integrated Health and Social Care.

Students will typically progress from the HNC to the HND within the pathways as titled. A centre may allow students on the Integrated Health and Social Care pathway at the HNC level to progress to another specialist pathway in the HND, providing the student has completed (and passed) at least one of the specialist units for that pathway in the HNC. The centre must also undertake a suitable mapping of Recognition of Prior Learning (RPL) for the other specialist mandatory HNC unit in the specialist pathway elected in support of any potential review by an External Examiner.

Qualification credit value: a minimum of 240 credits, of which 120 credits are at Level 5, and 120 credits are at Level 4 and usually attained via the HNC.

There is a required mix of Core, Specialist and Optional units totalling 240 credits. The Core units required for each Level 5 Specialist pathway (in addition to the Specialist units) are Unit 18: Innovation and Improvement through Action Research (Pearson-set Project) which is weighted at 30 credits, and Unit 19: Reflective Approaches in Implementing Person-centred Practice, weighted at 15 credits.
The requirements of the Higher National Certificate (or equivalent) have to be met. In some cases, a maximum of 60 credits can be imported from another RQF Pearson BTEC Higher National qualification and/or from units designed by the centre and approved by Pearson. Core units and Specialist units may **not** be substituted.

**Work placement requirements:**

The Total Qualification Time for the Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England includes a requirement of 450 hours’ work placement or experience in health and/or social care settings over the two-year period of the qualification. The mandatory elements of work placement/experience are as follows:

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Min. no. of placements</th>
<th>Types of settings</th>
<th>Minimum number of hours in each placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Integrated Health and Social Care)</td>
<td>ONE</td>
<td>Any health and/or social care setting providing direct care to service users</td>
<td>100</td>
</tr>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Management)</td>
<td>ONE</td>
<td>Any health and/or social care setting providing direct care to service users</td>
<td>100</td>
</tr>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Public Health and Health Promotion)</td>
<td>TWO</td>
<td>Health and/or social care setting providing direct care to service users</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least one setting must provide public health or health promotion information, advice and guidance</td>
<td></td>
</tr>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Assistant Practitioner)</td>
<td>TWO</td>
<td>Health and/or social care settings providing direct care to service users</td>
<td>100</td>
</tr>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Nursing)</td>
<td>TWO</td>
<td>Any of two of the three following settings*:</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- hospital-based</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- at home</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- close to home</td>
<td></td>
</tr>
</tbody>
</table>
*Examples of recommended settings for placement are in Appendix 7 in this specification.

Students can undertake placement in more than one setting, providing they meet the minimum requirement for types of setting as indicated above.

Students can undertake placement in more than the minimum requirement of different individual settings, providing they meet the minimum requirement for types of setting as indicated above.

**Additional guidance**

Placements in hospital or general practice settings are advised to include experience in different areas of practice, if this can be arranged.

**Supervision and assessment requirements on placement**

Students are expected to be allocated a placement supervisor during their placement in each setting who will monitor and contribute to the continuous assessment of their progress; students are also required to be assessed during their practice on placement by a tutor/assessor from the centre delivering the qualification. Further details of the placement supervision and assessment requirements are provided in the *Practical Learning, Assessment and Development portfolio (PLAD)* that accompanies this specification.

**Assistant Practitioner and Nursing supervision and assessment requirements**

Students on the Healthcare Assistant Practitioner and Nursing pathways of the Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England need to be employed in a setting where they can be appropriately supervised by a registered nurse or other appropriate health or care professional as specified in the relevant higher apprenticeship Standards.
<table>
<thead>
<tr>
<th>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Integrated Health and Social Care)</th>
<th>Unit credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4 units:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>1 Law, Policy and Ethical Practice in Health and Social Care</td>
<td>15</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>2 Demonstrating Professional Principles and Values in Health and Social Care Practice</td>
<td>30</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>3 Supporting the Individual Journey through Integrated Health and Social Care</td>
<td>15</td>
</tr>
<tr>
<td>Core Unit <em>Mandatory</em></td>
<td>4 Fundamentals of Evidence-based Practice (Pearson-set Project)</td>
<td>15</td>
</tr>
<tr>
<td>Specialist Unit <em>Mandatory</em></td>
<td>17 Effective Reporting and Record-keeping in Health and Social Care Services</td>
<td>15</td>
</tr>
<tr>
<td><strong>Plus TWO optional units which can be selected from the specialist and optional units given below.</strong> <em>Please note that only one specialist can be selected from each pathway group</em>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group: Public Health and Health Promotion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>8 Addressing Health Inequalities</td>
<td>15</td>
</tr>
<tr>
<td><strong>Group: Healthcare and Nursing Assistant Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>7 Effective Healthcare Practice using Maths</td>
<td>15</td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>9 Fundamentals of Anatomy and Physiology for Health and Ill-Health</td>
<td>15</td>
</tr>
<tr>
<td><strong>Group: Shared Specialist</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Unit</td>
<td>5 Health Education in Action**</td>
<td>15</td>
</tr>
<tr>
<td><strong>Optional Units</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Unit</td>
<td>6 Supporting Dementia Care</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>11 Changing Perspectives in Public Health</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>12 Supporting Independent Living</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>13 Supporting Individuals with Specific Needs</td>
<td>15</td>
</tr>
<tr>
<td><strong>If unit 5 is selected at Level 4, then unit 8 cannot also be chosen</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional Unit</td>
<td>14 Sociological and Psychological Perspectives on Health</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>15 Healthcare Technology in Practice</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit</td>
<td>16 Supporting Adults in Residential Care</td>
<td>15</td>
</tr>
<tr>
<td>Level 5 units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Core Unit</td>
<td>Mandatory</td>
<td></td>
</tr>
<tr>
<td>18 Innovation and Improvement through Action Research (Pearson-set Project)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Core Unit</td>
<td>Mandatory</td>
<td></td>
</tr>
<tr>
<td>19 Reflective Approaches in Implementing Person-centred Practice</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>Mandatory</td>
<td></td>
</tr>
<tr>
<td>22 Supporting Individuals through Significant Life Events</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>Mandatory</td>
<td></td>
</tr>
<tr>
<td>26 Supporting Team and Partnership Working Across Health and Social Care Services</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Plus an additional THREE optional units which can be selected from the specialist and optional units given below. *Please note that only one specialist can be selected from each pathway group.

**Group: Public Health and Health Promotion**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Health Psychology</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 Social Policy in Public Health</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 Holistic Approaches to Health Promotion</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group: Healthcare Management**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23 Managing Quality in Care Environments</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 Facilitating Change in Healthcare Environments</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 Human Resource Management for Healthcare</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group: Healthcare Assistant Practitioner**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32 Team and Individual Leadership: Mentoring and Coaching Others</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 End of Life Care Planning and Support</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group: Nursing**

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Pharmacology and Medicine Management</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38 Nursing – Principles and Fundamentals of Practice</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Group: Shared Specialist

| Optional unit | 20 Care Planning Processes in Healthcare Practice | 15 | 5 |
| Optional unit | 21 Recognising and Meeting the Needs of People with Long-term Health Conditions | 15 | 5 |

### Optional Units A

| Optional unit | 31 Providing Outpatient and Community Care | 15 | 5 |
| Optional unit | 33 Psychophysiological Disorders | 15 | 5 |
| Optional unit | 34 Global Health and Wellbeing | 15 | 5 |
| Optional unit | 35 Project Management for Healthcare | 15 | 5 |
| Optional unit | 37 Complementary Therapies in Healthcare Practice | 15 | 5 |

### Optional Units B

**Optional Units (Specialist Assistant Practice, SAP)*: These are specialist learning units and should only be taken by students who are currently in employment or work placement in relevant settings, as they include practice-based assessment requirements specific to the setting identified.**

| Optional unit (SAP) | 39 Supporting Operating Department Practice | 15 | 5 |
| Optional unit (SAP) | 40 Working with People Affected by Drug and Alcohol Addiction | 15 | 5 |
| Optional unit (SAP) | 41 Healthcare Practice with Children and Young People | 15 | 5 |
| Optional unit (SAP) | 42 Supporting Practitioners in Maternity Care | 15 | 5 |
| Optional unit (SAP) | 43 Supporting Practitioners in Urgent Care Environments | 15 | 5 |
| Optional unit (SAP) | 44 Supporting Rehabilitation Services | 15 | 5 |
| Optional unit (SAP) | 45 Supporting Orthopaedic Care | 15 | 5 |
| Optional unit (SAP) | 46 Supporting Mental Health Services | 15 | 5 |
| Core Unit | Mandatory | 1 Law, Policy and Ethical Practice in Health and Social Care | 15 | 4 |
| Core Unit | Mandatory | 2 Demonstrating Professional Principles and Values in Health and Social Care Practice | 30 | 4 |
| Core Unit | Mandatory | 3 Supporting the Individual Journey through Integrated Health and Social Care | 15 | 4 |
| Core Unit | Mandatory | 4 Fundamentals of Evidence-based Practice (Pearson-set Project) | 15 | 4 |
| Specialist Unit | Mandatory | 5 Health Education in Action | 15 | 4 |
| Specialist Unit | Mandatory | 8 Addressing Health Inequalities | 15 | 4 |

Plus ONE optional unit which can be selected from the specialist and optional units given below.

**Group: Healthcare Management**

| Specialist Unit | 10 Developing Operational Management Skills for Healthcare Practice | 15 | 4 |
| Specialist Unit | 17 Effective Reporting and Record-keeping in Health and Social Care Services | 15 | 4 |

**Group: Healthcare and Nursing Assistant Practice**

| Specialist Unit | 7 Effective Healthcare Practice using Maths | 15 | 4 |
| Specialist Unit | 9 Fundamentals of Anatomy and Physiology for Health and Ill-Health | 15 | 4 |

**Group: Shared Specialist**

| Optional Unit | 17 Effective Reporting and Record-keeping in Health and Social Care Services | 15 | 4 |
## Optional Units

<table>
<thead>
<tr>
<th>Optional Unit</th>
<th>Title</th>
<th>Credits</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Supporting Dementia Care</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Changing Perspectives in Public Health</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Supporting Independent Living</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Supporting Individuals with Specific Needs</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>Sociological and Psychological Perspectives on Health</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Healthcare Technology in Practice</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>Supporting Adults in Residential Care</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

### Level 5 units:

<table>
<thead>
<tr>
<th>Core Unit</th>
<th>Title</th>
<th>Credits</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory</td>
<td>18 Innovation and Improvement through Action Research (Pearson-set Project)</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Mandatory</td>
<td>19 Reflective Approaches in Implementing Person-centred Practice</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Mandatory</td>
<td>24 Health Psychology</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Mandatory</td>
<td>27 Social Policy in Public Health</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Mandatory</td>
<td>28 Holistic Approaches to Health Promotion</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

**Plus an additional TWO optional units which can be selected from the specialist and optional units given below.**

*Please note that only one specialist can be selected from each pathway group.*

### Group: Integrated Health and Social Care

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>Title</th>
<th>Credits</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22 Supporting Individuals through Significant Life Events</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>26 Supporting Team and Partnership Working Across Health and Social Care Services</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

### Group: Healthcare Management

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>Title</th>
<th>Credits</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23 Managing Quality in Care Environments</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>25 Facilitating Change in Healthcare Environments</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>29 Human Resource Management for Healthcare</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Group: Healthcare Assistant Practitioner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist unit 32 Team and Individual Leadership: Mentoring and Coaching Others</td>
<td>15</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Specialist unit 36 End of Life Care Planning and Support</td>
<td>15</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group: Nursing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit 30 Pharmacology and Medicine Management</td>
<td>15</td>
</tr>
<tr>
<td>Specialist unit 38 Nursing – Principles and Fundamentals of Practice</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group: Shared Specialist</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional Unit 20 Care Planning Processes in Healthcare Practice</td>
<td>15</td>
</tr>
<tr>
<td>Optional Unit 21 Recognising and Meeting the Needs of People with Long-term Health Conditions</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Units A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional unit 31 Providing Outpatient and Community Care</td>
<td>15</td>
</tr>
<tr>
<td>Optional unit 33 Psychophysiological Disorders</td>
<td>15</td>
</tr>
<tr>
<td>Optional unit 34 Global Health and Wellbeing</td>
<td>15</td>
</tr>
<tr>
<td>Optional unit 35 Project Management for Healthcare</td>
<td>15</td>
</tr>
<tr>
<td>Optional unit 37 Complementary Therapies in Healthcare Practice</td>
<td>15</td>
</tr>
</tbody>
</table>
Optional Units B

<table>
<thead>
<tr>
<th>Optional unit (SAP)</th>
<th>Description</th>
<th>Credits</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional unit (SAP)</td>
<td>39 Supporting Operating Department Practice</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
<td>40 Working with People Affected by Drug and Alcohol Addiction</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
<td>41 Healthcare Practice with Children and Young People</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
<td>42 Supporting Practitioners in Maternity Care</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
<td>43 Supporting Practitioners in Urgent Care Environments</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
<td>44 Supporting Rehabilitation Services</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
<td>45 Supporting Orthopaedic Care</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
<td>46 Supporting Mental Health Services</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>
### Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Management)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Unit</strong>&lt;br&gt;Mandatory&lt;br&gt;1 Law, Policy and Ethical Practice in Health and Social Care</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core Unit</strong>&lt;br&gt;Mandatory&lt;br&gt;2 Demonstrating Professional Principles and Values in Health and Social Care Practice</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core Unit</strong>&lt;br&gt;Mandatory&lt;br&gt;3 Supporting the Individual Journey through Integrated Health and Social Care</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Core Unit</strong>&lt;br&gt;Mandatory&lt;br&gt;4 Fundamentals of Evidence-based Practice (Pearson-set Project)</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Specialist Unit</strong>&lt;br&gt;Mandatory&lt;br&gt;10 Developing Operational Management Skills for Healthcare Practice</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Specialist Unit</strong>&lt;br&gt;Mandatory&lt;br&gt;17 Effective Reporting and Record-keeping in Health and Social Care Services</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

Plus ONE optional unit which can be selected from the specialist and optional units given below.

**Group: Public Health and Health Promotion**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialist Unit</strong>&lt;br&gt;8 Addressing Health Inequalities</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

**Group: Healthcare and Nursing Assistant Practice**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialist Unit</strong>&lt;br&gt;7 Effective Healthcare Practice using Maths</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Specialist Unit</strong>&lt;br&gt;9 Fundamentals of Anatomy and Physiology for Health and Ill-Health</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

**Group: Shared Specialist**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Optional Unit</strong>&lt;br&gt;5 Health Education in Action</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>

**Optional Units**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Credit</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Optional Unit</strong>&lt;br&gt;6 Supporting Dementia Care</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Optional Unit</strong>&lt;br&gt;11 Changing Perspectives in Public Health</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Optional Unit</strong>&lt;br&gt;12 Supporting Independent Living</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Optional Unit</strong>&lt;br&gt;13 Supporting Individuals with Specific Needs</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Optional Unit</strong>&lt;br&gt;14 Sociological and Psychological Perspectives on Health</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Optional Unit</strong>&lt;br&gt;15 Healthcare Technology in Practice</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Optional Unit</strong>&lt;br&gt;16 Supporting Adults in Residential Care</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>
### Level 5 units:

<table>
<thead>
<tr>
<th>Core Unit</th>
<th>Mandatory</th>
<th>18 Innovation and Improvement through Action Research (Pearson-set Project)</th>
<th>30</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Unit</td>
<td>Mandatory</td>
<td>19 Reflective Approaches in Implementing Person-centred Practice</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>Mandatory</td>
<td>23 Managing Quality in Care Environments</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>Mandatory</td>
<td>25 Facilitating Change in Healthcare Environments</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Specialist Unit</td>
<td>Mandatory</td>
<td>29 Human Resource Management for Healthcare</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

Plus an additional TWO optional units which can be selected from the specialist and optional units given below.

*Please note that only one specialist can be selected from each pathway group.*

#### Group: Integrated Health and Social Care

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>22 Supporting Individuals through Significant Life Events</th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>26 Supporting Team and Partnership Working Across Health and Social Care Services</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Group: Public Health and Health Promotion

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>24 Health Psychology</th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>27 Social Policy in Public Health</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Specialist unit</td>
<td>28 Holistic Approaches to Health Promotion</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Group: Healthcare Assistant Practitioner

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>32 Team and Individual Leadership: Mentoring and Coaching Others</th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>36 End of Life Care Planning and Support</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Group: Nursing

<table>
<thead>
<tr>
<th>Specialist unit</th>
<th>30 Pharmacology and Medicine Management</th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
<td>38 Nursing – Principles and Fundamentals of Practice</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Group: Shared Specialist

<table>
<thead>
<tr>
<th>Optional Unit</th>
<th>20 Care Planning Processes in Healthcare Practice</th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional Unit</td>
<td>21 Recognising and Meeting the Needs of People with Long-term Health Conditions</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional Units A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Optional unit</strong></td>
<td><strong>31 Providing Outpatient and Community Care</strong></td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td><strong>Optional unit</strong></td>
<td><strong>33 Psychophysiological Disorders</strong></td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td><strong>Optional unit</strong></td>
<td><strong>34 Global Health and Wellbeing</strong></td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td><strong>Optional unit</strong></td>
<td><strong>35 Project Management for Healthcare</strong></td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td><strong>Optional unit</strong></td>
<td><strong>37 Complementary Therapies in Healthcare Practice</strong></td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Units B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Optional Units (Specialist Assistant Practice, SAP)</strong>: These are specialist learning units and should only be taken by students who are currently in employment or work placement in relevant settings, as they include practice-based assessment requirements specific to the setting identified.</td>
</tr>
<tr>
<td><strong>Optional unit (SAP)</strong></td>
</tr>
<tr>
<td><strong>Optional unit (SAP)</strong></td>
</tr>
<tr>
<td><strong>Optional unit (SAP)</strong></td>
</tr>
<tr>
<td><strong>Optional unit (SAP)</strong></td>
</tr>
<tr>
<td><strong>Optional unit (SAP)</strong></td>
</tr>
<tr>
<td><strong>Optional unit (SAP)</strong></td>
</tr>
<tr>
<td><strong>Optional unit (SAP)</strong></td>
</tr>
<tr>
<td><strong>Optional unit (SAP)</strong></td>
</tr>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Assistant Practitioner)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Level 4 units: All units are mandatory in this pathway</strong></td>
</tr>
</tbody>
</table>
| Core Unit  
*Mandatory* | 1 Law, Policy and Ethical Practice in Health and Social Care | 15 | 4 |
| Core Unit  
*Mandatory* | 2 Demonstrating Professional Principles and Values in Health and Social Care Practice | 30 | 4 |
| Core Unit  
*Mandatory* | 3 Supporting the Individual Journey through Integrated Health and Social Care | 15 | 4 |
| Core Unit  
*Mandatory* | 4 Fundamentals of Evidence-based Practice (Pearson-set Project) | 15 | 4 |
| Specialist Unit  
*Mandatory* | 5 Health Education in Action | 15 | 4 |
| Specialist Unit  
*Mandatory* | 7 Effective Healthcare Practice using Maths | 15 | 4 |
| Specialist Unit  
*Mandatory* | 9 Fundamentals of Anatomy and Physiology for Health and Ill-Health | 15 | 4 |
| **Level 5 units:** | | |
| Core Unit  
*Mandatory* | 18 Innovation and Improvement through Action Research (Pearson-set Project) | 30 | 5 |
| Core Unit  
*Mandatory* | 19 Reflective Approaches in Implementing Person-centred Practice | 15 | 5 |
| Specialist Unit  
*Mandatory* | 20 Care Planning Processes in Healthcare Practice | 15 | 5 |
| Specialist Unit  
*Mandatory* | 21 Recognising and Meeting the Needs of People with Long-term Health Conditions | 15 | 5 |
| Specialist Unit  
*Mandatory* | 32 Team and Individual Leadership: Mentoring and Coaching Others | 15 | 5 |
| Specialist Unit  
*Mandatory* | 36 End of Life Care Planning and Support | 15 | 5 |
<p>| <strong>Plus an additional ONE optional unit which can be selected from the specialist and optional units given below.</strong> | | |
| <strong>Group: Integrated Health and Social Care</strong> | | |
| Specialist unit | 22 Supporting Individuals through Significant Life Events | 15 | 5 |
| Specialist unit | 26 Supporting Team and Partnership Working Across Health and Social Care Services | 15 | 5 |</p>
<table>
<thead>
<tr>
<th>Group: Public Health and Health Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit 24 Health Psychology</td>
</tr>
<tr>
<td>Specialist unit 27 Social Policy in Public Health</td>
</tr>
<tr>
<td>Specialist unit 28 Holistic Approaches to Health Promotion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group: Healthcare Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit 23 Managing Quality in Care Environments</td>
</tr>
<tr>
<td>Specialist unit 25 Facilitating Change in Healthcare Environments</td>
</tr>
<tr>
<td>Specialist unit 29 Human Resource Management for Healthcare</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group: Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit 30 Pharmacology and Medicine Management</td>
</tr>
<tr>
<td>Specialist unit 38 Nursing – Principles and Fundamentals of Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Units A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional unit 31 Providing Outpatient and Community Care</td>
</tr>
<tr>
<td>Optional unit 33 Psychophysiological Disorders</td>
</tr>
<tr>
<td>Optional unit 34 Global Health and Wellbeing</td>
</tr>
<tr>
<td>Optional unit 35 Project Management for Healthcare</td>
</tr>
<tr>
<td>Optional unit 37 Complementary Therapies in Healthcare Practice</td>
</tr>
</tbody>
</table>
### Optional Units B

Optional Units (Specialist Assistant Practice, SAP)*: These are specialist learning units and should only be taken by students who are currently in employment or work placement in relevant settings, as they include practice-based assessment requirements specific to the setting identified.

<table>
<thead>
<tr>
<th>Optional unit (SAP)</th>
<th>Optional unit</th>
<th>Credits</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>39 Supporting Operating Department Practice</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>40</td>
<td>40 Working with People Affected by Drug and Alcohol Addiction</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>41</td>
<td>41 Healthcare Practice with Children and Young People</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>42</td>
<td>42 Supporting Practitioners in Maternity Care</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>43</td>
<td>43 Supporting Practitioners in Urgent Care Environments</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>44</td>
<td>44 Supporting Rehabilitation Services</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>45</td>
<td>45 Supporting Orthopaedic Care</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>46</td>
<td>46 Supporting Mental Health Services</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>
### Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Nursing)

<table>
<thead>
<tr>
<th>Level 4 units: All units are mandatory in this pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Unit</strong></td>
</tr>
<tr>
<td><strong>Mandatory</strong></td>
</tr>
<tr>
<td><strong>Core Unit</strong></td>
</tr>
<tr>
<td><strong>Mandatory</strong></td>
</tr>
<tr>
<td><strong>Core Unit</strong></td>
</tr>
<tr>
<td><strong>Specialist Unit</strong></td>
</tr>
<tr>
<td><strong>Mandatory</strong></td>
</tr>
<tr>
<td><strong>Specialist Unit</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5 units:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Unit</strong></td>
</tr>
<tr>
<td><strong>Mandatory</strong></td>
</tr>
<tr>
<td><strong>Core Unit</strong></td>
</tr>
<tr>
<td><strong>Specialist Unit</strong></td>
</tr>
<tr>
<td><strong>Mandatory</strong></td>
</tr>
<tr>
<td><strong>Specialist Unit</strong></td>
</tr>
<tr>
<td><strong>Mandatory</strong></td>
</tr>
</tbody>
</table>

**Plus an additional ONE optional unit which can be selected from the specialist and optional units given below.**

**Group: Integrated Health and Social Care**

<table>
<thead>
<tr>
<th><strong>Specialist unit</strong></th>
<th><strong>Unit</strong></th>
<th><strong>Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>22 Supporting Individuals through Significant Life Events</strong></td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td><strong>26 Supporting Team and Partnership Working Across Health and Social Care Services</strong></td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Group: Public Health and Health Promotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist unit</td>
<td>24 Health Psychology</td>
<td>15</td>
</tr>
<tr>
<td>Specialist unit</td>
<td>27 Social Policy in Public Health</td>
<td>15</td>
</tr>
<tr>
<td>Specialist unit</td>
<td>28 Holistic Approaches to Health Promotion</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group: Healthcare Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
</tr>
<tr>
<td>Specialist unit</td>
</tr>
<tr>
<td>Specialist unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group: Assistant Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist unit</td>
</tr>
<tr>
<td>Specialist unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Units A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional unit</td>
</tr>
<tr>
<td>Optional unit</td>
</tr>
<tr>
<td>Optional unit</td>
</tr>
<tr>
<td>Optional unit</td>
</tr>
<tr>
<td>Optional unit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Units B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional unit (SAP)</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
</tr>
</tbody>
</table>

**Optional Units (Specialist Assistant Practice, SAP)**: These are specialist learning units and should only be taken by students who are currently in employment or work placement in relevant settings, as they include practice-based assessment requirements specific to the setting identified.
<table>
<thead>
<tr>
<th>Optional unit (SAP)</th>
<th><strong>44 Supporting Rehabilitation Services</strong></th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional unit (SAP)</td>
<td><strong>45 Supporting Orthopaedic Care</strong></td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Optional unit (SAP)</td>
<td><strong>46 Supporting Mental Health Services</strong></td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>
4.2.3 Meeting local needs (MLN)

Centres should note that Pearson BTEC Higher National qualifications have been developed in consultation with centres, employers and relevant professional organisations. The units were designed to meet the skill needs of the sector and thereby allow coverage of the full range of employment within the sector. Centres should make maximum use of the choices available to them within the specialist pathways to meet the needs of their students, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval to use units from other RQF Pearson BTEC Higher National qualifications, through the MLN process (refer to Commissioned qualification design and validation service of our website http://qualifications.pearson.com or get in touch your Pearson regional contact for application details. Centres will need to justify the rationale for importing units from other RQF Pearson BTEC Higher National specifications. Meeting local need applications must be made in advance of delivery and before 31 January in the year of student registration.

The flexibility to import standard units from other RQF Pearson BTEC Higher National specifications is limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits in a BTEC HND qualification (30 credits at Level 4 and 30 credits at Level 5). This is an overall maximum of units that can be imported. MLN units cannot be used at the expense of the mandatory units in any qualification nor can the qualification's rules of combination, as detailed in the specification, be compromised. It is the responsibility of the centre requesting the MLN to ensure that approved units are used only in eligible combinations.

For the Pearson BTEC Higher National Certificate in Healthcare Practice for England, the maximum number of credits that can be imported by pathway are as follows.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Import Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England (Integrated Health and Social Care)</td>
<td>30 credits</td>
</tr>
<tr>
<td>Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England (Public Health and Health Promotion)</td>
<td>15 credits</td>
</tr>
<tr>
<td>Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice (Healthcare Management)</td>
<td>15 credits</td>
</tr>
<tr>
<td>Pearson BTEC Level 4 Higher National Certificate in Healthcare Practice for England (Healthcare and Nursing Assistant Practice)</td>
<td>0 credits</td>
</tr>
</tbody>
</table>
For the **Pearson BTEC Higher National Diploma in Healthcare Practice for England**, the maximum number of credits that can be imported by pathway are as follows.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Import Level 4</th>
<th>Import Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Integrated Health and Social Care)</td>
<td>30 credits</td>
<td>30 credits</td>
</tr>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Public Health and Health Promotion)</td>
<td>15 credits</td>
<td>30 credits</td>
</tr>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Management)</td>
<td>15 credits</td>
<td>30 credits</td>
</tr>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Healthcare Assistant Practitioner)</td>
<td>0 credits</td>
<td>15 credits</td>
</tr>
<tr>
<td>Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Nursing)</td>
<td>0 credits</td>
<td>15 credits</td>
</tr>
</tbody>
</table>

**4.2.4 Pearson BTEC Higher National Commissioned Development**

Where MLN does not provide enough flexibility in terms of qualification structure, centres can request design and development of units by Pearson to meet their specific needs. This is offered by the following types of developments; full commission or partial commission.

We would be pleased to discuss your ideas for a Pearson BTEC Higher National Commissioned Development. For more information please refer to the *Commissioned qualification design and validation service* on our website http://qualifications.pearson.com

Once the centre is ready to proceed with a commissioned development, an application must be made, which provides a clear rationale for the development request. Pearson will review the application and may confirm or deny the request. The commissioned unit(s) will be authored by Pearson, in full consultation within the commissioning centre. Applications must be made one year in advance of the first year of commissioned unit(s) delivery.
4.3 Pearson-set assignments

There are Pearson-set assignments as part of the Core units. Each year, Pearson will issue a Theme and (for Level 4) a set of related Topics. Centres will develop an assignment, to be internally assessed, to engage students in work related to the Pearson-set Theme.

At Level 4, tutors will select a Topic to further define the students' approach to the Theme and assignment. At Level 5, it is expected that students will define their own Topic, in negotiation with tutors, based on the Pearson-set Theme.

For example, from the Higher Nationals in Business:

Theme: “Corporate Social Responsibility (CSR) and its importance for sustainability and competitive advantage.”

Level 4 Topics:

- How to start up a socially responsible company
- The impact of CSR on a functional area (e.g. HR, Marketing, Finance) within an organisation to promote profitability and financial sustainability
- Implementing CSR activities within organisations to meet sustainability objectives.

Centres can find relevant support in the Pearson-set Assignment Guidance for the units, and the theme and topic release documentation which will be provided for each level.

The aim of the Pearson-set assignments is to provide a common framework for centres to develop work that will allow cross-sector benchmarking, through the standardisation of student work, and identification and sharing of ‘best practice.’ in higher education teaching and learning. Pearson will share the ‘best practice’ results with all centres. For further information about Pearson-set Assignments and assessment, see Section 6 Assessment of this document.
4.4 Practice-based assessments

A key feature of the Higher Nationals in Healthcare Practice for England is the inclusion of ‘practice-based assessment’ at Level 4 and Level 5. These assessments are intended to provide a framework in which necessary work-integrated learning can be delivered and assessed, relative to the pathway the student is on. These assessments are embedded throughout a number of units on the qualification, referenced in the table below. This enables centres with the potential to develop both greater depth and to support students to engage with more specialist areas of the subject and engage meaningfully with the employers that students are placed with.

The aim of these practice-based assessments is to provide centres with greater work-relatedness and enable the development of programmes of study and course offers that are unique to their particular locale, market, and student cohort.

A framework for the holistic assessment of practice-based elements for Core units is included in the PLAD, to support centres in developing appropriate programmes of study. Additional ‘blank’ templates are provided for centres to integrate the assessment of practice-based elements of Specialist and Optional units into a programme that incorporates holistic practice-based assessment.

For practice-based-assessment in this qualification, please see assessor requirements in Section 3.2.

<table>
<thead>
<tr>
<th>Level 4 Units that include practice-based assessment</th>
<th>Level 5 Units that include practice-based assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Demonstrating Professional Principles and Values in Health and Social Care Practice</td>
<td>(19) Reflective Approaches in Implementing Person-Centred Practice</td>
</tr>
<tr>
<td>(3) Supporting the Individual Journey through Integrated Health and Social Care</td>
<td>(20) Care Planning Processes in Healthcare Practice</td>
</tr>
<tr>
<td>(5) Health Education in Action</td>
<td>(21) Recognising and Meeting the Needs of Individuals with Long-term Health Conditions</td>
</tr>
<tr>
<td>(6) Supporting Dementia Care</td>
<td>(22) Supporting Individuals Through Significant Life Events</td>
</tr>
<tr>
<td>(7) Effective Healthcare Practice using Maths</td>
<td>(23) Managing Quality in Care Environments</td>
</tr>
<tr>
<td><strong>Level 4 Units that include practice-based assessment</strong></td>
<td><strong>Level 5 Units that include practice-based assessment</strong></td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>(9) Fundamentals of Anatomy and Physiology for Health and Ill-Health</td>
<td>(26) Supporting Team and Partnership Working across Health and Social Care Services</td>
</tr>
<tr>
<td>(12) Supporting Independent Living</td>
<td>(28) Holistic Approaches to Health Promotion</td>
</tr>
<tr>
<td>(13) Supporting Individuals with Specific Needs</td>
<td>(30) Pharmacology and Medicine Management</td>
</tr>
<tr>
<td>(15) Healthcare Technology in Practice</td>
<td>(31) Providing Outpatient and Community Care</td>
</tr>
<tr>
<td>(16) Supporting Adults in Residential Care</td>
<td>(32) Team and Individual Leadership: Mentoring and Coaching Others</td>
</tr>
<tr>
<td>(17) Effective Reporting and Record-keeping in Health and Social Care Services</td>
<td>(36) End of Life Care Planning and Support</td>
</tr>
<tr>
<td></td>
<td>(38) Nursing: Principles and Fundamentals of Practice</td>
</tr>
<tr>
<td></td>
<td>All Specialist Assistant Practice Optional Units</td>
</tr>
</tbody>
</table>
### 4.5 Optional units

The Optional units available in the Higher Nationals in Healthcare Practice for England are intended to provide centres with a range of units that may be applicable to any pathway. These units have been written to provide scope for a centre to tailor their course offer to include areas of additional content that provide a unique student experience.

As an example, at Level 5, a standard approach to Healthcare Management might see the following units offered.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Innovation and Improvement through Action Research (Pearson-Set Project)</td>
<td>Core</td>
</tr>
<tr>
<td>19</td>
<td>Reflective Approaches in Implementing Person-centred Practice</td>
<td>Core</td>
</tr>
<tr>
<td>23</td>
<td>Managing Quality in Care Environments</td>
<td>Specialist</td>
</tr>
<tr>
<td>25</td>
<td>Facilitating Change in Healthcare Environments</td>
<td>Specialist</td>
</tr>
<tr>
<td>29</td>
<td>Human Resource Management for Healthcare</td>
<td>Specialist</td>
</tr>
<tr>
<td>35</td>
<td>Project Management for Healthcare</td>
<td>Optional</td>
</tr>
<tr>
<td>26</td>
<td>Supporting Team and Partnership Working Across Health and Social Care Services</td>
<td>Specialist Unit from Integrated Health and Social Care Pathway</td>
</tr>
</tbody>
</table>

However, a centre may choose to develop a more ‘specialised’ programme; with greater emphasis on management related to the provision of clinical services and offer the following.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Innovation and Improvement through Action Research (Pearson-Set Project)</td>
<td>Core</td>
</tr>
<tr>
<td>19</td>
<td>Reflective Approaches in Implementing Person-centred Practice</td>
<td>Core</td>
</tr>
<tr>
<td>23</td>
<td>Managing Quality in Care Environments</td>
<td>Specialist</td>
</tr>
<tr>
<td>25</td>
<td>Facilitating Change in Healthcare Environments</td>
<td>Specialist</td>
</tr>
</tbody>
</table>
### Table

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Qualification Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 Human Resource Management for Healthcare</td>
<td>Specialist</td>
</tr>
<tr>
<td>28 Care Planning Processes in Healthcare Practice</td>
<td>Specialist Unit from Healthcare Assistant Practitioner and Nursing Pathways</td>
</tr>
<tr>
<td>31 Providing Outpatient and Community Care</td>
<td>Optional</td>
</tr>
</tbody>
</table>

In each example students would have the key skills for healthcare management but will have a unique experience based on the combination of Optional units offered by the centre.

In addition to the designated Optional units, a centre may also choose to include one of the Specialist units from another pathway; thereby, further expanding the scope of units that may be combined to form the qualification.
### 4.6 The unit descriptor

The Unit Descriptor is how we define the individual units of study that make up a Higher National qualification. Students will study and complete the units included in the programme offered at your centre.

We have described each part of the unit, as below. You may refer to any of the Unit Descriptors in *Section 10* of this programme specification.

<table>
<thead>
<tr>
<th><strong>Unit Title</strong></th>
<th>A broad statement of what the unit will cover.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td>The Ofqual unit designation</td>
</tr>
<tr>
<td><strong>Unit Type</strong></td>
<td>There are three unit types: core (mandatory to all pathways); specialist (mandatory to specific pathways); and optional (available to most pathways)</td>
</tr>
<tr>
<td><strong>Unit level</strong></td>
<td>All BTEC Higher National units are at Level 4 or Level 5</td>
</tr>
<tr>
<td><strong>Credit value</strong></td>
<td>The credit value is related to total qualification time (TQT) and unit learning hours (ULH), and is easy to calculate. 1 credit is equal to 10 ULH, so 15 credits are equal to 150 ULH. To complete a Higher National Certificate or Diploma students are expected to achieve the appropriate number of credits</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Some general notes on the unit, setting the scene, stating the purpose, outlining the topics and skills gained on completion of the unit</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>The Learning Outcomes are explicit statements that clearly express what students will be able to do after the completion of the unit. There are, typically, four Learning Outcomes for each unit.</td>
</tr>
<tr>
<td><strong>Essential Content</strong></td>
<td>This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.</td>
</tr>
</tbody>
</table>
Learning Outcomes and Assessment Criteria

Each unit sets out the ‘Pass’, ‘Merit’ and ‘Distinction’ criteria for that unit. When assignments are graded, a tutor will refer to this table, which connects the unit’s Learning Outcomes with the student’s work. This assignment may be graded at ‘Pass’, ‘Merit’ or ‘Distinction level, depending on the quality of the student's work.

Recommended Resources

Lists the resources appropriate to support the study of this unit. This includes books, journals and online material to support learning. The programme tutor may suggest alternatives and additions, usually with a local application or relevance.
**Web resources – referencing:**

Some units have web resources as part of their recommended resources lists. Hyperlinking to these resources directly can be problematic as locations and addresses of resources can change over time. To combat this we have referenced web resources as follows:

[1] A link to the main page of the website
[2] The title of the site
[3] The name of the section or element of the website where the resource can be found
[4] The type of resource it is, which may be one of the following –
  - research
  - general reference
  - tutorials
  - training
  - e-books
  - report
  - wiki
  - article
  - datasets
  - development tool
  - discussion forum

**Web**

[1] sdb.s.db.aist.go.jp  
[2] National Institute for Advanced Industrial Science and Technology (AIST)  
[4] (General reference)

[1] rsc.org  
[2] Royal Society of Chemistry  
[3] Learn Chemistry  
[4] (General reference)
4.7 **Apprenticeships**

The Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Assistant Practitioner) is referenced against the Higher Apprenticeship Standard for the Healthcare Assistant Practitioner, published by the Institute for Apprenticeships, and can be taken as part of the mandatory on-programme element of the standard. This standard was developed by the Healthcare Practitioner Trailblazer group, which is made up of employers from Health and Social Care and facilitated by Skills for Health and Health Education England (HEE).

The Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice for England (Nursing) is referenced against the 2017 Nursing Associate Higher Apprenticeship Standard, developed by the Nursing Associate Trailblazer group, which includes employers from health and social care, and wider stakeholders, including Health Education England (HEE) and the Nursing and Midwifery Council (NMC). This qualification can not currently be used as the mandatory qualification element of the Nursing Associate (NMC 2018) Apprenticeship Standard.

Mapping to the Apprenticeship Standards can be found in *Appendix 6* of this specification.
5 Teaching and learning

The aim of this section is to provide guidance to centres so that they can engage students in a dynamic, interactive and reflective learning experience. This experience should effectively prepare students to successfully engage in the assessments, which will measure depth, as well as breadth, of knowledge. Teaching should stimulate academic engagement, develop challenging yet constructive discourse and encourage students to reflect on their own performance in preparation for a professional career. Additionally, centres are encouraged to expose students to autonomous and independent learning, which will facilitate the development of the academic skills, experiences and techniques required as they progress from one level of study to the next.

Centres are encouraged to develop programmes that have a distinctive focus on entry into work, delivering a curriculum that embeds employability, has a strong commitment to ethics and diversity, and introduces students to contemporary as well as seminal research. All teaching and learning should reflect the expectations of employers and society, and be informed and guided by external benchmarks such as professional and statutory bodies. In so doing, students completing a Pearson BTEC Higher National in Healthcare Practice for England will have the attributes, skills, principles and behaviours that will enable them to make a valuable contribution to local, national and international healthcare service provision.

The contributions students make to their own experiences, alongside the experience of their peers, is invaluable. Student engagement and the student voice should form a significant aspect of a student’s life. Centres are encouraged to gather student opinions on a range of teaching and learning matters, which would be used to inform and enhance future practice within a programme of study and within a centre.

5.1 Delivering quality and depth

A high-quality teaching and learning experience should include qualified and experienced lecturers, an interactive and engaging curriculum, motivated and inspired students, and a support system that caters for the pastoral as well as academic interests of students.

In addition to delivering a quality learning experience, centres must also encourage students to have a deeper understanding of the subject where they are able to go beyond the fundamentals of explaining and describing. Students are expected to show they can analyse data and information, make sense of this and then reach evaluative judgements. At the higher levels of study, there is an expectation that students will be able to apply a degree of criticality to their synthesis of knowledge. This criticality would come from exposure to appropriate and relevant theories, concepts and models.
One of the reasons for delivering a quality learning experience, which has depth as well as breadth, is the benchmarking of the qualification to the Framework for Higher Education Qualifications (FHEQ). It also meets requirements set by the Regulated Qualifications Framework (RQF). The first stage of a Pearson BTEC Higher National in Healthcare Practice for England is the Higher National Certificate (HNC), which is aligned with Level 4 of both frameworks; with the Higher National Diploma (HND) aligned with Level 5. This means that the HNC has the same level of demand and expectations as the first year of a degree programme, with the HND having the same level of demand and expectations as the second year of a degree programme.

Centres are expected to provide a broadly similar experience for students to that which they would have if they attended a similar programme at a university. This could mean:

- Providing access to library facilities which have, as a minimum, available copies (physically and/or electronically) of all required reading material
- Access to research papers and journals
- Utilising a virtual learning environment (VLE) to support teaching
- Working with local employers (see below) to present real-life case studies
- Creating schemes of work that embrace a range of teaching and learning techniques
- Listening to the student voice.

Irrespective of the type of programme on which a student is enrolled, it is highly advisable that students are inducted onto their Higher National programme. This induction should include an introduction to the course programme and academic study skills that will be essential in supporting their research and studies and, therefore, enhance the learning experience.

An induction programme should consist of the following:

- A course programme overview, including an introduction to the Themes, work placement requirements and the PLAD
- Preparing for lessons
- Effective engagement in lectures and seminars
- Making the most out of the tutor
- Assignment requirements
- Referencing and plagiarism
- Centre policies
- Academic study skills.
Pearson offer Higher National Global Study Skills to all students – an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. This is available on the HN Global website www.highernationals.com. HN Global provides a wealth of support to ensure that tutors and students have the best possible experience during their course. With HN Global, students can search, share, comment, rank and sort a vast range of learning resources via an online digital library and tutors can create and annotate reading lists for students.

5.2 Engaging with employers

Just as the student voice is important, so too is the employer’s. Employers play a significant role in the design and development of all regulated qualifications, including the Higher Nationals in Healthcare Practice for England. This input should extend into the learning experience, where engagement with employers will add value to students, particularly in transferring theory into practice. Work placement is a mandatory and essential element of the students’ programme and development, and is integrated throughout the qualification. Centres are encouraged to actively engage employers in the delivery and assessment of aspects of the programme as relevant.

Centres should consider a range of employer engagement activities. These could include:

- Work placement (mandatory)
- Field trips to local healthcare and social care settings, including community-based provision
- Inviting local health and social care employers, service users and deliverers to present guest lectures
- Using employers to judge the quality of assessed presentations and/or products
- (For the more entrepreneurial) establishing a panel of experts to whom students can present their research and recommendations for service improvement.

While detailed guidance on assessment has been provided in this specification (see Section 6), it is worth considering the involvement of employers when determining assessment strategies and the use of different assessment vehicles. This enables centres to design assessments that are more closely related to what students would be doing in the workplace. Employers are able to comment on relevance and content, as well as the challenge presented by an assessment. Notwithstanding this, ultimately it is the centre’s responsibility to judge the extent to which any employer contributes to teaching and learning.
5.3 Engaging with students

Students are integral to teaching and learning. As such, it is important that they are involved as much as possible with most aspects of the programme onto which they are enrolled. This input could include taking into account their views on how teaching and learning will take place, their role in helping to design a curriculum, or on the assessment strategy that will test their knowledge and understanding.

There are many ways in which to capture the student voice and student feedback, both formal and informal. Formal mechanisms include the nomination of student representatives to act as the collective student voice for each student cohort, student representation at course team meetings, and an elected Higher Education representative as part of the Student Union. Student forums should also take place periodically throughout the year with minutes and action plans updated and informing the overall annual course monitoring process. Unit-specific feedback can also be collated by students completing unit feedback forms, end-of-year course evaluations, and scheduled performance review meetings with their tutor.

However, this should not be the only time when feedback from students is sought. Discourse with students should be constant, whereby teachers adopt a ‘reflection on action’ approach to adjust teaching, so that students are presented with an environment that is most supportive of their learning styles. Just as employers could have an input into assessment design, so too could students. This will support the development of assignments that are exciting and dynamic, and fully engage students in meaningful and informative assessment.

The biggest advantage of consulting students on their teaching, learning and assessment is securing their engagement in their own learning. Students are likely to feel empowered and develop a sense of ownership of all matters related to teaching, learning and assessment, not just their own experiences. Students could also view themselves as more accountable to their lecturers, ideally seeing themselves as partners in their own learning and not just part of a process.

5.4 Planning and structuring a programme

Learning should be challenging yet exciting; teaching should be motivating and inspirational. Consequently, both teaching and learning should form part of a programme structure that is active, flexible and progressive, and has an industry focus wherever possible.
It is important for a programme structure to be effectively planned, taking into account the nature of the student cohort, the primary mode of delivery (face-to-face or distance learning) and the level of study. It is also advisable to consider the student voice (whether that voice is heard through end-of-programme feedback, or through ongoing dialogue) when planning how and when students will be exposed to a particular subject. One other vital source of information that centres would do well to embrace is the feedback from tutors who have been and/or will be delivering learning.

It is recommended that centres establish a programme planning forum where various stakeholders are represented. This forum could consider different perspectives of teaching and learning and how these are planned into an effective programme structure. Consideration could be given to, for example, the holistic and consistent use of Virtual Learning Environments (VLEs), a programme of field trips, a strategy for engaging with employers, and how and when to assess learning.

Consideration should be given to a number of factors when planning a programme structure. These include:

- The sequencing of units
- Whether to have condensed or expanded delivery
- Teaching and learning techniques.

### 5.4.1 Sequencing units

The level of demand embedded within a unit is benchmarked to recognised standards. This applies to all units within a level of study, and this means that all Level 4 units have similar demands, as do all Level 5 units. However, this does not mean that units can, or should, be delivered in any order. For example, in the Pearson BTEC Higher National Diploma in Healthcare Practice for England it is strongly advised that Level 4 units are delivered, and achieved, by students before progression to Level 5. However, students are able to progress to level 5 with a minimum of 90 credits at Level 4.

Within each level it is advisable to sequence units so that those providing fundamental knowledge and understanding are scheduled early in the programme. It may also be advisable to schedule the assessment of units requiring the practice and application of more advanced skills later in the programme.

For example, at Level 4, Unit 1 and Unit 2 could be the first two units that Higher National Certificate students are exposed to. The former introduces students to the fundamentals of the frameworks within which healthcare practitioners work, how this is structured and the internal and external factors that influence healthcare practice strategy and operations. The latter provides students with an opportunity to gain an understanding of the fundamentals of professional practice in healthcare; ensuring students are well-equipped for placement, the professional expectations they need to have and behaviours they should exemplify.
At Level 5, centres could sequence, for example, Unit 23 before Unit 28. The former provides a broader understanding of what influences the behaviour of individuals and organisations when providing services for those with long-term health conditions, with the latter using this knowledge to develop strategies to assess and plan the provision for individuals in receipt of healthcare services.

5.4.2 Condensed and expanded delivery

The next consideration is whether to deliver a unit in a condensed format alongside other units, or to deliver units over an expanded period. The following tables provide examples of this, based on four units being delivered in one teaching block.

### Condensed version:

<table>
<thead>
<tr>
<th>Weeks 1 to 6</th>
<th>Week 7</th>
<th>Weeks 8 to 13</th>
<th>Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td></td>
<td>Unit 3</td>
<td>Assessment</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Assessment</td>
<td>Unit 4</td>
<td></td>
</tr>
</tbody>
</table>

### Expanded version:

<table>
<thead>
<tr>
<th>Weeks 1 to 12</th>
<th>Weeks 13 and 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Assessment</td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td></td>
</tr>
</tbody>
</table>
The decision to deliver a condensed, expanded or mixed programme would depend on a number of factors, including availability of resources, the subjects to be taught and the requirements of students. Each version has advantages: the condensed version would provide an opportunity for students to gain early success and achievement. This will enhance their self-efficacy, the sense of one's belief in one's ability to succeed, and self-confidence, with tutors being able to identify and respond to less able students early in the teaching and learning cycle.

The advantages of the expanded version include providing a longer timescale for students to absorb new knowledge and therefore, potentially, improve success, and giving tutors an opportunity to coach and support less able students over a longer period of time.

The mixed version, with some units spanning over the entire period and others lasting for shorter periods, provides opportunities for learning in some units to support development in others. This format may be particularly suited to a combination of practical and theoretical units. In all cases, the choice of which type of unit sequence must consider student opportunities as well as staff and physical resources of the centre.

As there are pros and cons to both approaches, the use of a planning forum would help to ensure the most appropriate approach is taken. For example, centres could chose to deliver the first teaching block using the expanded version, with the subsequent teaching block being delivered through a condensed approach.

It should be noted that the above consideration would apply equally to programmes that are being delivered face-to-face or through distance learning.

### Mixed version:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Assessment</td>
<td>Unit 2</td>
<td>Assessment</td>
<td>Unit 3</td>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 5.4.3 Drawing on a wide range of delivery techniques

As part of planning the range of techniques that will be used to deliver the syllabus, centres should also consider an appropriate combination of techniques for the subject.

The table below lists some of the techniques that centres could introduce into a planned programme structure.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Face-to-face</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures and seminars</td>
<td>These are the most common techniques used by tutors. They offer an opportunity to engage with a large number of students, where the focus is on sharing knowledge through the use of presentations.</td>
<td>Delivery would be through video conferencing and/or pre-recorded audio and/or visual material, available through an online platform. Synchronous discussion forums could also be used.</td>
</tr>
<tr>
<td>Workshops</td>
<td>These are used to build on knowledge shared via tutors and seminars. Teaching can be more in-depth where knowledge is applied, for example to case studies or real-life examples. Workshops could be student-led, where students present, for example, findings from independent study.</td>
<td>While more challenging to organise than for face-to-face delivery, workshops should not be dismissed. Smaller groups of three or four students could access a forum simultaneously and engage in the same type of activity as for face-to-face.</td>
</tr>
<tr>
<td>Tutorials</td>
<td>These present an opportunity for focused one-to-one support, where teaching is led by an individual student's requirements. These can be most effective in the run-up to assessment, where tutors can provide more focused direction, perhaps based on a formative assessment.</td>
<td>Other than not necessarily being in the same room as a student, tutors could still provide effective tutorials. Video conferencing tools provide the means to see a student, which makes any conversation more personal.</td>
</tr>
<tr>
<td>Technique</td>
<td>Face-to-face</td>
<td>Distance learning</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Work-based learning</td>
<td>Work-based learning is an integral part of this curriculum. This develops students’ practice and provides students with an opportunity to link theory to practice in a way in which case studies do not. Centres must ensure their programme meets the placement requirements of the qualification. It is worth noting that many full-time students are involved in some form of employment in the sector, either paid or voluntary, which can be used as part of their learning, providing the employment provides the opportunity for students to meet the practice-based requirements of units in the qualification.</td>
<td>It is likely that the majority of distance-learning students would be employed and possibly classed as mature students. Bringing theory to life through a curriculum, which requires work-based application of knowledge, would make learning for these students more relevant and meaningful. Perhaps more importantly, assessment should be grounded in a student’s place of work, wherever possible.</td>
</tr>
<tr>
<td>Virtual Learning Environments (VLEs)</td>
<td>These are invaluable to students studying on a face-to-face programme. Used effectively, VLEs not only provide a repository for taught material such as presentation slides or handouts, but could be used to set formative tasks such as quizzes. Further reading could also be located on a VLE, along with a copy of the programme documents, such as the handbook and assessment timetable.</td>
<td>A VLE is a must if students are engaged with online delivery through distance or blended learning, as this would be the primary or the key source of learning. Where distance learning is primarily delivered through hard copies of workbooks, etc., the same principle would apply as for face-to-face learning.</td>
</tr>
<tr>
<td>Blended learning</td>
<td>The combination of traditional face-to-face learning and online learning. This can enable students to gain personalised support, instruction and guidance while completing assigned activities and tasks remotely.</td>
<td>Offline learning enables students to develop autonomy and self-discipline by completing set activities and tasks with limited direction and traditional classroom-based constraints.</td>
</tr>
<tr>
<td>Technique</td>
<td>Face-to-face</td>
<td>Distance learning</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Guest speakers</td>
<td>These could be experts from industry or visiting academics in the subject area that is being studied. They could be used to present a lecture/seminar, a workshop or to contribute to assessment. The objective is to make the most effective use of an expert’s knowledge and skill by adding value to the teaching and learning experience.</td>
<td>As long as the expert has access to the same platform as the students then the value-added contribution would still be very high. Consideration would need to be given to timings and logistics, but with some innovative management this technique would still have a place in distance learning programmes.</td>
</tr>
<tr>
<td>Field trips</td>
<td>Effectively planned field trips, which have a direct relevance to the syllabus, would add value to the learning experience. Through these trips students could relate theory to practice, have an opportunity to experience organisations in action, and potentially open their minds to career routes.</td>
<td>The use of field trips could be included as part of a distance learning programme. They will add the same value and require the same planning. One additional benefit of field trips for distance learning is that they provide an opportunity for all students in a cohort to meet, which is a rare occurrence for distance-learning students.</td>
</tr>
</tbody>
</table>
5.4.4 Assessment considerations

Centres should design assessment for learning. This is where an assessment strategy requires students to engage with a variety of assessment tools that are accessible, appropriately challenging, and support the development of student self-efficacy and self-confidence. To ensure that assignments are valid and reliable, centres must implement robust quality assurance measures and monitor the effectiveness of their implementation (see Section 6 of this Programme Specification). This includes ensuring that all students engage in assessment positively and honestly.

Assessment also provides a learning opportunity for all stakeholders of the assessment to have access to feedback that is both individual to each student and holistic to the cohort. Feedback to students should be supportive and constructive. Student self-efficacy (and, therefore, self-confidence) can be significantly enhanced where feedback not only focuses on areas for improvement but recognises the strengths a student has. At the cohort level, similar trends could be identified that inform future approaches to assessments and teaching. Assessment is an integral part of the overall learning process and assessment strategy must be developed to support effective, reflective, thinking healthcare practitioners for the future. Assessment can be either formative, summative or both.

The Practical Learning, Assessment and Development portfolio (PLAD)

Work experience is fundamental in the development of effective professional practice, learning and progression in this sector, therefore the assessment of learning on, or through, work placement/experience is an essential requirement of this qualification. To support this assessment, a Practical Learning, Assessment and Development Portfolio (PLAD) has been devised. This will support students and assessors in gathering, monitoring and evaluating learning through placement and in assessing the reflective practice criteria embedded in the units. The PLAD is not graded; it forms the basis of decisions regarding the achievement of reflective practice criteria within units.

Content of the PLAD

- Guidance on the PLAD, placement expectations, reflective practice requirements and personal and professional development skills.
- Reflective practice logs and tracking documents students should use to provide evidence of having met the reflective practice evidence requirements of mandatory units.
- Tutor/supervisor/assessor observation and assessment records.
- Mapping forms identifying where mandatory reflective criteria meet elements of the Higher Apprenticeship Standards and the professional practice requirements of Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice, and Unit 19: Reflective Approaches in Implementing Person-centred Practice.
• Additional (optional) exemplar forms to support practice, e.g. observation, assessment and activity plans/records.

The PLAD also serves as evidence of the development of students' professional skills and attributes to support progression in the sector to higher levels of education and/or wider employment prospects.

Mapping of the Themes in the units is provided in the PLAD, to further support and embed a holistic approach to the development and assessment of the sector-specific learning and skills.

5.4.5 Formative assessment

Formative assessment is primarily developmental in nature and designed to give feedback to students on their performance and progress. Assessment designed formatively should develop and consolidate knowledge, understanding, skills and competencies. It is a key part of the learning process and can enhance learning and contribute to raising standards.

Through formative assessment tutors can identify students' differing learning needs early on in the programme and so make timely corrective interventions. Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the syllabus. Each student should receive one set of written formative feedback, otherwise some students may feel that others are being given more than their share of verbal feedback.

5.4.6 Summative assessment

Summative assessment is where students are provided with the assignment grades contributing towards the overall unit grade. For summative assessment to be effective it should also give students additional formative feedback to support ongoing development and improvement in subsequent assignments. All formative assessment feeds directly into the summative assessment for each unit and lays the foundations on which students develop the necessary knowledge and skills required for the summative assessment.

5.4.7 Assessment feedback

Effective assessment feedback is part of continuous guided learning which promotes learning and enables improvement. It also allows students to reflect on their performance and helps them understand how to make effective use of feedback. Constructive and useful feedback should enable students to understand the strengths and limitations of their performance, providing positive comments where possible as well as explicit comments on how improvements can be made. Feedback should reflect the learning outcomes and assessment criteria to also help students understand how these inform the process of judging the overall grade.
The timing of the provision of feedback and of the returned assessed work also contributes to making feedback effective. Specific turnaround time for feedback should be agreed and communicated with both tutors and students. Timing should allow students the opportunity to reflect on the feedback and consider how to make use of it in forthcoming assessments, taking into account the tutor’s workload and ability to provide effective feedback.

5.4.8 Designing valid and reliable assessments

To help ensure valid and reliable assignments are designed and are consistent across all units, centres could consider a number of actions.

Use of language

The first aspect of an assignment that a centre could focus on is ensuring that language makes tasks/questions more accessible to students.

Due consideration must be given to the command verbs (i.e. the verbs used in unit assessment criteria) when considering the learning outcomes of a unit. Assignments must use appropriate command verbs that equate to the demand of the learning outcome. If the outcome requires ‘analysis’ then ‘evaluative’ requirements within the assignment must not be set when testing that outcome. This would be viewed as over-assessing. Similarly, it is possible to under-assess where analytical demands are tested using, for example, explanatory command verbs.

The following can be used as a guide to support assignment design.

- Ensure there is a holistic understanding (by tutors and students) and use of command verbs.
- Set assignment briefs that use a single command verb, focusing on the highest level of demand expected for the learning outcome(s) that is (are) being tested.
- Assignments should be supported by additional guidance that helps students to interpret the demand of the assessment criteria.
- Time-constrained assessments should utilise the full range of command verbs (or acceptable equivalents) appropriate to the academic level. Modes of time-constrained assessments include in-class tests and examinations that could be both open- or closed-book. Centres should pay close consideration to ensuring tests and exams are not replicated during the course of the year.

Consistency

This relates to the consistency of presentation and structure, the consistent use of appropriate assessment language, and the consistent application of grading criteria. Where assignments are consistent, reliability is enhanced. Where validity is present in assignments this will result in assignments that are fit for purpose and provide a fair and equitable opportunity for all students to engage with the assignment requirements.
**Employing a range of assessment tools**

Just as variation in teaching methods used is important to the planning of a programme structure, so too is the use of a range of assessment tools appropriate to the unit and its content. Centres should consider taking a holistic view of assessment, ensuring a balanced assessment approach with consideration given to the subject being tested and what is in the best interests of students. As mentioned above, consultation with employers could add a sense of realism to an assessment strategy. (A comprehensive list of assessment tools is provided in *Section 6.2 Setting effective assignments*.)

No matter what tool is used, assignments should have a sector focus (whether this is in a workplace context or through a case study), and be explicitly clear in their instructions. In the absence of a case study a scenario should be used to provide some context. Finally, students should be clear on the purpose of the assignment and which elements of the unit it is targeting.
6 Assessment

Pearson BTEC Higher Nationals are assessed using a combination of internally assessed centre-devised internal assignments (which are set and marked by centres) and internally assessed Pearson-set assignments (which are set by Pearson and marked by centres). Pearson-set assignments are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size.

- For the HNC, one core, 15-credit, unit at Level 4 will be assessed by a mandatory Pearson-set assignment targeted at particular skills.
- For the HND, two core units – one core, 15-credit, unit at Level 4 and one core, 30-credit unit at Level 5 – will be assessed by a mandatory Pearson-set assignment targeted at particular skills.

All other units are assessed by centre-devised internal assignments.

The purpose and rationale of having Pearson-set units on Higher Nationals is as follows.

**Standardisation of student work** – Assessing the quality of student work, that it is meeting the level and the requirements of the unit across all centres, that grade decisions and assessor feedback are justified, and that internal verification and moderation processes are picking up any discrepancies and issues.

**Sharing of good practice** – We will share good practice in relation to themes such as innovative approaches to delivery, the use of digital literacy, enhancement of student employability skills and employer engagement. **These themes will align to those for QAA Higher Education Reviews.**

An appointed External Examiner (EE) for the centre will ask to sample the Pearson-set assignment briefs in advance of the external examination visit. Although this is not a mandatory requirement for centres we strongly advise that centres seek guidance and support from their EE on the Pearson-set assignment. The EE may also include the Pearson-set units in the centre visit sample of student work.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from professional bodies, employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery will take place over short or long periods of time, and when assessment can take place.
6.0.1 Example Assessment Briefs

Each unit has supporting Example Assessment Briefs that are available to download from the course materials section on our website (http://qualifications.pearson.com). The Example Assessment Briefs are there to give you an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The Example Assessment Briefs, with the exception of the mandatory Pearson-set unit, provide tutors with suggested types of assignment and structure that can be adopted and, if so, must be adapted accordingly.

6.1 Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the Pearson Quality Assurance Handbook available in the support section of our website (http://qualifications.pearson.com). All of the assessment team will need to refer to this document.

For Pearson BTEC Higher Nationals it is important that you can meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and should use links with local employers and the wider healthcare practice sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

6.1.1 Assessment through assignments

For internally assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been fully delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by students (either alone or in a team). An assignment is separate from teaching, practice, exploration and other activities that students complete with direction from, and formative assessment by, tutors.

An assignment is issued to students as an assignment brief with a hand-out date, a completion date and clear requirements for the evidence that students are expected to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.
6.1.2 Assessment decisions through applying unit-based criteria

Assessment decisions for Pearson BTEC Higher Nationals are based on the specific criteria given in each unit and set at each grade level. The criteria for each unit have been defined according to a framework to ensure that standards are consistent in the qualification and across the suite as a whole. The way in which individual units are written provides a balance of assessment of understanding, practical skills and career-related attributes appropriate to the purpose of the qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the student to show ‘analysis’ and the related P criterion requires the student to ‘explain’, then to satisfy the M criterion a student will need to cover both ‘explain’ and ‘analyse’. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student's evidence at the same time. In Appendix 1 we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the student is judged to have met all the criteria. Therefore:

- **To achieve a Pass**, a student must have satisfied all the Pass criteria for the learning outcomes, showing coverage of the unit content and, therefore, attainment at Level 4 or 5 of the National Framework.
- **To achieve a Merit**, a student must have satisfied all the Merit criteria (and, therefore, the Pass criteria) through high performance in each learning outcome.
- **To achieve a Distinction**, a student must have satisfied all the Distinction criteria (and, therefore, the Pass and Merit criteria), and these define outstanding performance across the unit as a whole.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a student completing assignments. Students who do not satisfy the Pass criteria should be reported as Unclassified.
6.1.3 The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, and these roles are listed below. Full information is given in the Pearson Quality Assurance Handbook available in the support section of our website (http://qualifications.pearson.com).

- **The Programme Leader** has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record-keeping and liaison with the EE. The Programme Leader registers annually with Pearson and acts as an assessor, supports the rest of the assessment team, makes sure they have the information they need about our assessment requirements, and organises training, making use of our guidance and support materials.

- **Internal Verifiers** (IVs) oversee all assessment activity in consultation with the Programme Leader. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Programme Leader. Normally, IVs are also assessors, but they do not verify their own assessments.

- **Assessors** set or use assignments to assess students to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Programme Leader. They work with the Programme Leader and IVs to ensure that the assessment is planned and carried out in line with our requirements. Placement assessments must be carried out by appropriately qualified assessors.

- **Your External Examiner** (EE) will sample student work across assessors. Your EE will also want to see evidence of internal verification of assignments and assessed decisions.

6.1.4 Effective organisation

Internal assessment needs to be well organised so that student progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you in this through, for example, providing training materials and sample documentation. Our online HN Global service can also help support you in planning and record-keeping.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students are able to complete assignments on time.
6.1.5 Student preparation

To ensure that you provide effective assessment for your students, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements. From induction onwards, you will want to ensure that students are motivated to work consistently and independently to achieve the requirements of the qualifications. They need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give your students a guide that explains:

- how assignments are used for assessment
- how assignments relate to the teaching programme
- how they should use and reference source materials, including what would constitute plagiarism.

The guide should also set out your Centre's approach to operating assessments, such as how students must submit assignments/work and the consequences of submitting late work, and the procedure for requesting extensions for mitigating circumstances.

6.2 Setting effective assignments

6.2.1 Setting the number and structure of assignments

In setting your assignments you need to work with the structure of assignments shown in the relevant section of a unit. This shows the learning aims and outcomes and the criteria that you must follow.

Pearson provide EABs for each unit to support you in developing and designing your own assessments, if you wish to do so you can find these materials with the specification on our website.

In designing your own assignment briefs you should bear in mind the following points:

- The number of assignments for a unit must not exceed the number of learning outcomes shown in the unit descriptor. However, you may choose to combine assignments, e.g. to create a single assignment for the whole unit.

- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach you need to make sure that students are fully prepared, so that they can provide all the required evidence for assessment, and that you are able to track achievement in assessment records.
A learning outcome must always be assessed as a whole and must not be split into two or more elements.

The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.

You do not have to follow the order of the learning outcomes of a unit in setting assignments, but later Learning Outcomes often require students to apply the content of earlier learning aims, and they may require students to draw their learning together.

Assignments must be structured to allow students to demonstrate the full range of achievement at all grade levels. Students need to be treated fairly by being given the opportunity to achieve a higher grade, if they have the ability.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning outcomes. The specified unit content must be taught/delivered. The evidence for assessment need not cover every aspect of the teaching content, as students will normally be given particular examples, case studies or contexts in their assignments. For example, if a student is carrying out one practical operation, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### 6.2.2 Providing an assignment brief

A good assignment brief is one that, through providing challenging and authentic sector/work-related tasks, motivates students to provide appropriate evidence of what they have learnt.

An assignment brief should have:

- a vocational scenario: this could be a simple situation or a full, detailed set of vocational requirements that motivates the student to apply their learning through the assignment;
- clear instructions to the student about what they are required to do, normally set out through a series of tasks;
- an audience or purpose for which the evidence is being provided;
- an explanation of how the assignment relates to the unit(s) being assessed.
6.2.3 Forms of evidence

Pearson BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

The Example Assessment Briefs give you information on what would be suitable forms of evidence to give students the opportunity to apply a range of employability or transferable skills.

Centres may choose to use different suitable forms of evidence to those proposed. Overall, students should be assessed using varied forms of evidence.

These are some of the main types of assessment:

- written reports
- time constrained assessments
- creation of design documents
- projects
- production of an artefact
- solutions to engineering problems through discourse and/or calculation
- academic posters, displays, leaflets
- PowerPoint (or similar) presentations
- recordings of interviews/role plays
- working logbooks, reflective journals
- presentations with assessor questioning.

(Full definitions of types of assessment are given in Appendix 5.)

The form(s) of evidence selected must:

- allow the student to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels;
- allow the student to produce evidence that is their own independent work;
- allow a verifier to independently reassess the student to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that students are enabled to produce independent work. For example, if students are asked to use real examples, then best practice would be to encourage them to use examples of their own or to give the group a number of examples that can be used in varied combinations.
6.3 Making valid assessment decisions

6.3.1 Authenticity of student work
An assessor must assess only student work that is authentic, i.e. students’ own independent work. Students must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work. A student declaration must state that:

- evidence submitted for that assignment is the student's own
- the student understands that false declaration is a form of malpractice.

Assessors must ensure that evidence is authentic to a student through setting valid assignments and supervising them during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Centres may use Pearson templates or their own templates to document authentication.

During assessment an assessor may suspect that some or all of the evidence from a student is not authentic. The assessor must then take appropriate action, using the centre's policies for malpractice. (See section 3.7 in this Programme Specification for further information.)

6.3.2 Making assessment decisions using criteria
Assessors make judgements using the criteria. The evidence from a student can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring ‘evaluation’.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in Appendix 1 of this document
- examples of verified assessed work
- your Programme Leader and assessment team’s collective experience.
6.3.3 Dealing with late completion of assignments

Students must have a clear understanding of the centre's policy on completing assignments by the deadlines that you give them. Students may be given authorised extensions for legitimate reasons, such as illness, at the time of submission, in line with your centre's policies (see also Section 3.6).

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not advantaged by having additional time or the opportunity to learn from others. Centres should develop and publish their own regulations on late submission; this should make clear the relationship between late submission and the centre's mitigating circumstances policy.

Centres may apply a penalty to assignments that are submitted beyond the published deadline. However, if a late submission is accepted, then the assignment should be assessed normally, when it is submitted, using the relevant assessment criteria, with any penalty or cap applied after the assessment. Where the result of assessment may be capped, due to late submission of the assignment, the student should be given an indication of their uncapped grade, in order to recognise the learning that has been achieved, and assessment feedback should be provided in relation to the uncapped achievement.

As with all assessment results, both the uncapped and capped grades should be recorded and ratified by an appropriate assessment board, taking into account any mitigating circumstances that may have been submitted.

6.3.4 Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded and reported to students. The information given to the student:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence but can suggest how to improve in the future.
6.3.5 Resubmission opportunity
An assignment provides the final assessment for the relevant learning outcomes, and is normally a final assessment decision. A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for coursework, project or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a Pass for that unit.
- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.

6.3.6 Repeat Units
In cases of students who, for the first assessment opportunity and resubmission opportunity, still fail to achieve a Pass for that unit specification:

- at the discretion of the centre and Assessment Board, decisions can be made to permit a repeat of a unit
- the student must study the unit again with full attendance and payment of the unit fee
- the overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit
- units can be repeated only once.

6.3.7 Assessment Boards
Each centre is expected by Pearson to hold Assessment Boards for all of its BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- the grades achieved by students on the individual units
- extenuating circumstances
- cases of cheating and plagiarism
- progression of students on to the next stage of the programme
- the awards to be made to students
- referrals and deferrals.
Assessment Boards may also monitor academic standards. The main boards are normally held at the end of the session, although if your centre operates on a semester system there may be (intermediate) boards at the end of the first semester. There may also be separate boards to deal with referrals.

Where a centre does not currently have such a process then the EE should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by both Pearson and QAA, and that Assessment Board reports and minutes provide valuable evidence for QAA's Review of Higher Education process.

6.4 Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Programme Leader should have an assessment plan. When producing a plan, the assessment team will wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carrying out of assessment, taking account of when students may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as Internal Verifier (IV) for each assignment, and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of students
- how to manage the assessment and verification of students’ work, so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Programme Leader will also maintain records of assessment undertaken. The key records are:

- Verification of assignment briefs
- Student authentication declarations
- Assessor decisions on assignments, with feedback given to students
- Verification of assessment decisions.

Examples of records and further information are available in the Pearson Quality Assurance Handbook available in the support section of our website (http://qualifications.pearson.com).
6.5 Calculation of the final qualification grade

6.5.1 Conditions for the award

Conditions for the award of the HND
To achieve a Pearson BTEC Level 5 Higher National Diploma qualification a student must have:
- completed units equivalent to 120 credits at level 5
- achieved at least a pass in 105 credits at level 5
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

Conditions for the award of the HNC
To achieve a Pearson BTEC Level 4 Higher National Certificate qualification a student must have:
- completed units equivalent to 120 credits at level 4
- achieved at least a pass in 105 credits at level 4.

6.5.2 Compensation provisions

Compensation provisions for the HND
Students can still be awarded an HND if they have attempted but not achieved a Pass in one of the 15-credit units completed at level 4, and similarly if they have attempted but not achieved a Pass in one of the 15-credit units at level 5. However, they must complete and pass the remaining units for an HNC or HND as per the unit rules of combination of the required qualification.

Compensation provisions for the HNC
Students can still be awarded an HNC if they have attempted but not achieved a Pass in one of the 15-credit units completed, but have completed and passed the remaining units.
6.5.3 Calculation of the overall qualification grade

The calculation of the overall qualification grade is based on the student’s performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade, using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement. The overall qualification grade is calculated in the same way for the HNC and for the HND.

All units in valid combination must have been attempted for each qualification. The conditions of award and the compensation provisions will apply as outlined above. All 120 credits count in calculating the grade (at each level, as applicable).

The overall qualification grade for the HND will be calculated based on student performance in Level 5 units only.

Units that have been attempted but not achieved, and subsequently granted compensation, will appear as ‘Unclassified’, i.e. a ‘U’ grade, on the student’s Notification of Performance, that is issued with the student certificate.

Points per credit

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>4</td>
</tr>
<tr>
<td>Merit</td>
<td>6</td>
</tr>
<tr>
<td>Distinction</td>
<td>8</td>
</tr>
</tbody>
</table>

Point boundaries

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>420–599</td>
</tr>
<tr>
<td>Merit</td>
<td>600–839</td>
</tr>
<tr>
<td>Distinction</td>
<td>840 +</td>
</tr>
</tbody>
</table>
### 6.5.4 Modelled student outcomes

#### Pearson BTEC Level 4 Higher National Certificate

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
<th>Level</th>
<th>Grade point</th>
<th>STUDENT 1</th>
<th>STUDENT 2</th>
<th>STUDENT 3</th>
<th>STUDENT 4</th>
<th>STUDENT 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unit points</td>
<td>Unit points</td>
<td>Unit points</td>
<td>Unit points</td>
<td>Unit points</td>
</tr>
<tr>
<td>Core 1</td>
<td>15</td>
<td>4</td>
<td>4</td>
<td>P</td>
<td>60</td>
<td>P</td>
<td>60</td>
<td>D</td>
</tr>
<tr>
<td>Core 2</td>
<td>15</td>
<td>4</td>
<td>4</td>
<td>P</td>
<td>60</td>
<td>P</td>
<td>60</td>
<td>D</td>
</tr>
<tr>
<td>Core 3</td>
<td>15</td>
<td>4</td>
<td>4</td>
<td>P</td>
<td>60</td>
<td>P</td>
<td>60</td>
<td>D</td>
</tr>
<tr>
<td>Core 4</td>
<td>15</td>
<td>4</td>
<td>4</td>
<td>P</td>
<td>60</td>
<td>M</td>
<td>90</td>
<td>M</td>
</tr>
<tr>
<td>Core 5</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>M</td>
<td>90</td>
<td>P</td>
<td>60</td>
<td>M</td>
</tr>
<tr>
<td>Core 6</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>M</td>
<td>90</td>
<td>M</td>
<td>90</td>
<td>D</td>
</tr>
<tr>
<td>Opt 1</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>M</td>
<td>90</td>
<td>M</td>
<td>90</td>
<td>D</td>
</tr>
<tr>
<td>Opt 2</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>M</td>
<td>90</td>
<td>D</td>
<td>120</td>
<td>D</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td>600</td>
<td>540</td>
<td>690</td>
<td>870</td>
</tr>
<tr>
<td>GRADE</td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>P</td>
<td>M</td>
<td>D</td>
<td>M</td>
</tr>
</tbody>
</table>

#### Pearson BTEC Level 5 Higher National Diploma

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
<th>Level</th>
<th>Grade point</th>
<th>STUDENT 1</th>
<th>STUDENT 2</th>
<th>STUDENT 3</th>
<th>STUDENT 4</th>
<th>STUDENT 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unit points</td>
<td>Unit points</td>
<td>Unit points</td>
<td>Unit points</td>
<td>Unit points</td>
</tr>
<tr>
<td>Core 1</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>P</td>
<td>0</td>
<td>P</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>Core 2</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>P</td>
<td>0</td>
<td>P</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>Core 3</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>P</td>
<td>0</td>
<td>P</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>Core 4</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>P</td>
<td>0</td>
<td>M</td>
<td>0</td>
<td>M</td>
</tr>
<tr>
<td>Core 5</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>M</td>
<td>0</td>
<td>P</td>
<td>0</td>
<td>M</td>
</tr>
<tr>
<td>Core 6</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>M</td>
<td>0</td>
<td>P</td>
<td>0</td>
<td>M</td>
</tr>
<tr>
<td>Opt 1</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>M</td>
<td>0</td>
<td>D</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>Opt 2</td>
<td>15</td>
<td>4</td>
<td>0</td>
<td>M</td>
<td>0</td>
<td>D</td>
<td>0</td>
<td>D</td>
</tr>
<tr>
<td>Core 7</td>
<td>30</td>
<td>5</td>
<td>6</td>
<td>M</td>
<td>180</td>
<td>M</td>
<td>180</td>
<td>P</td>
</tr>
<tr>
<td>Core 8</td>
<td>15</td>
<td>5</td>
<td>6</td>
<td>M</td>
<td>90</td>
<td>M</td>
<td>90</td>
<td>P</td>
</tr>
<tr>
<td>Opt 3</td>
<td>15</td>
<td>5</td>
<td>6</td>
<td>M</td>
<td>90</td>
<td>M</td>
<td>90</td>
<td>P</td>
</tr>
<tr>
<td>Opt 4</td>
<td>15</td>
<td>5</td>
<td>6</td>
<td>M</td>
<td>90</td>
<td>D</td>
<td>120</td>
<td>P</td>
</tr>
<tr>
<td>Opt 5</td>
<td>15</td>
<td>5</td>
<td>6</td>
<td>M</td>
<td>90</td>
<td>D</td>
<td>120</td>
<td>M</td>
</tr>
<tr>
<td>Opt 6</td>
<td>15</td>
<td>5</td>
<td>6</td>
<td>M</td>
<td>90</td>
<td>M</td>
<td>90</td>
<td>P</td>
</tr>
<tr>
<td>Opt 7</td>
<td>15</td>
<td>5</td>
<td>6</td>
<td>M</td>
<td>90</td>
<td>M</td>
<td>90</td>
<td>M</td>
</tr>
<tr>
<td>TOTAL</td>
<td>240</td>
<td></td>
<td></td>
<td>720</td>
<td>600</td>
<td>810</td>
<td>570</td>
<td>840</td>
</tr>
<tr>
<td>GRADE</td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>P</td>
<td>D</td>
</tr>
</tbody>
</table>
7 Quality assurance

Pearson’s quality assurance system for all Pearson BTEC Higher National programmes is benchmarked to Level 4 and Level 5 on the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering Pearson BTEC Higher National programmes comprise five key components.

1. The approval process.
2. Monitoring of internal centre systems.
3. Independent assessment review.
4. Annual programme monitoring report.
5. Annual student survey.

7.1 The approval process

Centres new to the delivery of Pearson programmes will be required to seek approval initially through the existing centre approval process and then through the programme approval process. Programme approval for new centres can be considered in one of two ways:

- Desk-based approval review
- Review and approval visit to the centre.

Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- Have the human and physical resources required for effective delivery and assessment
- Understand the implications for independent assessment and agree to abide by these
- Have a robust internal assessment system supported by ‘fit-for-purpose’ assessment documentation
- Have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Applications for approval must be supported by the head of the centre (Principal or Chief Executive, etc.) and include a declaration that the centre will operate the programmes strictly, as approved and in line with Pearson requirements.
Centres seeking to renew their programme approval upon expiry of their current approval period may be eligible for the Automatic Approval process, subject to the centre meeting the eligibility criteria set out by Pearson.

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

7.2 Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all Higher National programmes. The process that assures this is external examination, which is undertaken by EE. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting student registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's standards.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied, in order to assist the centre in correcting the problem.

7.3 Independent assessment review

The internal assessment outcomes reached for all Pearson BTEC Higher National programmes benchmarked to Level 4 and Level 5 of the QAA's FHEQ are subject to a visit from a Pearson appointed External Examiner EE. The outcomes of this process will be:

- To confirm that internal assessment is to national standards and allow certification, or
- To make recommendations to improve the quality of assessment outcomes before certification is released, or
- To make recommendations about the centre's ability to continue to be approved for the Pearson BTEC Higher National qualifications in question.

7.4 Annual Programme Monitoring Report (APMR)

The APMR is a written annual review form that provides opportunity for centres to analyse and reflect on the most recent teaching year. By working in collaboration with centres, the information can be used by Pearson to further enhance the quality assurance of the Pearson BTEC Higher National programmes.
7.5 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. The purpose of the survey is to enable Pearson to evaluate the student experience as part of the quality assurance process, by engaging with students studying on these programmes.

7.6 Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by staff and students.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the individual unit descriptors to check for any specific resources required.
- The result, we believe, are qualifications that will meet the needs and expectations of students worldwide.

7.7 Continuing quality assurance and standards verification

We produce annually the latest version of the Pearson Quality Assurance Handbook available in the support section of our website (http://qualifications.pearson.com). It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- A centre delivering Pearson BTEC Higher National programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering.
- The centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery.
• Pearson makes available to approved centres a range of materials and opportunities through the assessment checking service. This is intended to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment.

• An approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality assurance processes where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for Pearson BTEC Higher Nationals include:

• Making sure that all centres complete appropriate declarations at the time of approval
• Undertaking approval visits to centres
• Making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
• Assessment sampling and verification through requested samples of assessments, completed assessed student work and associated documentation
• An overarching review and assessment of a centre's strategy for assessing and quality-assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all Pearson BTEC Higher National qualifications.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.
8 Recognition of Prior Learning and attainment

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether students can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

Pearson encourages centres to recognise students’ previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance on RPL please refer to the Recognition of Prior Learning policy document available in the support section of our website (https://qualifications.pearson.com).

9 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds consideration of equality and diversity as set out in the qualification regulators’ General Conditions of Recognition. Promoting equality and diversity involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of students, and aims to ensure that all students have equal access to educational opportunities. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, students with and without disabilities are offered learning opportunities that are equally accessible to them, by means of inclusive qualification design.

Pearson’s Equality Policy requires all students to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be designed and awarded in a way that is fair to every student. We are committed to making sure that:

- Students with a protected characteristic (as defined in legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- All students achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Pearson’s policy regarding access to its qualifications is that:

- They should be available to everyone who is capable of reaching the required standards
- They should be free from any barriers that restrict access and progression
- There should be equal opportunities for all those wishing to access the qualifications.
Centres are required to recruit students to Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications, and that the qualification will meet their needs. Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher-level qualification. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the student within the centre during their programme of study and any specific support that might be necessary to allow the student to access the assessment for the qualification. Centres should consult our policy documents on students with particular requirements.

Access to qualifications for students with disabilities or specific needs

Students taking a qualification may be assessed in a recognised regional sign language, where it is permitted for the purpose of reasonable adjustments. Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications. Details on how to make adjustments for students with protected characteristics are given in the document Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units. See the support section of our website for both documents (http://qualifications.pearson.com/).
10 Higher Nationals Healthcare Practice for England Units
Unit 1: Law, Policy and Ethical Practice in Health and Social Care

<table>
<thead>
<tr>
<th>Unit code</th>
<th>T/616/1636</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit type</td>
<td>Core</td>
</tr>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Health and social care practitioners are regulated by, and must adhere to, a range of law and policy when working within the most common settings of health trusts, primary care and other public authority settings. Even those working in voluntary, non-profit and private organisations will require a sound understanding of law and policy in order to practice proficiently, safely, ethically and legally. This unit develops students' knowledge and appreciation of the need for them to be thoroughly informed about, and compliant with, relevant law and policy. Further to this, the unit presents opportunities for students to apply relevant law and policy in practice settings, both actual and realistic, and to consider the place of codes of practice and ethics in their day-to-day work.

The Learning Outcomes in this unit build progressively from core underpinning legal principles and perspectives to national and international law on key topics within health and care practice. Students will investigate the legal and policy framework related to health and care practice in different settings, leading to opportunities to demonstrate their knowledge and skills through targeted assignments.

Students will evaluate the relative weight of, for example, codes of practice and organisational policy, and will develop an understanding of how to access advice and guidance if unclear about a path to follow. Students will consider how legal and ethical frameworks are interpreted and applied to different settings within the community, hospitals and other areas of health and care. Students will apply this learning to explore the relevance of legislation, codes of practice and organisational policy to their own and others’ practice.
The knowledge and skills developed in this unit will support students in understanding how and when to access advice and guidance on legal issues relating to health, care and support service practice and provision. On completion of this unit, students will have acquired a good working knowledge of the way that legislation supports the development of policy and underpins ethical practice in health and care settings. This will support progression in employment and continuing higher education in areas related to health and social care.

**Learning Outcomes**

By the end of this unit students will be able to:

1. Explore the legal framework within which health and social care practitioners operate
2. Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner
3. Interpret the law in relation to key ethical and professional Practice Themes in health and social care
4. Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting.
Essential Content

LO1 Explore the legal framework within which health and social care practitioners operate

Definition of law, including the different levels of law in relation to health and social care practice

Legislation
National policy
Statutory guidance and regulations
Professional Codes of Practice and Codes of Conduct
Organisational policies
Relationships between the different levels of law

Legal framework (as relevant to health and social care)

The role of the legislature (Parliaments and Assemblies), Executive (Cabinet Government, Local Authorities and Health Trusts) and the judiciary (courts and tribunals)

Introduction to case law and the role of the courts

Differences between civil law and criminal law

Legal responsibility and liability as relevant to the roles and responsibilities of health and social care workers e.g. vicarious liability and negligence

Country-specific examples of the above

Ethics and ethical practice

Relationship of ethics to law in health and social care

Conduct and consent in providing care to patients, clients and service users

Regulatory and Professional Bodies’ Standards of Conduct, Performance, Ethics and Occupational Proficiency, e.g. the Health and Care Professionals Council’s Standards of Proficiency, The Code for Nurses and Midwives
Key features of, and differences between legislation, statutory guidance, codes of practice, and national and organisational policy

Enforceability
Ease of reading and application
Relevance to health and social care practice
Currency
Process to amend and update
Country-specific examples of the above

LO2 Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner

Introduction to key legislation relevant to health and care practice:
Health and Safety e.g. Health and Safety at Work Act (1974)
Equality and human rights e.g. the Equality Act (2010),
Data protection e.g. the General Data Protection Regulations (2019)
Impact of legislation on care service provision and the role of the health and social care practitioner

National policy
Health, social care and community support policies situated on the country-specific government policy page
Effects, enforcement and sanctions of national policy in relation to the role of health and social care practitioners
Organisational policy

Organisational policy usually located on public domain website of relevant health, care or support service provider

Principles of organisational policy development e.g. subordination to national policy and law

Examples of common organisational policies, equality, confidentiality, health and safety, conduct, lone working, disciplinary and grievance

Impact of organisational policy on the work of health and social care practitioners

LO3 Interpret the law in relation to key ethical and professional Practice
Themes in health and social care

Key Practice Themes

Health, Safety and Safeguarding

Valuing and Promoting Diversity, Difference and Inclusion

Promoting Physical and Mental Health, and Emotional Wellbeing

Overview of Practice Themes as related in national and international law

Common law protections, the rule of law, residual liberties

Universal human rights instruments, ‘claim rights’ and the accompanying duties and responsibilities: e.g. Human Rights Act (1998) and relationship to national/regional law, impact on health and social care provision

Relevant human rights, e.g. the right to life, prohibition against inhumane and degrading treatment, right to privacy and family life, prohibition of discrimination, and impact on the work of the health and social care practitioner

Review of key features of national legislation identified in LO2 in relation to safeguarding and protecting users of health, care and support services

Country-specific safeguarding and protection legislation

Review of key features of national legislation identified in LO2 in relation to health and safety in the workplace

Country-specific health and safety legislation
Review of aspects of national and international legislation identified in LO2 in relation to promoting physical and mental health, and emotional wellbeing and impact on the role of the health and social care practitioner

Country-specific legislation related to health and social care practitioners' responsibilities in this regard

Country-specific and relevant international equality legislation protecting the rights of specific individuals or groups


Aspects of Codes of practice interpreting the law

Responsibilities and duties (of health, care and support service practitioners)

Adopting a holistic approach to promoting an individual's overall wellbeing, as per the principles of the Care Act 2014

Being competent (professional and informed), demonstrating non-discriminatory, ethical, effective and safe practice that enhances individuals’ wellbeing

Maintaining confidentiality, data protection principles, sharing information, statutory overrides

Links between legal frameworks and demonstrating professional values, attitudes and behaviour

Ensuring currency and compliance by keeping up-to-date with codes of practice and other practice requirements including Continuing Professional Development and training

Knowing the limits of own role, when to escalate concerns and seek support

Fitness to practice referrals and proceedings

LO4 Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting

Regulatory and ethical requirements

Professional practice regulators, e.g. Health and Care Professions Council (HCPC), General Medical Council (GMC), Nursing and Midwifery Council (NMC)

Codes of Professional Practice and Ethics
Regulators of service providers (Care Quality Commission (CQC), Care and Social Services Inspectorate Wales (CCSIW), Healthcare Improvement Scotland (HIS) and Regulation, Quality Improvement Authority (RQIA))

Impact of a lack of regard for regulatory and ethical requirements, e.g. unwarranted variation

**Relevant practice setting**

In hospital

National Health Service (NHS) and independent sector, in- or out-patient services

Close to home or at home:

nursing home (single or dual registered)

other assisted and supported living services

community health, care or support setting, e.g. mental health crisis house, hospice or community learning disability services

public health service, e.g. Public Health England information, advice and support services

domiciliary care services.

Offender healthcare units

Charitable end of life or health and wellbeing support services, e.g. Macmillan, Mind
# Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
</table>
| **LO1** Explore the legal framework within which health and social care practitioners operate | **P1** Summarise key features of the different levels of law and policy | **LO1 and LO2**  
**D1** Evaluate the relationship between ethics and the law and their impact on organisational policy and practice towards protecting the rights and maintaining the wellbeing of users of health, care or support services in own country |
<p>| <strong>P2</strong> Describe the relationship between ethics and legislation in relation to the work of health and social care practitioners | <strong>M1</strong> Analyse the relationship between ethics and the law in terms of their relevance to own professional responsibilities as a health or care practitioner |  |
| <strong>LO2</strong> Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner | <strong>P3</strong> Describe the relationship between key legislation and national policy, of direct relevance to health and social care practice | <strong>M2</strong> Reflect on ways in which specific tasks in health, care or support service practice meet national professional standards within a legal framework |
| <strong>P4</strong> Compare national and organisational policy against national professional standards in terms of their impact on health and social care practice |  |  |</p>
<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO3</strong></td>
<td>Interpret the law in relation to key ethical and professional Practice Themes in health and social care</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td>Explain how specific national and international law influence and inform the equitable and fair treatment of others in health, care and support services</td>
<td><strong>D3</strong> Critically review ways in which health, care and support service practitioners can ensure currency and compliance with relevant legislation and national policy through ethical practice in relation to a real case scenario</td>
</tr>
<tr>
<td><strong>P6</strong></td>
<td>Implement different and relevant legislation and policy in regard to safe and healthy conduct in own practice</td>
<td></td>
</tr>
<tr>
<td><strong>M3</strong></td>
<td>Analyse recent health and social care legislation or national policy in relation to its importance in informing rights and responsibilities of health, care or support service practitioners to provide safe and equitable care</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td>Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong></td>
<td>Describe the relationship between law, policy and ethical requirements in relation to a real case scenario in a health or care setting</td>
<td></td>
</tr>
<tr>
<td><strong>M4</strong></td>
<td>Explain in detail how chosen law, policy and ethical considerations might result in different outcomes to the case scenario taking into account unwarranted variation</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong></td>
<td>Explain the impact of relevant law and policy on the outcome of a real case scenario</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

- gmc-uk.org: General Medical Council
  UK regulator for registered medical practitioners, including students
  (Guidance)

- gov.uk: Government website of national policy in England
  (Guidance)

- gov.scot: Government website of national policy and legislation in Scotland
  (Guidance)

- gov.wales: Government website of national policy, law and practice in Wales, including links to NHS Wales
  (Guidance)

- hcpc-uk.org: UK regulator for Health and Social Care Professionals
  (Guidance)

- health-ni.gov.uk: Northern Ireland, Department of Health
  Government website of national policy, law and practice in Northern Ireland, including links to NI Health and Social Care Trusts
  (Guidance)

- legislation.gov.uk: UK Legislation
  UK-wide government website on legislation, often with explanatory notes
  (Guidance)

- nmc.org.uk: Nursing and Midwifery Council
  UK regulator for nurses and midwives
  The Code of Practice
  (Guidance)
**Links**

This unit links to the following related units:

*This unit is a synoptic unit and therefore links to some part of each of the units within the qualification pathways.*

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Requirements (Unit Content)</th>
<th>Assessment Requirements (Assessment Criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme 1</strong>: Law, Regulation and Ethical Practice</td>
<td>LO1-4</td>
<td>All assessment criteria</td>
</tr>
<tr>
<td><strong>Theme 2</strong>: Professional Values, Attitudes and Behaviours</td>
<td>LO1-4</td>
<td>P1, P3-P8</td>
</tr>
<tr>
<td><strong>Theme 3</strong>: Health, Safety and Safeguarding through the Lifespan</td>
<td>LO2-4</td>
<td>P4, P7, P8</td>
</tr>
<tr>
<td><strong>Theme 4</strong>: Valuing and Promoting Diversity, Difference and Inclusion</td>
<td>LO3</td>
<td>P5</td>
</tr>
<tr>
<td><strong>Theme 5</strong>: Promoting Physical and Mental Health and Emotional Wellbeing</td>
<td>LO3, LO 4</td>
<td>P6, P7, P8</td>
</tr>
<tr>
<td><strong>Theme 6</strong>: Numeracy in Practice</td>
<td>LO1</td>
<td>P1, P2</td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice

<table>
<thead>
<tr>
<th>Unit code</th>
<th>A/616/1637</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit type</td>
<td>Core</td>
</tr>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>30</td>
</tr>
</tbody>
</table>

Introduction

Reflecting on our daily activities is an automatic process: it is part of human nature, and something conducted often unconsciously. Reflective practice involves self-observation and evaluation with the goal of refining practice on an ongoing basis. Reflecting on what we do is a fundamental skill that helps us to develop, improve personally and professionally. It is an active, dynamic process that also helps develop confidence in our ability to perform our daily working practice and to become proactive, professional leaders. The art of reflection is a tool that students will carry with them through and beyond their educational journeys and is a requisite for many roles in the sector. Developing the necessary skills early helps students to be prepared for their career progression pathways.

This unit is intended to run alongside other units in this qualification in order that students may gather evidence to compile a Professional Learning and Development Portfolio (PLAD) which captures evidence of learning and development against a framework of Practice Themes which forms the essential core running through the unit. The unit aims to develop the skills and knowledge necessary for students to reflect on their own and others’ daily practice and improve students’ own practice and professional development.
Students will firstly develop an understanding of the purpose and importance of continually reviewing their own practice and professional development through an exploration of the benefits and issues associated with reviewing practice. They will then develop their knowledge and skills of theoretical models and other techniques needed to support them in carrying out active, dynamic, action-based, real-time reflection. Students will record their evidence in the PLAD which will comprise learning from this and other units on an ongoing basis. Finally, students will evaluate their reflective journeys and the effectiveness of the PLAD in supporting their ongoing personal and professional development.

On successful completion of this unit, students will have gained the necessary knowledge and skills to complete a professional development portfolio that records evidence of a continuous cycle of reflection and improvement of knowledge and skills and be able to plan for their future career pathway.

Learning Outcomes

By the end of this unit students will be able to:

1. Explain the role of reflection in health and social care practice
2. Use the Practice Themes as a framework for reflection
3. Demonstrate active, ongoing, critical reflection of learning experiences
4. Assess the overall success of own reflective journey and consider future career pathway.
Essential content

LO1  **Explain the role of reflection in health and social care practice**

*The purpose of reflection in health and social care practice*

For understanding the self, values, attitudes, approaches and behaviours against those required to carry out work role

To work with and collaborate effectively with others

To influence and change own and other’s values, attitudes, approaches and behaviours, e.g. challenging hidden assumptions

For evaluating and revising own practice and influencing organisational change

Can be used to keep current with knowledge and practice

Operates as a continuous cycle enabling the building and checking of changes that result in positive outcomes

*Benefits of conducting reflective practice for personal and professional development*

Professional development and progression in career pathways

Recognising own development and learning and building confidence in skills

Keeping up to date with latest incentives, legislation, policy and best practice

Personal benefits outside professional learning and development, e.g. relationships, health and wellbeing

Contributing to developing a highly proficient and professional workforce

Enabling the provision of high-quality care and services for service users meeting individual needs, safeguarding individuals, promoting dignity, diversity and inclusion

*Issues connected with ineffective reflective practice*

Effects upon career progression

Unmotivated workforce leading to poor quality care and provision

Effects on multi-agency working and partnerships

Physical and psychological health safety and wellbeing of individuals
**Typical models used to reflect on knowledge and skills**

Gibbs (1998) reflective cycle  
Rolfe’s Framework for Reflective Practice  
Kolb’s experiential learning framework  
Schon’s reflection in action and reflection on action

**Tools and techniques to gather evidence to reflect on practice**

The Practical Learning and Assessment Documentation portfolio (PLAD) as a means to gather evidence of reflective learning and development, e.g.:

- records of one-to-one and group appraisals, assessments and feedback from colleagues, professionals, assessors, family, friends and service users  
- records of supervisor/assessor observations of practice  
- diaries of practice  
- work placement timesheets  
- witness testimony  
- other evidence of practice/learning on placement  
- reflective accounts on learning using own or others’ models of reflection  
- narratives and case studies  
- reflections  
- induction records, certificates of training and CPD  
- self-learning through internet, media and other sources  
- collaborative action learning group reflection  
- evidence of practice or learning from other units  
- development plans.
LO2 **Use the Practice Themes as a framework for reflection**

Gathering evidence of how the Practice Themes are applied to all areas of practice across the qualification, and in own performance in the workplace

**Theme 1. Law, Regulation and Ethical Practice:**

Evidence of understanding and experience of working in line with regulated ways of working and duties in supporting and caring for individuals and others, e.g. responsibilities and duty of role, case management, supervision and teaching, personal development, team working, assessment of individual’s needs, communication strategies, personal centred care and wellbeing, physiological care, risk management, equality and diversity and quality care procedures

Evidence of taking personal responsibility, working independently within defined parameters of practice

Using initiative in a variety of situations and performing a range of skills consistent with own roles, responsibilities and professional values

**Theme 2. Professional values, attitudes and behaviour in health and social care practice evidenced through:**

Exploring own values, attitudes and behaviours and how they impact on the work done with others

The values, attitudes and behaviours of others and how to promote positive working and caring relationships

Exploring own communication style and how to use and adapt communications to different audiences reflecting individual needs of others

Communicating purposefully and appropriately using different forms, verbal, written, electronic, non-verbal

Exercising own skills attitudes and behaviours to support personal development of self and others

Commitment to adopting a person-centred approach, working with colleagues and individuals to promote quality care and services that ensure the health, safety and wellbeing of individuals

Demonstrating courage to challenges faced in different contexts and be adaptable to change
Theme 3. Health, Safety and Safeguarding through the Lifespan and how skills and knowledge are demonstrated through:

Carrying out roles and responsibilities in ensuring the health, safety and wellbeing of colleagues, service users and others visiting the premises

Own roles and responsibilities following and adhering to principles of safeguarding and protection, e.g. whistleblowing, recording and reporting, knowing when to escalate concerns and seek support

Theme 4. Valuing and promoting diversity, difference and inclusion evidenced through:

Own fair and equitable treatment of and response to individual service users and others, inside and outside own work setting, regardless of their personal defining characteristics

Making adjustments to own working practices, behaviour and approach to meet the needs of individual service users and their loved ones

Making adjustments to own working practices, behaviour and approach to meet the needs of the organisation, colleagues and other professionals

Actively valuing and promoting the individuality, diversity and inclusion of others to include: age, gender, ethnicity, disability, sex, religion, culture and other protected characteristics

Theme 5. Promoting physical and mental health and emotional wellbeing in health and social care practice evidenced through:

Demonstration of knowledge and skills in supporting individual needs of service users

Knowledge of different needs and possible outcomes where quality support and care is not provided

Developing and sharing strategies for disseminating awareness to others of needs of individual service users using evidence-based practice

Theme 6. Applied mathematics demonstrated through:

Use of IT technologies, e.g. healthcare-specific technology

Technologies used in GP practices

Administering medications

Taking, recording and interpreting accurate physiological measurements from patients or service users

Identifying statistical trends and use of statistics in research

Office work and other day-to-day activities
Linking use of the Practice Themes to quality performance indicators in health and social care practice:

Across different areas of health and social care practice
To other units completed as part of this qualification
To core values of care: care, compassion, competence, communication, courage, commitment
To appropriate professional or governing standards as applicable to own role, e.g. higher apprenticeship standards, standards issued by relevant governmental agencies
To related skills and knowledge frameworks applicable to own area of practice

LO3 **Demonstrate active, ongoing, critical reflection of learning experiences**

*Methods and skills for gathering evidence for reflection through own performance in daily activities:*

How and where to seek information about current best practice, legislation, policy and other information to be able to carry out work role effectively
How to source information about own and other areas of health and social care practice and develop to promote an integrated working model
Sourcing feedback on own personal presentation, organisational skills and performance from others inside and outside work practice
Records of daily practice
Seeking a critique of skills, knowledge and practical competence through peer reviews, appraisals, observations, mentoring and critical friend models
Shadowing and observing colleagues to identify best practice, presentation and behaviours
Applying problem-solving, analytical thinking and decision-making skills to issues
Being objective, open-minded and self-critical of own abilities and needs
Gaining knowledge and skills through communicating with others, attending meetings, office work, own research
Building ethical relationships and working co-operatively with colleagues, service users and their families and other professionals to be able to reflect on performance and skills
Use of effective communication skills to meet and respond to the individual needs of others
Applying principles of duty of care, ensuring the health, safety and wellbeing of individuals is maintained

Developing numeracy skills in health and social care practice through observations of others in own practice and personal research

Critical self-reflection to assess own performance and knowledge across Practice Themes and links to other quality performance measures

Working with others to create team working environments and leading others demonstrating a range of competences including attitudes, behaviours commensurate with role

**Develop and record reflections of working practice:**

Producing a Professional Learning and Development Portfolio (PLAD) using the Practice Themes across all areas of working practice

Gathering evidence across range of topics covering the Practice Themes

Respecting confidentiality, privacy and setting's data protection policies

Ethical considerations, e.g. communicating and working collaboratively with service users, colleagues, families and other professionals

How own daily practice meets individual needs of service users, e.g. individual care needs, communication and behaviours

Evidence of own personal evidence-based and practical learning demonstrating self-management, problem-solving, critical thinking, decision-making, creative thinking and finding solutions

Own research and learning

Reflection of own knowledge, skills and practical competence to include experiences, values and own education

Reflections on areas of development and learning from other units forming part of this qualification
LO4 **Assess the overall success of own reflective journey and consider future career pathway**

*Own personal and professional learning and development across the Practice Themes and other quality performance measures*

Effectiveness in promoting an integrated working model

Effectiveness of the use of the Practice Themes framework and effectiveness of capturing all learning and development in health and social care practice

Use of tools and techniques used and developed for reflection and their usefulness in supporting own reflective journey

The theoretical models used to define and support reflective practice and effectiveness in supporting own reflective journey

Developing a holistic reflection on unit outcomes and how they have supported understanding and development of self personally and professionally

*Evaluating own holistic reflective practice development and identifying future career path:*

Identifying and celebrating areas of success

Identifying areas and reasons for development

Identifying short-, medium- and long-term targets using Specific, Measurable, Agreed, Realistic, Time-bound, Ethical, Recorded (SMARTER) framework for own personal and professional development

Identifying own professional career pathway
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explain the role of reflection in health and social care practice</td>
<td><strong>M1</strong> Review the ways that reflective practice is applied in health, care or support service environments</td>
<td><strong>D1</strong> Evaluate how own reflections can impact on own personal and professional development and the experience of individuals using health, care or support services</td>
</tr>
<tr>
<td><strong>P1</strong> Explain the purposes of reflection in health and social care practice</td>
<td><strong>D2</strong> Assess the effectiveness of the plan in supporting the development of own reflective practice skills</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Describe models and tools used for reflection in health and social care practice</td>
<td><strong>P3</strong> Explain how the Practice Themes can be used to underpin reflection in learning and practice</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Illustrate in detail the links between the Practice Themes and other performance indicators</td>
<td><strong>M2</strong> Produce a plan for reflecting on own learning and development using the Practice Themes and other quality assurance indicators</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Use the Practice Themes as a framework for reflection</td>
<td><strong>M3</strong> Analyse own performance and learning using the framework of Practice Themes and other quality performance measures</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Explain methods used to gain evidence of effective reflective practice in own area of work practice</td>
<td><strong>LO3 and LO4</strong> <strong>D3</strong> Evaluate own holistic professional learning and development through practice</td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Produce a portfolio of evidence using the Practice Themes as a framework</td>
<td><strong>P7</strong> Review evidence gathered in own portfolio in regard to its contribution to own personal and professional development</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Demonstrate active, ongoing, critical reflection of learning experiences</td>
<td><strong>M4</strong> Assess own personal learning and development in terms of its contribution to own journey towards a future career pathway</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Produce targets for the development of own professional career pathway</td>
<td><strong>P8</strong> Produce targets for the development of own professional career pathway</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites
hsj.co.uk Healthcare Services Journal (HSJ)  
The importance of reflective practices (Article)  
nationalahec.org Core Principles and Values of Effective Team Based Healthcare (Guidance)  
nursingtimes.net Nursing Times  
A practical approach to promote reflective practice within nursing (Article)

Links
Unit 2 requires students to reflect on all aspects of daily practice and links to all other units taken as part of this qualification suite
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2, LO3, LO4</td>
<td>P3, P4, M2, D2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P6, M3, D3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P7, M4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>P1, P2, P6, P7, M1, M3, M4, D1, D3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2, LO3, LO4</td>
<td>P3, P4, M2, D2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P6, M3, D3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P7, M4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2, LO3, LO4</td>
<td>P2, P4, M2, D2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P6, M3, D3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P7, M4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2, LO3, LO4</td>
<td>P2, P4, M2, D2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P6, M3, D3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P7, M4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 6: NUMERACY IN PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO3, LO4</td>
<td>P6, M3, D3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P7, M4</td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care

Unit code | F/616/1638
---|---
Unit type | Core
Unit level | 4
Credit value | 15

Introduction

The integration of the Health and Social Care sub-sectors is important in terms of being able to provide services for the wellbeing of individuals, and to meet the increasing demands of a growing and ageing population with increasingly complex needs. Students working in health will need to be aware of integrated care pathways: a multidisciplinary approach towards anticipated care that enables an individual with identified needs to move progressively through their journey and experience positive outcomes.

The aim of this unit is to develop students' understanding of an individual's right to being involved in their own care and develop students' skills in promoting this right when working with individuals. This right is, in many cases, enshrined in law and in the fundamental standards of care. It is a critical element of person-centred care and leads to improved and often more cost-effective outcomes. Students will explore the importance of working relationships within multidisciplinary settings and the impact on the individual.
Students will investigate the importance of professionals being able to communicate and co-ordinate care with the individual and multidisciplinary teams for and on behalf of the individual. In addition, students will recognise their own responsibilities in understanding seamless services that support the individual through their integrated pathway of care, considering personalised care plans – written with individuals for themselves, families and carers and with their wishes and preferences clearly identified and monitored. In this unit, students will be expected to research new models of care, funding availability, legislative frameworks and policy initiatives that contribute to high-quality person-centred care.

On completion of this unit, students will have expanded their knowledge and understanding of multidisciplinary working within health, care and support services. Students will have developed their transferable communication skills to improve care and better outcomes for individuals within their chosen role. This will also provide opportunities for them to consider future career pathways in health, care or support services.

**Learning Outcomes**

By the end of this unit students will be able to:

1. Examine the health, care and support services available to an individual requiring multidisciplinary care
2. Assess an individual's capacity to identify their own needs
3. Describe the impact of own relationship with the individual and multidisciplinary teams involved in the delivery of the care pathway
4. Demonstrate the need for person-centred communication in implementing person-centred plans.
Essential content

LO1 **Examine the health, care and support services available to an individual requiring multidisciplinary care**

*Definitions of and differences between key concepts:*
- Health/healthcare service providers (organisations and institutions)
- Social care service providers (organisations and institutions)
- Support service providers (organisations and institutions)
- Care provision (the type of care provided within and between organisations)
- Integrated care
- Multidisciplinary care
- Co-production
- Partnership working
- Holistic care
- Agreed ways of working

*Local health, care and support service provision across a range of differing organisations:*
- How different organisations meet different needs of an individual
- Recognising that services provided by organisations can serve a wide population, e.g. the service provided by hospices focus on quality of life at different ages and stages of life, the availability of their service is not determined by the age of the individual

*Differences in professional practice in different local organisations:*
- Challenges faced by organisations in working with others to provide care for an individual
- Impact on the individual's journey through integrated care

*Local unmet need and the reasons this occurs:*
- e.g. issues with rural supply and demand, other social and economic determinants – poverty, geography

*Wider community resources available to support an individual’s care needs:*
- In the voluntary, independent and private sector, e.g. public services
LO2  **Assess an individual’s capacity to identify their own needs to promote holistic person-centred care**

*Principles of mental capacity and establishing consent*

*Self-directed and service support*

*The strength based approach in the Care Act (2014) and its relevance in care planning*

*Advantages and disadvantages of care pathways for vulnerable people*

*Innovative integrated health and social care initiatives or projects that could be used to meet local unmet need*

*Differences in existing assessment planning, implementation and review processes*

*Professional accountability within safeguarding policies and procedure*

*Features of person-centred approaches to integrated care:*

- Working in a person-centred way to promote an individual’s wellbeing
- Respecting and valuing diversity
- Own contribution to identifying an individual’s needs in the care pathway
- Taking an individual’s privacy and dignity into account when planning and providing care
- Supporting inclusive practices and enabling the individual to make choices and actively participate in their own care

LO3  **Describe the impact of own relationship with the individual and multidisciplinary teams involved in the delivery of the care pathway**

*Influencing skills in decision-making processes:*

- Benefits of networking with the individual and multidisciplinary teams for the individual receiving services or care:
  - for self
  - for the teams involved in care provision
  - for the organisation

*Information sharing to support the best outcomes for the individual*

*Reporting and recording safeguarding issues while working in a multidisciplinary setting*

Purpose and methods

Confidentiality, safety and security
**Features of effective partnership working:**

Processes and research that can inform decision-making

Systems and processes that support an individual through the integrated care pathway

Enablement skills used by services to support individuals to meet their needs

Responsibilities in the integrated pathway relationships

Effective transfers of care

**Structure and functions of multidisciplinary teams:**

Purposes

Services involved

Team members and how they adopt an empathic approach with individuals

Person-centred holistic approach which clearly focuses on duty of care and treating individuals with dignity, respecting their beliefs, culture, values and preferences

Facilitating relationships within a multidisciplinary setting to create safe environments where all involved have the courage to challenge areas of concern and work to best practise can be demonstrated

**LO4 Demonstrate the need for person-centred communication in implementing person-centred plans**

**Key features of person-centred planning:**

Support an individual to balance their rights and choices with delivering duty of care, recognising the individual as an equal partner

Empowering the individual to report their changing needs within the integrated care pathway
Knowledge and inter-personal skills required to implement person-centred plans:
Promoting a commitment to ensuring a balanced approach to positive risk taking
Flexible advocacy provision as people use different services
Supporting an individual to raise concerns regarding the ongoing delivery of their care and using appropriate channels of support
Ensuring own professional values encompass the care values, e.g. care, compassion, courage, communication, commitment and competence
Differences between informal and formal communication
Adapting communication according to the needs of the individual, e.g. ensuring an individual's disability is taken into account when selecting and using different forms of communication
Respecting the need for privacy and dignity when communicating with individuals accessing services
Duty of candour and own personal role in being transparent and honest
Being adaptable and conscientious in trying to balance an individual's rights and choices for empowerment and autonomy with duty of care and carers' expectations
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Examine the health, care and support services available to an individual requiring multidisciplinary care</td>
<td></td>
<td><strong>D1</strong> Evaluate local resources and provision in terms of meeting the needs of an identified individual requiring multidisciplinary care</td>
</tr>
<tr>
<td><strong>P1</strong> Outline local resources and provision that supports integrated care working</td>
<td><strong>M1</strong> Explain the difference between healthcare and social care providers and types of interagency care provision in relation to meeting the needs of the individual requiring care</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Describe current local unmet need related to health, care and support service provision in own locale</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Assess an individual's capacity to identify their own needs</td>
<td></td>
<td><strong>D2</strong> Evaluate the differences in care assessments across the integrated care pathway</td>
</tr>
<tr>
<td><strong>P3</strong> Provide support to an individual in a health, care or support service setting towards the identification of their own care needs</td>
<td><strong>M2</strong> Explain own involvement in the different person-centred assessments used to define an individual's care pathway</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Describe the role of the health, care or support service practitioner in supporting person-centred care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO3</strong> Describe the impact of own relationship with the individual and multidisciplinary team members involved in the delivery of the care pathway</td>
<td><strong>P5</strong> Provide appropriate leadership within the remit of own role in a health, care or support service to promote effective interprofessional and multidisciplinary team working</td>
<td><strong>D3</strong> Provide a detailed analysis of own personal growth and development in supporting an individual to access the quality integrated care they require to meet their needs, within parameters of own practice</td>
</tr>
<tr>
<td><strong>P6</strong> Describe the responsibilities of information sharing between multidisciplinary teams</td>
<td><strong>M3</strong> Provide competent and autonomous leadership in information sharing within a multidisciplinary team in own setting towards meeting different individuals’ care needs</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Demonstrate the need for person-centred communication in implementing person-centred plans</td>
<td><strong>P7</strong> Describe different communication methods used to provide appropriate support to different individuals to meet and review their care needs</td>
<td><strong>D4</strong> Evaluate own role and practice in facilitating and empowering an individual to communicate their changing care needs in health, care and support services</td>
</tr>
<tr>
<td><strong>P8</strong> Apply appropriate communication strategies in identifying and responding to the needs of different service users in a health, care or support service</td>
<td><strong>M4</strong> Demonstrate safe and clinically effective practice within own professional boundaries when communicating with different service users and staff in health, care or support services</td>
<td></td>
</tr>
<tr>
<td><strong>M5</strong> Analyse own capacity for positive and person-centred risk-taking when supporting an individual to maintain their own identity to meet their ongoing care needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>england.nhs.uk</td>
<td>NHS England</td>
</tr>
<tr>
<td></td>
<td>Five Year Forward View</td>
</tr>
<tr>
<td></td>
<td>(Review)</td>
</tr>
<tr>
<td>health.org.uk</td>
<td>The Health Foundation</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>nationalvoices.org.uk</td>
<td>National Voices</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>scie.org.uk</td>
<td>Social Care Institute for Excellence</td>
</tr>
<tr>
<td></td>
<td>Care Act 2014</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>shapingourlives.org.uk</td>
<td>Shaping our Lives</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>skillsforcare.org.uk</td>
<td>Skills for Care</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>skillsforhealth.org.uk</td>
<td>Skills for Health</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>thinklocalactpersonal.org.uk</td>
<td>Think Local Act Personal</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
</tbody>
</table>
**Links**

This unit links to the following related units:

*Unit 1: Law Policy and Ethical Practice in Health and Social Care*
*Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice*
*Unit 5: Health Education in Action*
*Unit 6: Supporting Dementia Care*
*Unit 12: Supporting Independent Living*
*Unit 13: Supporting Individuals with Specific Needs*
*Unit 14: Sociological and Psychological Perspectives on Health*
*Unit 16: Supporting Adults in Residential Care*
*Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services*

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td></td>
<td>P4, P6</td>
</tr>
<tr>
<td>LO3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td></td>
<td>P3, P4, M2</td>
</tr>
<tr>
<td>LO3</td>
<td></td>
<td>P5, P6, M3, D3</td>
</tr>
<tr>
<td>LO4</td>
<td></td>
<td>P7, P8, M4, D4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Learning Outcomes</td>
<td></td>
<td>M1, D1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P3, P4, M2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P5, P6, M3, D3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P7, P8, M4, D4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Learning Outcomes</td>
<td></td>
<td>P2, M1, D1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P3, P4, M2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P5, P6, M3, D3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P7, P8, M4, D4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Learning Outcomes</td>
<td></td>
<td>M1, D1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P3, P4, M2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P5, P6, M3, D3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P7, P8, M4, M5, D4</td>
</tr>
</tbody>
</table>
Essential requirements

Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 4: Fundamentals of Evidence-based Practice

<table>
<thead>
<tr>
<th>Unit code</th>
<th>J/616/1639</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit type</td>
<td>Core (Pearson-Set Project)</td>
</tr>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Evidence-based practice in health and social care involves taking a systematic approach to examining a range of evidence in order to answer key questions of relevance to the sector. The basis of evidence-based practice is research. In health and social care, research is conducted for a number of reasons for example, to find prevalence or incidence of disease, to assess quality of life or patient satisfaction. Research has global relevance and plays a significant role in influencing the development of high-quality provision, supporting a high-functioning integrated workforce and promoting the health and wellbeing of those who use health, care services.

Working in health and social care provides unique opportunities for practitioners to make a difference, developing the skills and knowledge to conduct research is fundamental in order to support quality practice, influence positive change and promote a highly-skilled workforce.

The aim of this unit is to develop students' knowledge and skills to understand the purpose and process of research in health and social care particularly in relation to promoting integrated approaches to care. Students will carry out a literature review on a topic drawn from the Practice Themes aimed at quality improvement within wider health, care or support service practice. Students will learn how to source current literature and assess the reliability and validity of sources to be able to construct an argument that leads to a proposal for a potential research study. Throughout this process, students will learn how they can dynamically influence changes and improvements within the health and social care sector. The unit will develop students' skills in understanding the steps they need to take to complete a literature review, academic conventions for presenting literature and how it forms the rationale for a personal research project.
On completion of this unit, students will have developed the pre-requisite skills needed to design a proposal that either extends from their literature review or highlights a further potential area of research. Possessing the necessary skills for conducting quality personal research that leads to evidence-based practice, will enhance students’ academic skills, professionalism and employment opportunities within the health and social care sector.

*Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.

### Learning Outcomes

By the end of this unit students will be able to:

1. Explain the role of research for evidence-based practice in health and social care
2. Conduct a review of key literature relating to a research topic towards improvements in care practice
3. Develop a project proposal using evidence-based practice
4. Examine the value of the literature review process in influencing positive change in health, care or support service provision.
**Essential content**

**LO1 Explain the role of research for evidence-based practice in health and social care**

*The principle, purposes and value for conducting research in health and social care practice:*

- How research develops, improves or identifies gaps in practice and/or provision
- Value of research in developing cost-effective interventions and promoting health and wellbeing of individuals
- Individuals and organisations involved in conducting research into health and social care practice
- How research can develop or extend knowledge and understanding
- How research can improve own and others’ professional development
- The ways that research can inform other services to foster an integrated professional workforce
- The types and areas of research undertaken in health and social care

*The research process*

- Understanding the recursive and evolving nature of the research process
- Understanding the steps taken when carrying out personal research
- Selecting a personal research topic
- Developing research aims and objectives, e.g. research questions and hypotheses
- Conducting a literature review
- Selecting methodology for data collection
- Selecting sample for study
- Ethical considerations: health and social care ethics – beneficence, non-maleficence, autonomy and justice
- Collecting primary data
- Conducting data analysis
- Drawing conclusions and organising research

*The professional and personal skills required in order to conduct a literature review*
LO2 **Conduct a review of key literature relating to a research topic towards improvements in care practice**

*The literature review process:*

The purpose of a literature review

Providing up-to-date information of research in the area

Identifying methods that can be used in any further research

Provides an understanding of similar findings, inconsistencies, areas not previously identified, possible further research ideas for evidence-based practice

**Identifying topic for research in health, care or support service provision using the Practice Themes as a framework**

Preliminary searches to determine feasibility of conducting an evidence-based project in chosen area

**Conducting a literature review using internet, books, journals, reports, web sites and other sources**

Primary and secondary sources

Methods used for searching internet, e.g. use of Boolean searches, key words, terms

Reading techniques used to assess appropriateness of literature, e.g., scanning, skimming

**Assessing the validity and reliability of sources using tools e.g., source, appearance, method, timeliness, applicability, balance (SAMTAB) methods**

Making notes and evaluating sources of information for reliability and validity

**Examining results of literature search and critically evaluating to provide a summary of current knowledge about the research topic**

**Presenting literature reviews using academic writing and use of Harvard referencing system**
LO3 Develop a project proposal using evidence-based practice

Identifying principle methods to conduct research using evidence-based practice

Purpose of evidence-based practice: to use all current and available evidence, theoretical and practical, to provide robust answers to critical issues in health, care or support services

Ability of evidence-based practice to gain access to new ideas and thinking, find solutions, opportunities to develop practice, service provision, positive outcomes, integrated workforce

Primary research methods used for an evidence-based practice approach, e.g. questionnaires, interviews, observations

Elements of the process of developing the project proposal

Identifying suitable title and research questions using one of the Practice Themes

Considering potential impact of research, using evidence-based-practice

Identifying potential participants or sample

Ethical considerations

Developing a timeline for research

Presenting potential evidence-based practice study to an audience
LO4  **Examine the value of the literature review process in influencing positive change in health and social care practice**

*Impact of literature review on influencing innovation and improvement in health and social care*

Effectiveness of literature review in identifying current research and thinking in areas of evidence-based health, care or support service practice and provision

How literature review can help to define research questions and methodologies

How literature review can be applied to different Practice Themes and prompt further research

How potential evidence-based practice research study may influence practice or provision in health, care or support services, e.g. quality of delivery

How potential evidence-based practice research study may impact on own future practice in contributing to effective service provision, to seek and influence change proactively within the health and social care sector

How findings from any research study can be used to encourage integrated care model, promote knowledge exchange and multidisciplinary working

*Evaluate own contribution to research process*

Evaluating own role in conducting a literature review

Recognising own contribution to research process and development of own skills and knowledge in terms of an evidence-based approach to practice

How evidence-based practice could affect own future career progression

How potential research study can support leadership and development of others to engage in evidence-based practice

Setting targets for developing own personal and professional development in terms of evidence-based practice

Identifying ways to develop personal and professional practice to be able to conceive innovation and improvement in evidence-based health, care or support service practice
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Explain the role of research for evidence-based practice in health and social care</td>
</tr>
<tr>
<td><strong>P2</strong> Explain the skills and qualities needed to conduct a literature review in health and social care</td>
</tr>
<tr>
<td><strong>LO2</strong> Conduct a review of key literature relating to a research topic towards improvements in care practice</td>
</tr>
<tr>
<td><strong>P4</strong> Explain results of literature search that summarises current knowledge about research topic</td>
</tr>
<tr>
<td><strong>LO3</strong> Develop a project proposal using evidence-based practice</td>
</tr>
<tr>
<td><strong>P6</strong> Produce a project proposal for a proposed study based on research topic</td>
</tr>
<tr>
<td>Pass</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td><strong>LO4</strong> Examine the value of the literature review process in influencing positive change in health and social care practice</td>
</tr>
<tr>
<td><strong>P8</strong> Explain how recent research has had a positive impact on current practice to improve service delivery</td>
</tr>
</tbody>
</table>

**Pass**

**Merit**

**Distinction**
Recommended resources

Textbooks


Websites

bma.org.uk British Medical Association (BMA)
Code of Ethics
(General reference)

bps.org.uk British Psychological Society (BPS)
Code of Human Research Ethics
(General reference)

gov.uk UK Government
Public Health Skills and Knowledge Framework 2016
(Report)

nursingtimes.net Nursing Times
A practical approach to promote reflective practice within nursing
(Article)

Links

This unit has links with a number of units in the qualification, depending on the topic researched for the literature review.
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>P1, P2, M1, D1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Learning Outcomes</td>
<td>P1, P2, M1, D1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P3, P4, M2, D2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P6, M3, D3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P7, P8, M4, D4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN (dependant on topic chosen)</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1, LO3, LO4</td>
<td>P1, P2, P3, P4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P5, D2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P8, M4, D3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION (dependant on topic chosen)</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1, LO3, LO4</td>
<td>P1, P2, M1, D1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P5, D2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P8, M4, D3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING (dependant on topic chosen)</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1, LO4</td>
<td>P1, P2, M1, D1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P7, P8, M4, D3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 6: NUMERACY IN PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3</td>
<td>P4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P6, M2, D2</td>
<td></td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 5: Health Education in Action

<table>
<thead>
<tr>
<th>Unit code</th>
<th>A/616/1640</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Health education involves both giving information and training individuals and communities to bring about better health outcomes. This role is a key feature of the role of nurses and other healthcare practitioners. Additionally, health education is also a key focus for the government. The financial budget for health education has significantly increased in recent years due to its significant benefits to health outcomes. This unit will support the development of students' knowledge, understanding and skills regarding providing and supporting the provision of health education to improve the health and wellbeing of individuals accessing healthcare services.

This unit will develop students' understanding of the factors that impact upon health and the methods that are used to identify health inequalities at a local level. Students will also develop their understanding of the relationship between health beliefs and illness. Students will be able to assess how health beliefs can influence communication between healthcare practitioners and clients, and how to address barriers that may occur as a result.

Theoretical models using health education to bring about behaviour change will be examined and students will be able to use one such model to implement a health education initiative. They will also be able to understand and apply methods used to evaluate health education initiatives.

This unit will be of interest to those individuals wishing to pursue a career as a nurse, health advisor and in other healthcare-related professions where they will need to take part in health education initiatives.
Learning Outcomes

By the end of this unit students will be able to:

1. Examine the factors influencing health status
2. Investigate the impact of health beliefs on wellbeing and illness
3. Explore the relationship between theoretical models of health education and health behaviour
4. Implement a local health education initiative using a theoretical model of health education.
Essential content

LO1  Examine the factors influencing health status

Factors influencing health
Socio-economic factors
Gender
Culture
Education
Lifestyle
Environmental factors
Biological influence
The impact of ethnicity on health status
Personal beliefs

Barriers in accessing healthcare
Physical and mental disability
Culture
Communication barriers
Time
Income
Health beliefs
Past experience

LO2  Investigate the impact of health beliefs on wellbeing and illness

Health beliefs and illness
Attribution theory
Health locus of control
Risk perception
Unrealistic optimism
Self-efficacy
Relationship between communication with healthcare practitioners and health beliefs

Respect and a shared understanding
Resistance
Lack of trust in practitioners
Communication methods
Communication skills
Environment in which the communication takes place
Appropriate timing
Culture
Lack of information and transparency from practitioners

LO3 Explore the relationship between theoretical models of health education and health behaviour

Key concepts:
Health promotion: influencing the wider environmental, educational, socio-political and cultural determinants of health

Health education: providing individuals and communities with information and giving them strategies to improve their health

Recognising these concepts are often used interchangeably in healthcare

Theoretical models used in health promotion and education

Stages of Change Model
Health Action Process Approach
Social cognition models:
Health Belief Model
Protection Motivation Theory
Reasoned Action and Theory of Planned Behaviour

Contemporary examples of health education campaigns using theoretical models. Campaigns selected must reflect local health education priorities and initiatives

With regards to e.g. Common diseases and conditions, safe sex, adherence to medication, smoking, diet, drugs, health screening, alcohol

Health improvement strategies used in different campaigns
LO4  **Implement a local health education campaign initiative using a theoretical model of health education**

*Current local demographic data on health status*
- Department of Health (regional and local data)
- Public Health England (regional and local data)
- Health Education England (regional and local data)

*Identifying a suitable health education initiative*
- Local health priorities
- Previous and current initiatives
- Involving healthcare practitioners and local communities in determining a suitable priority

*Planning an initiative setting objectives and selecting strategies*
- Aims
- Objectives
- Available resources
- Timeframe
- Financial implications
- SMART targets
- Strategies
- Health models

*Involvement of healthcare practitioners, carers and parents/families, advocates*
- Implementing a plan
- Resources
- Timeframe
- Role of practitioners

*Evaluation methods used in health education campaigns and initiatives*
- Change in health awareness
- Changes in knowledge or attitude
- Behaviour change
- Changes in health status
- Self-evaluation
- Feedback from others
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Examine the factors influencing health status</td>
<td><strong>LO1 and LO2</strong></td>
<td><strong>D1</strong> Evaluate the influence of factors and health beliefs in communication strategies healthcare practitioners in own locality use to support individuals to achieve better health</td>
</tr>
<tr>
<td><strong>P1</strong> Compare a range of factors that impact on health status</td>
<td><strong>M1</strong> Assess measures to address potential barriers service users face when accessing healthcare</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Explain potential barriers service users face when accessing healthcare services using examples from own work placement</td>
<td><strong>M2</strong> Analyse a range of factors that affect the communication between service users and healthcare practitioners</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Investigate the impact of health beliefs on wellbeing and illness</td>
<td></td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P3</strong> Explain the relationship between health beliefs and illness</td>
<td><strong>M3</strong> Explain in detail how different models of health education have been used to elicit changes in behaviour using contemporary examples</td>
<td><strong>D2</strong> Evaluate the success of own health education initiative and make recommendations for future health education campaigns</td>
</tr>
<tr>
<td><strong>LO3</strong> Explore the relationship between theoretical models of health education and health behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Compare and contrast health education and health promotion and strategies used in each to effect health improvement</td>
<td><strong>P5</strong> Describe how different theoretical models are reflected in different local health education campaigns</td>
<td><strong>LO4</strong> Implement a local health education initiative using a theoretical model of health education</td>
</tr>
<tr>
<td><strong>P6</strong> Explain the need for a health education initiative using current local demographic data and a relevant theoretical model</td>
<td><strong>M4</strong> Implement a well-planned local health education initiative that addresses a current local health issue</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Produce an accurately detailed plan for a local health education initiative that addresses a current local health issue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites
bps.org.uk British Psychological Society Publications (General reference)
gov.uk Gov.uk UK Health Policies (General reference)
hcpc-uk.org Healthcare Professionals Council Publications (General reference)
who.int World Health Organisation (General Reference)
worldbank.org The World Bank Pages on health data (General reference)
Links
This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 8: Addressing Health Inequalities
Unit 11: Changing Perspectives in Public Health
Unit 14: Sociological and Psychological Perspectives on Health
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 24: Health Psychology
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 28: Holistic Approaches to Health Promotion
Unit 34: Global Health and Wellbeing
Unit 35: Project Management for Healthcare

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2</td>
<td>M2, D1</td>
</tr>
<tr>
<td></td>
<td>LO4</td>
<td>M4, D2</td>
</tr>
<tr>
<td>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</td>
<td>LO1-LO4</td>
<td>P1-P4, M1-M3, D1</td>
</tr>
<tr>
<td>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</td>
<td>LO1-LO4</td>
<td>P1-P8, M1-M3, D1-D2</td>
</tr>
<tr>
<td>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</td>
<td>LO1-LO4</td>
<td>P1-P8, M1-M3, D1-D2</td>
</tr>
<tr>
<td>THEME 6: NUMERACY IN PRACTICE</td>
<td>LO3, LO4</td>
<td>D2</td>
</tr>
</tbody>
</table>
**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 6: Supporting Dementia Care

<table>
<thead>
<tr>
<th>Unit code</th>
<th>F/616/1641</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction
The term ‘dementia’ describes the different brain disorders that trigger a loss or deterioration of brain function. These changes are often small to start with, but often they become so severe they affect daily life. A person with dementia may also experience changes in their mood or behaviour. These conditions are all usually progressive and eventually severe. The World Health Organisation (WHO) suggest the number of people living with dementia worldwide is estimated at 35.6 million. This number is anticipated to double by 2030 and more than triple by 2050.

The WHO and Alzheimer's Disease International highlight dementia as a global public health priority. Their joint report on dementia makes it clear that dementia presents a significant challenge to society in terms of the provision of appropriate care services and support. To address this, it is vital to ensure that the health and social care workforce of tomorrow is knowledgeable, competent and able to provide the specialist care and support needed for individuals experiencing dementia, their families and loved ones.

This unit introduces students to the specialist area of dementia care and the demands which can be faced when managing a person-centred service. The aim of this unit is to explore theories relating to the causes, signs and symptoms, therapies and treatments associated with dementia. The unit will enable students to identify strategies that will facilitate a person-centred ethos in the delivery of effective care services that address the needs of people living with dementia. The unit will also enable students to be aware of the challenges faced when delivering services which are ensure the rights and choices of people with dementia are upheld.

On completion of this unit, students will have developed the knowledge and skills to be involved in the delivery of services which meet the wide and varied needs of individuals with dementia.
Learning Outcomes

By the end of this unit students will be able to:

1. Describe the causes, symptoms, diagnosis and treatment of dementia
2. Explain factors that can impact on interactions and communication with individuals with dementia
3. Contribute to the provision of dementia care services which are underpinned by a person-centred approach
4. Reflect on the challenges involved in implementing services which maximise the rights and choices of individuals with dementia.
Essential content

LO1 Describe the causes, symptoms, diagnosis and treatment of dementia

Causes of different types of dementia-
Alzheimer's disease
Vascular dementia
Dementia with Lewy bodies
Frontotemporal dementia
Alcohol-related brain damage, e.g. Korsakoff's syndrome
Huntington's disease
Mixed dementia
Young-onset dementia

Risk factors
The effect of ageing
Genetics
Lifestyle choices, e.g. exercise (physical and intellectual), diet, alcohol consumption, smoking

Symptoms
Memory loss
Difficulty with planning/preparation
Poor judgement
Difficulty performing familiar tasks
Problems with language and communication
Problems finding things/constantly losing things
Disorientation
Changes to mood or behaviour
Changes to personality
Loss of motivation/initiative
Challenges with problem-solving
Difficulty with time and place
Trouble understanding visual images and spatial relationships
Withdrawal from social interaction

Diagnosis
A thorough medical history
Physical examination
A review of current medication prescribed
Neurological examination
Structural imaging
Mini-Mental State Examination (MMSE)
Blood tests
Computerised tomography (CT) scan
Magnetic resonance imaging (MRI) scan
Single photon-emission computed tomography (SPECT) scan
A positron emission tomography (PET) scan
Electroencephalogram (EEG)
Input from carers/family members as appropriate
Referral to neurologist, doctor in geriatric medicine or psychiatrist

Treatment
No current cure
Drugs and non-drug treatments that can lessen an individual’s symptoms
Drug treatments:
cholinesterase inhibitors, e.g. Donepezil, Rivastigmine and Galantamine,
antipsychotic drugs such as Risperidone, Haloperidol, Benzodiazepine-Lorazepam, Memantine.
Non-drug treatments:
e.g. cognitive stimulation activities, life story work and/or reminiscence therapy,
cognitive rehabilitation, cognitive stimulation therapy (CST), counselling,
psychotherapy, music and creative arts therapies, complementary therapies.
LO2  **Explain factors that can impact on interactions and communication with individuals with dementia**

*Environmental and physical factors*
- Anxiety
- The impact of certain medication on awareness and the ability to interact
- The environment and how it facilitates communication and interaction
- Sensory impairment
- Pain or discomfort
- The use of body language
- Distractions
- Increasing use of gestures

*Intellectual and emotional factors*
- Anxiety
- Interactions and communication-cognitive ability
- Understanding and comprehension
- Misunderstanding of communication from both parties
- Use of jargon/terminology/dialect
- The communication approach used
- The individual repeating themselves, struggling to find the correct words
- Confusion
- Failing to understand what is being said
- Confidence
- The individual losing their train of thought
- The individual communicating less often

*Strategies to support effective communication and interaction with individuals with dementia*
- See the person first, not the condition
- Adopting a non-judgmental approach in communication
- Make eye contact if the individual is comfortable with this
- Give the person time to respond
- Speak clearly and at an appropriate pace
- Show that you have heard the person, encourage them to say more
Give the person simple choices
Use short sentences
Acknowledge what they have said
Use a variety of forms of communication, according to the person's need
Use questioning appropriately including rephrasing questions where necessary
Encourage the person to join in conversations with others
Let the person speak for themselves where possible
Familiarise self with the person's case history or biographical details
Demonstrating empathy, e.g. appropriate self-disclosure
Adjusting methods of communication to suit the person's mood, needs and preferences
Avoid patronising or ridiculing what the person says, avoid infantilising the individual
Ensure the environment is conducive to effective communication, e.g. appropriate light, air, space, privacy
Offering, not insisting on, support where possible

LO3 **Contribute to the provision of dementia care services which are underpinned by a person-centred approach**

*Types of service provision and levels of support required*
Services in the individual's own home or in a supported living home
Services in residential or nursing homes
Services in hospital and primary care
Services available in the community e.g. adult day care services
Multidisciplinary approaches to service provision

*Fundamentals of adopting a compassionate approach to care*
Dignity
Respect
Empathy
Further considerations for person-centred practice

Offering choice according to the person’s ability, recognising that too much choice may be overwhelming but some is vital

Providing an inclusive environment where individual differences are respected and taken into account

Legal and ethical considerations when planning and providing services, e.g. The Health and Social Care Act (2012) quality standards for service delivery, the Care Act (2014) and its influence in care planning, assessment and delivery

Adherence to confidentiality protocols

Safeguarding

Empowerment and supporting independence

Respect for individuality

Communicate using individual’s preferred approach, e.g. the use of pictures, symbols and memory aids

Partnership working: with the individual, their family and social networks, additional services the individual may require

Identification of needs in relation to all aspects of care and service delivery e.g. gender, ethnicity, diet, personal care

LO4 Reflect on the challenges involved in implementing services which maximise the rights and choices of individuals with dementia

Challenges

Staff skills, knowledge, understanding and competence

Resource allocation

Communication difficulties

Ongoing changes to individual's abilities and condition

The effect of medication on individual's abilities

Carer input, risk

Access to limited resources

Partnership working and collaboration
Addressing challenges and providing compassionate care
Staff training and development
Adherence to dementia quality standards
Reflective practice
Supervision, mentoring
Advocates or interpreters to support individuals
Psychological interventions
Positive risk taking
Adopting appropriate communication strategies throughout own interactions
Provision of information in the preferred language and/or in an accessible format
Use of befriending services
Referral to a speech and language therapist
The use of technology/ augmentative and alternative communication
Ongoing assessment and review
Currency of knowledge and practice
Identifying preferred and effective methods of communication

Capacity
Provisions of the Mental Capacity Act (2005) and the code of practice that accompanies the Mental Capacity Act (2005)
Carers’ assessments
Involvement of relatives and carers, as appropriate
Integrated working
Allocation of named health and/or care staff to implement and review the care plan
Access to memory assessment service
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Describe the causes, symptoms, diagnosis and treatment of dementia</td>
<td><strong>P1</strong> Describe the causes, risk factors and symptoms of dementia and their use in supporting clinical diagnoses of the different types</td>
<td><strong>D1</strong> Critically examine the complexities of diagnosing and treating different types of dementia using case study examples</td>
</tr>
<tr>
<td><strong>P2</strong> Explain different approaches to treating dementia and effect on the condition</td>
<td><strong>M1</strong> Analyse the drug and non-drug approaches to treating different types of dementia and their impact on individuals with dementia</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Explain factors that can impact on interactions and communication with individuals with dementia</td>
<td><strong>P3</strong> Describe intellectual and emotional factors impacting on the effectiveness of communication and interaction with individuals with dementia</td>
<td><strong>D2</strong> Evaluate factors impacting on effective communication and interaction with individuals with dementia</td>
</tr>
<tr>
<td><strong>P4</strong> Explain the environmental and physical influences on effective communication and interaction individuals with dementia</td>
<td><strong>M2</strong> Analyse communication and interaction considerations when supporting individuals with dementia</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Contribute to the provision of dementia care services which are underpinned by a person-centred approach</td>
<td><strong>P5</strong> Explain how to ensure health and care services promote the rights and choices to support the capacity for individuals to live independently with dementia</td>
<td><strong>D3</strong> Reflect on own role as a part of the wider multidisciplinary team in effectively supporting independent living for people with dementia</td>
</tr>
<tr>
<td><strong>P6</strong> Actively participate in a period of effective person-centred practice in the provision of services for individuals with dementia</td>
<td><strong>M3</strong> Assess different approaches used to meet the needs of an individual living independently including the levels of support required from different services</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO4</strong> Reflect on the challenges involved in implementing services which maximise the rights and choices of individuals with dementia</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Explain the challenges to be addressed when delivering services which promote the rights and choices of individuals with dementia</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Describe strategies to uphold the rights and choices of individuals with dementia during service delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M4</strong> Analyse the challenges faced when delivering services which meet the needs and preferences of individuals with dementia</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D4</strong> Critically reflect on the effectiveness of different strategies to maximise the quality of compassionate and appropriate care for individuals with dementia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Reports and Journals
ALZHEIMER'S SOCIETY. The dementia guide. London: Alzheimer's Society
ALZHEIMER'S SOCIETY (2001) Quality Dementia Care in Care Homes: Person-centred Standards. London: Alzheimer's Society

Websites
alzheimers.org.uk Alzheimer's Society (General reference)
communitycare.co.uk Community Care (General reference)
dementiauk.org Dementia UK (General reference)
dh.gov.uk Department of Health Quality outcomes for people with dementia: Building on the work of the National Dementia Strategy (Report)
england.nhs.uk  
NHS England  
Five Year Forward View  
(Review)

lifestorynetwork.org.uk  
Life Story Network  
resources/shared-practice: Let's Respect Toolkit for Care Homes  
A guide for staff working in care homes to help improve the care of older people with mental health needs (National Mental Health Development Unit, Department of Health)  
(Training)

nice.org.uk  
National Institute for Health and Care Excellence  
1. Dementia resource for carers and care providers  
2. Dementia quality standards  
(Guidance)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 7: Effective Healthcare Practice using Maths
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 14: Sociological and Psychological Perspectives on Health
Unit 15: Healthcare Technology in Practice
Unit 16: Supporting Adults in Residential Care
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions

Unit 22: Supporting Individuals through Significant Life Events

Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit 30: Pharmacology and Medicine Management

Unit 31: Providing Outpatient and Community Care

Unit 33: Psychophysiological Disorders

Unit 36: End of Life Care Planning and Support

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</td>
<td>LO2</td>
<td>P5, P6, D2</td>
</tr>
<tr>
<td>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</td>
<td>LO2, LO3</td>
<td>P1, P3, M2, D1, P4, M3, D2</td>
</tr>
<tr>
<td>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</td>
<td>LO2, LO3</td>
<td>P3, P4, M2, D1, P5, D2</td>
</tr>
<tr>
<td>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</td>
<td>LO2, LO3, LO4</td>
<td>M2, M4, D2</td>
</tr>
</tbody>
</table>

Essential requirements

Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.
**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 7: Effective Healthcare Practice using Maths

<table>
<thead>
<tr>
<th>Unit code</th>
<th>J/616/1642</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Numeracy is a fundamental skill in all aspects of healthcare. Healthcare workers need good confidence and skills in measuring, calculating and recording data to support service user outcomes, and improve the quality of care. To work as healthcare practitioners, they need to understand the interrelationship between numeracy, physiology and biochemical processes in the body. The strength of workers’ numeracy skills can significantly affect the health outcomes of individuals they are providing care for. They must appreciate that inaccurate calculations can lead to serious consequences, e.g. incorrect dosages of medicines being administered can have serious adverse and even fatal effects on a patient in their care.

In this unit, students will learn to apply mathematical principles and appreciate the scientific rationale for the information they are collecting and the methods they are using. They must be able to understand the significance of the results they obtain and explain the scientific basis for that significance.

Topics included in this unit include the contextual use of mathematical methods which will include: selecting relevant information for different purposes and the observation and recording of different forms of data, using mathematical methods such as: fractions, decimals, ratio, percentages, averages and unit conversion for different purposes, e.g. in obtaining and analysing physiological readings, medication administration and management. The scientific rationale for the information and methods used include the biochemistry of disease, disorder and lifestyle choices.

The ability to use mathematical methods accurately and the understanding of the scientific rationale for those methods is intrinsic to the caring professions and is a skill that students will need in any area of healthcare that they progress to.
Learning Outcomes

By the end of this unit students will be able to:

1. Explain different purposes of mathematical information used in healthcare practice
2. Apply mathematical methods accurately to report on and work to improve individuals’ health status
3. Investigate the scientific rationale of the mathematical methods and information used to predict health outcomes
4. Assess the implications of the use of mathematical methods and scientific rationales for healthcare practice.
Essential content

LO1 Explain different purposes of mathematical information used in healthcare practice

Types of information
Physiological readings, e.g. temperature, pulse, blood pressure, body mass index.
Laboratory test results, e.g. cholesterol level, blood cell counts, urine analysis
Routine measurements for day-to-day working, e.g. maintaining hygiene and cleanliness, ensuring safe working practices, e.g. risk assessments
Time, e.g. timesheets, supporting patients/clients to maintain their medications regime, managing daily timetables and activities

Reliability and validity of different mathematical information

Purposes
Predicting healthcare outcomes
Diagnosis of conditions
Monitoring health status, e.g. emergency interventions
Maintaining a healthy and safe work environment
Supporting efficient delivery of services.

Primary sources
Direct readings or measurements from the service user
Laboratory results from samples
Measurements of materials or equipment used, e.g. new technology

Challenges in obtaining primary data
Service user permission
Practical issues when taking readings such as the problems caused by obesity, weak pulse
Cultural issues e.g. objections to practitioners of a different gender
Communication barriers
Availability and accessibility of equipment
Time constraints
Environmental factors, e.g. space
LO2 Apply mathematical methods accurately to report on and work to improve individuals’ health status

*Barriers that prevent people applying methods accurately*
- Confidence in applying mathematical methods
- Preconceptions about the difficulty of maths
- Accessing the language used in maths
- Distraction
- Time constraints
- Environmental factors
- Personal factors
- Training on technology and equipment used

*Reporting of data, associated barriers and tools*
- Drug charts
- Physiological measurement charts
- Interpreting charts
- Electronic methods of reporting data, e.g. electronic patient records, spreadsheet
- Purposes of repeated observations or measurements
- Interpreting diagnostic tools, e.g. body mass index (BMI), cholesterol ratios.
- Purposes of reporting data, e.g. handover
- Practitioners responsible for the handling, use and management of data
- Issues of accuracy, reliability and validity of methods of reporting and data reported

*Communication of data, associated barriers and tools*
- Communication of data to other professionals through appropriate reporting systems such as handover meetings, medical recording charts
- Reporting concerns and seeking support
- Responding to data out of normal ranges, e.g. change in temperature, pulse rate, blood pressure, oxygen saturation levels
- Issues regarding confidentiality and respect for privacy
- Awareness of own responsibilities and limitations
- Drawing conclusions from data taking into account different factors
- Making suggestions and recommendations and impact on care planning
LO3 Investigate the scientific rationale of the mathematical methods and information used to predict health outcomes

Recognition of the significance of normal and abnormal data, and the systems used to respond to abnormal data.

Linking abnormal readings to the potential biochemical and physiological significance of those readings

Physiological data
Body mass index (BMI), problems with body composition, poor indicator of individual health, use in large populations
Cholesterol levels, HDL:LDL ratios
Blood cell counts (immune response)

Factors affecting data collection and accuracy
e.g.
white coat syndrome
delays between sample collection and laboratory analysis
individual service user factors

Scientific rationales
Relationship to biochemical processes
Interpreting physiological data to diagnose, monitor, manage and treat conditions
Using evidence of statistical significance to measure physiological efficacy of interventions
LO4 **Assess the implications of the use of mathematical methods and scientific rationales for healthcare practice**

*Potential effects on service users' outcomes and wellbeing*

Application of mathematical methods, e.g. measuring and recording vital signs

Understanding of the scientific rationales, e.g. the effects of dosage of medicines, the effect of administration of medicine (both timely and missed)

*Impact on healthcare practice*

Impact on service user

Impact on the practitioner

Implications for the service

*Policies and procedures that are used to reduce the likelihood and/or impact of mistakes due to the inaccurate application of mathematical methods, and poor understanding of the scientific rationales*

e.g.

policies ensuring that dosage calculations are double checked

procedures to ensure timely use of medicines.

*Legislation designed to prevent the consequences of mistakes due to the inaccurate application of mathematical methods, and poor understanding of the scientific rationales.*

*The impact of accurate use of mathematical methods on outcomes and wellbeing*

Improved prognosis and health outcomes

Early detection of changes in health status

Timely intervention

Increased trust in practitioners and the service

More efficient management of the care of all service users
# Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explain different purposes of mathematical information used in healthcare practice</td>
<td><strong>P1</strong> Describe different types and sources and purposes of mathematical information used in a healthcare context</td>
<td><strong>M1</strong> Explain in detail strategies to address the potential challenges faced in obtaining mathematical data for different purposes in healthcare settings</td>
</tr>
<tr>
<td><strong>P2</strong> Explain potential challenges faced in obtaining primary data in healthcare settings</td>
<td></td>
<td><strong>D1</strong> Justify the use of specific sources to obtain mathematical information for different purposes in healthcare settings</td>
</tr>
<tr>
<td><strong>LO2</strong> Apply mathematical methods accurately to report on and work to improve individuals’ health status</td>
<td><strong>P3</strong> Safely monitor different aspects of an individual's health status</td>
<td><strong>M2</strong> Interrogate barriers affecting own use of mathematical tools, formats and communication systems to solve problems and predict health outcomes</td>
</tr>
<tr>
<td><strong>P4</strong> Report on own data collection to healthcare professionals using appropriate tools, formats and communication systems in a healthcare setting</td>
<td><strong>LO2 and LO3</strong></td>
<td><strong>D2</strong> Critically review the efficacy of own data collection in solving problems and predicting health outcomes for different individuals in healthcare settings</td>
</tr>
<tr>
<td><strong>LO3</strong> Investigate the scientific rationale of the mathematical methods and information used to predict health outcomes</td>
<td><strong>P5</strong> Explain the scientific rationale for own data collection in a healthcare context</td>
<td><strong>M3</strong> Analyse the biochemical and physiological significance of data obtained that falls outside normal ranges</td>
</tr>
<tr>
<td><strong>P6</strong> Explain the scientific basis of own interpretation of the results of mathematical data collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Assess the implications of the use of mathematical methods and scientific rationales for healthcare practice</td>
<td><strong>P7</strong> Illustrate the impact of the application of mathematical skills and scientific understanding on the service user in a healthcare context</td>
<td><strong>D3</strong> Evaluate the significance of the accurate and appropriate use of mathematical methods and scientific rationales for effective healthcare practice</td>
</tr>
<tr>
<td><strong>P8</strong> Outline the procedures used to reduce the likelihood of mistakes affecting service users</td>
<td><strong>M4</strong> Describe the potential consequences for the service user and professionals, of applying poor mathematical and scientific understanding to problems in a healthcare context</td>
<td><strong>M5</strong> Explain in detail the procedures used to reduce the likelihood of mistakes and the benefits for service users</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites

- bbc.co.uk: British Broadcasting Corporation
  - Skillswise
    - Maths resources across different levels including guidance and practice assessments (General reference)

- nationalnumeracy.org.uk: National Numeracy
  - Resources and support to improve maths skills, including subject-specific resources, training and practice assessments (Guidance and training)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 4: Fundamentals of Evidence-based Practice
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 15: Healthcare Technology in Practice
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 18: Innovation and Improvement through Action Research
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 23: Managing Quality in Care Environments
Unit 20: Care Planning Processes in Healthcare Practice
Unit 30: Pharmacology and Medicine Management
Unit 35: Project Management for Healthcare

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Requirements (Unit Content)</th>
<th>Assessment Requirements (Assessment Criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME 1:</strong> LAW, REGULATION AND ETHICAL PRACTICE</td>
<td>LO4</td>
<td>P7, P8, M4, M5, D3</td>
</tr>
<tr>
<td><strong>THEME 2:</strong> PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</td>
<td>LO1, LO2</td>
<td>P2, M1, D1, P4, M2, D2</td>
</tr>
<tr>
<td><strong>THEME 3:</strong> HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</td>
<td>LO1, LO2</td>
<td>D1, P4, M2, D2</td>
</tr>
<tr>
<td><strong>THEME 4:</strong> VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</td>
<td>LO1</td>
<td>P2, M1, D1</td>
</tr>
<tr>
<td><strong>THEME 5:</strong> PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</td>
<td>LO4</td>
<td>M4, M5</td>
</tr>
<tr>
<td><strong>THEME 6:</strong> NUMERACY IN PRACTICE</td>
<td>LO1, LO2, LO3, LO4</td>
<td>All assessment criteria throughout the unit</td>
</tr>
</tbody>
</table>
Essential requirements

Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 8: Addressing Health Inequalities

<table>
<thead>
<tr>
<th>Unit code</th>
<th>L/616/1643</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Despite significant advances in public health in the UK over the past century there remains inequalities in health status across the country. Public health addresses all areas relating to the health and wellbeing of our communities. It covers an extremely wide remit and addresses issues such as air pollution, obesity, climate change and smoking, to name but a few. These are issues that affect not only the individual but wider populations as well.

Public health is monitored by government groups who develop influential legislation aimed at improving the health of the nation. Public health remains the responsibility of all and is significantly influenced by pressure groups across society. The development of strategies aimed at reduction and prevention of disease is targeted at different levels across communities.

In this unit, students will explore current public health issues and will develop understanding of the factors that influence differences in health status across populations. Students will analyse different types and levels of intervention in health protections. Health protection and the reduction of disease is an important public health role and students will review how healthcare professionals prevent and control the spread of disease.

This unit will support progression to more senior roles with allied health professionals working in public health and can also support progression to continuing higher education in public health and health promotion-related degrees.
Learning Outcomes

By the end of this unit students will be able to:

1. Explore the factors that contribute to current public health issues in own nation
2. Explain the different levels of public health intervention
3. Review national strategies aimed at reduction or prevention of disease
4. Explore the role of healthcare professionals in preventing and controlling the spread of disease.
Essential content

LO1 Explore the factors that contribute to current public health issues in own nation

Public health issues
Obesity
Accidents
Chronic illnesses
Substance and alcohol misuse
Smoking
Tooth decay
Disability
Pollution
Infectious diseases, please add additional line of content below 'childhood illness and immunisation'

Local population
Region
Population
Migration
Urban density
Housing
Local authorities

Contributing factors
Levels of deprivation
Urbanisation
Rural poverty
Infrastructure
Resourcing
Unemployment
Low educational attainment
Migration, e.g. immigration and emigration
Transport
Housing
Education
Crime
Social networks
Postcode lottery
Health services
Social class/status
Environmental conditions e.g. pollution and agriculturalisation
Other factors specific to own region

LO2 **Explain the different levels of public health intervention**

*Primary prevention*
Avoiding the development of diseases
Focusing on interventions to maintain a healthy life

*Secondary prevention*
Screening to treat existing health complaints or problems
Early diagnosis

*Tertiary prevention*
Last level of public health intervention
Rehabilitation
Prompt treatment
Patient education

*Primordial prevention*
Actions to reduce hazards from factors known to lead to the risk of disease

*Health at key stages of life – the life-course approach to public health*
Health issues occurring at different life stages
Focus on primary prevention
**Population-based interventions**

Community-focused interventions: changing health behaviours through strategy at a national level

Systems-focused interventions: changing organisational behaviours at a local level

Individual-focused interventions: changing individual behaviours on a personal level

**Challenges to implementing different levels of public health intervention**

- Individual
- Family
- Community
- Societal
- Structural

**LO3 Review national strategies aimed at reduction or prevention of disease**

**National priorities**

Health protection, screening, infection prevention and control practices, optimising antibiotics prescribing practice, effective management of outbreaks of infectious diseases, identifying emerging diseases, antimicrobial resistance (AMR), environmental hazards, climate change

**Local priorities**

Link to local public health authorities

Tools to identify or assess local health inequalities e.g. The World Health Organisation’s Health Equity Assessment Toolkit

**Aspects of national policy or strategy addressing health inequalities**

- Fair Society, Healthy Lives – Marmot Review (Institute of Health Equity, 2010)
- Public Health England (Department of Health, 2013)
- Cardiovascular Disease Outcomes Strategy (Department of Health, 2013)
- National strategy and policy to reduce type 2 diabetes (Department of Health, 2015)
LO4 Evaluate the role of healthcare professionals in preventing and controlling the spread of disease

Role of the healthcare assistant
Following policies and procedures
Giving advice
Resourcing health promotion activities
Links with health promotion team
Developing displays
Supporting monitoring of health status
Role modelling positive behaviour
Awareness of disease processes
Supporting hygiene measures in practice
Promoting support to individuals in maintaining safe practice

Infection control measures
Vaccination and immunisation programmes
Barrier nursing
Health and safety: use of Personal Protective Equipment (PPE), infection control measures, promoting food safety, reporting infectious disease through RIDDOR

Screening for disease
Viability of screening, needs to be for a common disease
Most efficient screening should be cost-effective, simple to do, non-invasive
Low level of false negatives
Benefits in early detection
Opportunistic screening

Prevention measures
Health improvement initiatives
Information and advice
Interagency approaches
Local government approach
Local response to health issues
Improved immunisation programmes
Increased screening opportunities
Health education
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Explore the factors that contribute to current public health issues in own nation</td>
</tr>
<tr>
<td><strong>P2</strong> Explain how population data is used to highlight health determinants contributing to current public health issues</td>
</tr>
<tr>
<td><strong>LO2</strong> Explain the different levels of public health intervention</td>
</tr>
<tr>
<td><strong>P4</strong> Explain how different types of health intervention lead to measurable health improvements on a local and national level</td>
</tr>
<tr>
<td><strong>LO3</strong> Review national strategies aimed at reduction or prevention of disease</td>
</tr>
<tr>
<td><strong>P6</strong> Explain the role of statutory bodies in developing health protection strategies</td>
</tr>
<tr>
<td><strong>LO4</strong> Explore the role of healthcare professionals in preventing and controlling the spread of disease</td>
</tr>
<tr>
<td><strong>P8</strong> Explain the ways that healthcare professionals promote infection control</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Reports


Websites

nice.org.uk National Institute for health and Care Excellence
Public Health Guidance
(Report)

instituteofhealthequity.org Institute of Health Equity
The Marmot Review
(Report)

nhs.uk/nhsengland NHS England
NHS Guide
(Guidance)

ons.gov.uk Office for National Statistics
Census Data
(Statistical data and reports)

who.int World Health Organisation
Health Equity Assessment Toolkit: a software tool that enables users to explore the situation in one setting of interest (e.g. a country, province or district) to determine the latest situation of inequality and the change in inequalities over time; and to compare the situation in one setting of interest with the situation in other settings.
(Tools)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 4: Fundamentals of Evidence-based Practice
Unit 5: Health Education in Action
Unit 11: Changing Perspectives in Public Health
Unit 13: Supporting Individuals with Specific Needs
Unit 14: Sociological and Psychological Perspectives on Health
Unit 18: Innovation and Improvement through Action Research
Unit 24: Health Psychology
Unit 27: Social Policy in Public Health
Unit 28: Holistic Approaches to Health Promotion
Unit 34: Global Health and Wellbeing

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO1, LO2, LO3</td>
<td>D1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P3, P4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P5, P6, M3, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO4</td>
<td>P7, P8, M4, D3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2, LO3, LO4</td>
<td>All assessment criteria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO1, LO2, LO3, LO4</td>
<td>P2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P3, P4, M2, D2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P5, P6, M3, D2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P7, P8, M4, D3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO1, LO2, LO3, LO4</td>
<td>P2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P5, P6, M3, D2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P7, P8, M4, D3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 6: NUMERACY IN PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO1, LO2</td>
<td>P2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P4</td>
</tr>
</tbody>
</table>

191

Pearson BTEC Levels 4 and 5 Higher Nationals in Healthcare Practice for England
Essential requirements

Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill-Health

<table>
<thead>
<tr>
<th>Unit code</th>
<th>R/616/1644</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

The aim of this unit is to provide students with background knowledge and understanding of how the healthy human body works and changes that take place during ill health, both physical and mental. Being able to recognise when any individual is becoming unwell or recovering from illness are critical skills for a career in healthcare.

The unit will explore how body systems function and interrelate during health and ill health. The focus will be on managing risks to health, e.g. infection, dehydration and malnutrition, pressure sores and the importance of early warning systems which recognise and respond to individuals whose condition is deteriorating. The unit will engage students in practical observations of the healthy human body and signs and symptoms of ill health. The skills developed will enable students to interpret normal and abnormal physiological measurements for any individual and respond appropriately to changes.

Topics included will be an overview of the anatomy and physiology of cardiac, respiratory, digestive, urinary and nervous systems as well as how these are affected in common long-term conditions and illnesses such as diabetes, heart failure, chronic obstructive pulmonary disease (COPD) and dementia.

On successful completion of the unit, the knowledge and skills gained will lead to students being able to contribute to improved care and better outcomes for individuals with complex conditions, in their roles as healthcare workers.
Learning Outcomes

By the end of this unit students will be able to:

1 Describe organ systems within a healthy human body
2 Explain the interrelationship of body systems in health and ill health from a physiological perspective
3 Investigate how physiological measurements in the body are affected by ill health
4 Implement planned care interventions based on an individual's physiological measurements which contribute to reducing risks to health.
Essential content

**LO1  Describe organ systems within a healthy human body**

*Microscopic structure and function*
- The human cell, organelles and mitosis
- Movement and transport of substances in and out of cells
- Tissue types, epithelial, connective, muscle, and nervous

*Body systems overview*
- Cardiovascular
- Respiratory
- Digestive
- Urinary
- Nervous

*Review developmental milestones in humans relative to body systems*
- Prenatal, Infancy, Childhood, Adolescence, Early adulthood, Middle adulthood, Later adulthood

*Impact of ill health on the human body*
- Impact on different organs in different body system of different forms of ill health, e.g.:
  - impact on the heart of chronic heart failure (CHF)
  - changes that take place in the lungs for individuals with chronic obstructive pulmonary disease (COPD)
  - how the pancreas is affected by type 1 diabetes.
- impact of lifestyle on different body systems, e.g. smoking, diet, drugs, alcohol
LO2  **Explain the interrelationship of body systems in health and ill health from a physiological perspective**

*Energy metabolism*

The role of the cardiovascular and circulatory system in transporting nutrients, gases, hormones and waste products to and from cells, supporting breathing, nutrition, mobility, fluid balance and excretion

The role of the respiratory system enabling exchange of gases and cell respiration

The role of the digestive system in digestion, absorption of nutrients and energy production

*Homeostasis and normal physiological limits in health*

How the nervous system is involved in regulation of heart rate, respiratory rate and body temperature

The role of the endocrine system and hormones, feedback loops, chemical receptors

How blood glucose levels and urine output are regulated in the body

The role of the renal system and how filtration and selective re-absorption takes place in the kidneys

Ill health which affects energy metabolism and homeostasis, e.g. heart failure, stroke, COPD, malnutrition, diabetes, renal failure, dementia

LO3  **Investigate how physiological measurements in the body are affected by ill health**

*Physiological measurements and assessments*

Normal range for body temperature, heart rate, blood pressure, respiratory rate, blood glucose level, oxygen saturation level and conscious level

How shock and haemorrhage may adversely affect normal physiological measurements

How diabetes, COPD, stroke and chronic heart failure can affect normal physiological measurements

Airway, breathing, circulation, disability, exposure, fluids, glucose (A-G) assessments

Situation, background, assessment, recommendation (SBAR) assessments
**Interpret results of physiological measurements and assessments**

The impact of abnormal physiological measurements and assessments on individuals' immediate health

The role of early warning systems which recognise and respond to individuals whose condition is deteriorating, e.g. National Early Warning Score system (NEWS)

The importance of accurate recording and reporting of abnormal physiological measurements and assessments

The importance of working within the remit of own role when interpreting physiological measurements and assessments

**LO4 Implement planned care interventions based on an individual’s physiological measurements which contribute to reducing risks to health**

**Risks to health**

The role of preventative interventions which minimise the risk of dehydration or malnutrition.

Identifying progress or change in an individual's nutritional status by accurate monitoring and recording

How risk assessment tools can reduce the likelihood of developing a pressure sore or falling

Effective measures to prevent and control infection, e.g. signs of infection

Interventions which reduce the risk of breathlessness

Tools which predict and prevent severe pain
**Care interventions**

How to accurately record and measure fluid input and output for individuals, e.g. catheterisation

The importance of urinalysis in individuals with renal failure or diabetes

Providing an environment where individuals can eat and drink a balanced diet

The role of risk assessment tools which prevent pressure sores from developing, e.g. Surface, Skin inspection, Keep patients moving, Incontinence/moisture, Nutrition/hydration (SSKIN) bundles

Safe hand hygiene techniques and use of personal protective equipment (PPE)

How to care for wounds using aseptic technique

Assessment of moving and handling risk to prevent injury to individuals or staff

The importance of helping individuals to maintain personal hygiene

**Effective person-centred planning**

The importance of taking into account the individual's mental wellness or wellbeing when planning physical care interventions

Plans that reflect compassionate care

Plans that involve the individual as architect of their own care

Plans that take into account individual differences, e.g. disability, culture, gender, preferences

Clear, accurate and detailed
# Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Describe organ systems within a healthy human body</td>
<td><strong>P1</strong> Outline the function of a human body cell and its role during osmosis and diffusion</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Describe the structure and function of different body systems in the healthy human body</td>
<td><strong>M1</strong> Compare differences in the healthy human body with individuals who have ill health</td>
<td><strong>D1</strong> Critically analyse the role of body systems in homeostasis for health and ill health</td>
</tr>
<tr>
<td><strong>LO2</strong> Explain the interrelationship of body systems in health and ill-health from a physiological perspective</td>
<td><strong>P3</strong> Explain how body systems co-operate to maintain life and health of the individual</td>
<td><strong>M2</strong> Examine how the cardiovascular, respiratory and digestive system work together to provide energy for the healthy human body</td>
</tr>
<tr>
<td><strong>LO3</strong> Investigate how physiological measurements in the body are affected by ill health</td>
<td><strong>P4</strong> Interpret normal and abnormal physiological measurements for an individual with ill health in own workplace setting</td>
<td><strong>M3</strong> Justify actions taken when physiological measurements are outside normal limits</td>
</tr>
<tr>
<td><strong>P5</strong> Prepare a risk assessment which minimises harm to the health of an individual with ill health in own workplace setting</td>
<td><strong>P6</strong> Produce a person-centred care plan which includes interventions that improve an individual's ill health and associated outcomes</td>
<td><strong>M4</strong> Assess the effectiveness of the care plan in communicating the individual's needs and requirements to others involved in caring for the individual</td>
</tr>
<tr>
<td><strong>LO4</strong> Plan care interventions based on an individual's physiological measurements which contribute to reducing risks to health</td>
<td><strong>P5</strong> Prepare a risk assessment which minimises harm to the health of an individual with ill health in own workplace setting</td>
<td><strong>D2</strong> Critically evaluate own care plan and associated records of physiological measurements for an individual with ill health to identify areas of good practice and areas for improvement</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

nursingtimes.net Nursing Times
A practical approach to promote reflective practice within nursing (Article)

bhf.org.uk British Heart Foundation
We can help you understand heart disease and how to prevent it (General reference)

stroke.org.uk Stroke Association
What is stroke? (General reference)

diabetes.org.uk Diabetes UK
What is diabetes? How does diabetes affect the body? (Video)

dementiak.org Dementia UK
Understanding dementia (General reference)
Links

This unit links to the following related units:

Unit 1: Law Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Healthcare Practice
Unit 6: Supporting Dementia Care
Unit 7: Effective Healthcare Practice using Maths
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 15: Healthcare Technology in Practice
Unit 16: Supporting Adults in Residential Care
Unit 17: Effective Reporting and Record Keeping in Health and Social Care Services
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO4</td>
<td>P5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO3, LO4</td>
<td>P4, M3, P5, P6, M4, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO3, LO4</td>
<td>P4, M3, P5, P6, M4, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO4</td>
<td>P6, M4, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO4</td>
<td>P6, M4, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 6: NUMERACY IN PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO3, LO4</td>
<td>P4, M3, P5, P6, M4, D2</td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the nursing or related allied health in the health and social care sector to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 10: Developing Operational Management Skills for Healthcare Practice

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Y/616/1645</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

The healthcare industry is a dynamic changing environment and a key aspect of working in healthcare practices is the ability to embrace change and consider new and innovative ways to do more with less. The effective operational manager focuses on processes that manage and monitor all aspects at work within their area of healthcare practice while driving innovation and change.

To be able to be an effective operational manager this unit will develop students’ understanding of, and the skills required to, manage people effectively in order to get the best out of them to develop a highly organised, structured health service that delivers efficient functionality and provision of health services. This unit will enable students to apply theoretical perspectives applicable to operational management in healthcare to aspects of practice, through exploring the way they manage people and influence others and develop new ideas, processes and strategies within their area of practice.

This unit will provide students with the opportunity to develop their personal and professional skills. It is particularly useful for students who wish to progress to supervisory or lower management areas in healthcare practice.
Learning Outcomes

By the end of this unit students will be able to:

1. Describe the competencies required of an operational manager in healthcare practice
2. Apply theories of leadership to operational management in healthcare practice
3. Demonstrate leadership skills managing a team in healthcare practice
4. Produce a plan to improve an area of provision in healthcare practice.
Essential Content

LO1 Describe the competencies required of an operational manager in healthcare practice

*Managing human resources*

Providing leadership and strategic direction
Managing clinical, professional, clerical and administrative staff
Managing recruitment, selection, appraisal and development of staff, e.g. values-based recruitment
Leading daily practice
Managing and leading teams through promoting best practice
Developing positive relationships with individuals internally and externally promoting a partnership approach and multi-agency working
Managing and chairing meetings, report writing and administration

*Managing operational practice*

Working within legislative, statutory and non-statutory frameworks
Compliance frameworks
Implementation of policies and procedures
Developing strategies for practice on IT systems, security, medical and specific healthcare resources
Safeguarding, multiagency working
Working within specific organisational legal, regulatory and ethical frameworks
Information sharing, record-keeping and data protection protocols
Managing environment, catering, cleaning, security, safeguarding and/or medical resources
Organising, chairing meetings
Budgeting and managing accounting process for purchasing resources
Project and financial management
Identify and prioritise business development opportunities
Deliver results against targets
Working to ensure quality and value for money for users of services
Setting budgets and maintaining finances
Analyse and interpret a range of data
Planning and implementing strategies and incentives for change

Personal skills required to be an effective manager
Ability to understand and adapt own beliefs, values, attitudes and behaviour in different contexts
Professional presentation skills
Adopting a person-centred approach, caring and empathetic to others’ needs
Respecting and promoting diversity, equality, independence
Ability to communicate with a range of audiences, adapting style and method of communications to meet individual needs
Professional approach demonstrating discretion, diplomacy and fair mindedness
Ability to take control of situations and manage others
Good level of literacy and numeracy
Knowing own and other’s boundaries and respecting others
Engage in ongoing continual professional development, e.g. development of SMARTER targets and reflective practice

LO2 Apply theories of leadership to operational management in healthcare practice

The impact of the organisation’s culture and values on management style
Shein’s artefacts and creations of a culture
Handy’s model of four principal forms of organisational culture
Leadership styles

Autocratic
Charismatic
Bureaucratic
Democratic
Laissez-faire

Basic management styles: autocratic and permissive

Management styles and when to use them e.g.:
Tannenbaum and Schmidt’s Leadership Continuum (1958)
Hersey and Blanchard on situational leadership (mid 1970s)
John Adair’s Action-centred Leadership (1973)
Fielder’s Contingency Model (1958)
McGregor’s Theory X and theory Y (1960)

Goleman’s leadership styles
Coercive, authoritative, democratic, pacesetting, coaching

Matching style of management and leadership to situation
Clarke and Pratt’s styles of leadership at different stages of business
Rodrigues’ three types of leader (1985)
Mintzberg’s (2009) Art, craft science triangle management styles
Goleman’s emotional intelligence in team building

LO3 Demonstrate leadership skills managing a team in healthcare practice

Ideas of conformity and obedience in teams
Tajfel’s social identity theory
Types of conformity, e.g. normative, informational, descriptive
Research identifying ways in which humans conform to authority and obedience, e.g. Asch and Milgram
Theoretical models of team building

Motivational theories, e.g. Hawthorne (1920s), McClelland (1961)

Group formation and dynamics, e.g. Taylorism (1909), Fayol (1916), Hersey and Blanchard's situational leadership in practice (mid 1970's), Belbin's team roles (1970s)

Staged theories e.g. Bass and Ryrerband four stage team relationship development model (1979), Tuckman's four stages of team life (1965)

Woodcock's nine building blocks of effective teams (1989)

Building effective teams in healthcare practice requires promoting and upholding

Vision and creativity

Continual development and learning

Independence and confidence of team members

Coaching and mentoring of team members

Emotional literacy

A commitment to achieve

Understanding of the integrated model of care

Positive values and work ethic

Diversity, difference and inclusion

A positive collaborative team model

Effective communication strategies, e.g. transparent and timely communication

Motivating positive team working through providing opportunities to:

Develop team members to bond and work collaboratively

Be innovative and take responsibility for tasks and initiatives

Work independently, recognising strengths

Encourage team members to contribute to ideas and innovations

Take part in behaviour management strategies and training

Value the knowledge and skills of different individuals

Develop awareness of other's working behaviours, styles, attitudes and beliefs

Methods of promoting professionalism through teamwork, e.g. modelling, training, promoting good practice, incentives
Recognising conflict
Types of conflict: personal, relational, instrumental, conflicts of interest
Delays in service provision delivery

Styles of managing conflict
Accommodating, compromising, collaborating, avoiding, competing

Personal skills and strategies for handling conflict
Active listening and communication skills
Emotional intelligence
Understanding of others’ needs (professional and personal lives), individual circumstances e.g. family background, lifestyle, empathy and respect for others’ beliefs, values, ideals
Empowering others to take control
Avoiding conflict using the interest-based relational (IBR) approach (Fisher and Ury, 1981)
Reassuring colleagues
Mediation, exploring options, collaboration, compromise and negotiation
Separating people from problems
How denial or avoidance play a part in conflict situations and resolution

Benefits of conflict resolution
Increased understanding
Better group cohesion
Improved self-knowledge
Promoting professionalism of organisation
Improving performance
Confidence in service provision by individuals

Impact of conflict on individuals
Personal dislike and issues
Breakdown in communications and efficiency of workforce
Disengagement
Lack of trust from users of services
Physical health, psychological wellbeing of individuals in healthcare settings
LO4 Produce a plan to improve an area of provision in healthcare practice

Designing a project plan to develop services, provision or improve efficiency of workforce
Designing an area of change using the Practice Themes
Understanding of the organisation's objectives
Identifying area for development or change
Use of prescribed planning tools, e.g. SMART targets, GANT charts and hierarchy of needs
Identifying and prioritising needs through needs and cost benefit analysis
Assessment of risk factors
Development of business plan
Resources, e.g. human resources and competencies
Existing frameworks including legislative guidelines and restrictions
Impact on users of services
Involving users of services, colleagues and others to inform development plan
Monitor and maintain progress towards desired outcomes
Engage support from senior management to reach desired outcomes

Resources
Human resources inside and outside the organisation
Physical resources

Monitoring and reviewing
Ongoing monitoring using techniques appropriate to area of provision
Evaluation of activity through feedback from work colleagues and users of services/individuals
Evaluation of outcomes and over time through observations
Feedback from individuals inside and outside professionals
Impact and influence on practice and provision locally and globally
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Describe the competencies required of an operational manager in healthcare practice</td>
<td><strong>M1</strong> Analyse competencies required in developing own role as a leader and operational manager in healthcare practice</td>
<td><strong>D1</strong> Evaluate requisite competencies to be an effective leader and operational manager in healthcare practice</td>
</tr>
<tr>
<td><strong>P1</strong> Describe the roles and responsibilities of an operational manager in healthcare practice</td>
<td><strong>P2</strong> Explain why different personal skills are prioritised in leadership through different operational tasks in healthcare practice</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Apply theories of leadership to operational management in healthcare practice</td>
<td><strong>LO2, LO3 and LO4</strong></td>
<td><strong>D2</strong> Reflect on the effectiveness of own plan to improve an area of provision taking into account different theories and models of leadership and team building in relation to own operational leadership skills</td>
</tr>
<tr>
<td><strong>P3</strong> Describe different theories of leadership in terms of their application to work roles in healthcare practice</td>
<td><strong>M2</strong> Assess the benefits of applying theories of leadership to the practical operational management of teams in healthcare settings</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Explain how theories can support aligning style of management to different contexts in healthcare practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Demonstrate leadership skills managing a team in healthcare practice</td>
<td><strong>P5</strong> Use theoretical models of leadership to contribute towards the development and management of a team in healthcare practice</td>
<td><strong>M3</strong> Analyse theories that inform how teams are developed and managed to promote positive outcomes for individuals in different contexts in healthcare practice</td>
</tr>
<tr>
<td></td>
<td><strong>P6</strong> Outline different strategies used to resolve conflict arising between individuals in different contexts in healthcare practice</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Produce a plan to improve an area of provision in healthcare practice</td>
<td><strong>P7</strong> Produce a plan to implement change in an area of provision in healthcare practice.</td>
<td><strong>M4</strong> Analyse the potential impact of plan on service provision, practice and outcomes for individuals in healthcare practice.</td>
</tr>
<tr>
<td><strong>P8</strong> Describe the potential impact of the plan on service provision and outcomes for individuals in healthcare practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
healthcareers.nhs.uk
NHS Healthcareers
Operational Management
(General reference)

Links
This unit links to the following related units:
Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 7: Effective Healthcare Practice using Maths
Unit 15: Healthcare Technology in Practice
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 23: Managing Quality in Care Environments
Unit 25: Facilitating Change in Healthcare Environments
Unit 29: Human Resource Management in Healthcare
Unit 32: Team and Individual Leadership: Mentoring and Coaching Others
Unit 35: Project Management for Healthcare
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 2: Professional Values, Attitudes and Behaviours</td>
<td>LO1, LO3</td>
<td>P1, P2, M1, D1, P6, M3, D3</td>
</tr>
<tr>
<td>Theme 3: Health, Safety and Safeguarding Through the Lifespan</td>
<td>LO1, LO3</td>
<td>P1, M1, D1, P6, M3, D2</td>
</tr>
<tr>
<td>Theme 4: Valuing and Promoting Diversity, Difference and Inclusion</td>
<td>LO1, LO2, LO3, LO4</td>
<td>P1, P2, M1, D1, P3, P4, M2, P5, P6, M3, D2, P8, M4</td>
</tr>
<tr>
<td>Theme 5: Promoting Physical and Mental Health and Emotional Wellbeing</td>
<td>LO1, LO3</td>
<td>P1, P2, M1, D1, P6, M3, D2</td>
</tr>
<tr>
<td>Theme 6: Numeracy in Practice</td>
<td>LO4</td>
<td>P7, M4, D2</td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 11: Changing Perspectives in Public Health

<table>
<thead>
<tr>
<th>Unit code</th>
<th>D/616/1646</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

The development of the concept of public health has its roots in the Victorian times. However, even prior to this era other measures were developed in keeping communities healthy including the development of sewage systems in Roman times and in early Egyptian medical practice up to 5000 years ago. Public health has evolved with time with an emphasis on the leading health issues of any community at any given time. Significant epidemiological factors have influenced the practice of public health.

Public health focuses on promoting improvements in attitudes to health and lifestyle based upon individual responsibility. There has been a shift in the perspectives of public health linked changing understanding and beliefs of what health means. Health improvement measures are often guided by societal attitudes and changes to health are influenced by government policies that legislate for measures aimed at limiting risk behaviours such as the banning of smoking in public places and increased tax revenues on alcohol.

In this unit, students will consider the evolution of public health over time with particular focus on public health research and development in policies and strategic planning. Students will review the impact of recent public health measures and how changed understanding of health has influenced responses to those measures. It is important that healthcare support staff have a sound understanding of the significance of the role of public health regulatory bodies and skills and knowledge frameworks in promoting health improvements across communities.

Completion of this unit will support progression to more senior roles in public health and to continuing higher education study in subjects related to health research and improvement.
Learning Outcomes

By the end of this unit students will be able to:

1. Review the timeline of the development of public health from historical antecedents through to contemporary practice
2. Examine the influence of public health research and policy on current practice in public health
3. Contribute to the implementation of an aspect of current public health strategy within own local community.
4. Explore the roles of public health regulatory bodies in promoting practice and strategies aimed at health improvement.
Essential content

LO1  **Review the timeline of the development of public health from historical antecedents through to contemporary practice**

*Pre-1800s*
- Early Egyptians – earliest written evidence of medical practice
- Early Greeks – causes of disease, Hellenistic approaches to health, Hippocrates – focus on patient rather than disease
- Romans – sanitation
- Plagues of the Middle Ages – development of reporting of victims with disease and quarantine measures

*Urbanisation and industrialisation of the 1800s*
- Sanitary reform as basis for public health activities aimed at populations
- Development of the first Public Health Act
- Recognition of poverty as significant determinant in health status

*Early 1900s*
- Development in study of microbiology and recognition of bacteria
- Understanding of impact of environment on community health
- Understanding of relationship between bacteria and infectious disease
- Emergence of “new public health”
- Stronger focus on social model of health
- Improvements in public health through reforms
- Health seen as a person’s individual responsibility
- Introduction of National Insurance, state pensions, state welfare

*Mid-late 20th century*
- Increased government involvement after second world war
- Development of the National Health Service (NHS)
- Expansion of National Insurance, state pensions, state welfare
- Establishment of the World Health Organisation (WHO)
21st century
Major health advances and health reforms
Threat to NHS and social care
Focus on major public health challenges, such as smoking, obesity, alcohol – through a redefined public health service
Focus on health promotion and health improvement
Changes to state welfare
Global migration patterns
Establishment of Regional Public Health Departments responsible for the public health agenda and strategy

Definitions of health and wellbeing
World Health Organisation definition (WHO)
Other models e.g. social, medical

Influences on public health development
Environmental changes
Growth in knowledge and understanding of the causes of disease
Social changes, the enlightenment: linking disease transmission and protection, the Sanitarians: sanitary reform developments
Political influences from mid-20th century onward, e.g. changes in approach to public service provision
Global health – migration

Contemporary practice
The reorganisation of public health
Focus on protecting the general health of the public
Change and modernisation
Local government control of, and responsibility for, public health strategy
Commitment to multidisciplinary public health teams
Popularisation of non-medically qualified public health specialists
Globalisation
Neighbourhood renewal
Sustainability
LO2  Examine the influence of public health research and policy on current practice in public health

*Influential public health research and strategy*

Social Insurance and Allied Services Report (Beveridge, 1942)
The Declaration of Alma-Ata (WHO, 1978)
The Ottawa Charter for Health Promotion (WHO, 1986)

*Policy development*

Health for All (HFA) by the Year 2000 (WHO, 1981)
Promoting Better Health (Department of Health, DH, 1987)
Health of the Nation (DH, 1992)
Our Healthier Nation (DH, 1998)
NHS Plan (DH, 2000)
Tackling Health Inequalities – A programme for action (DH, 2003)
The Wanless report – Securing good health for the whole population (DH, 2004)
Choosing Health: Making Healthier Choice easier (DH, 2004),
Our NHS, Our Future (DH, 2007)
High-quality care for all (DH, 2008)

*Current practice*

Guidance documents for best practice, e.g. :
Good Public Health Practice Framework (Faculty of Public Health, 2016)
Current priorities

Reducing preventable deaths and the burden of ill health associated with smoking, high blood pressure, obesity, poor diet, poor mental health, insufficient exercise, and alcohol

Preventing and recovering from the conditions with the greatest impact, e.g. dementia, anxiety, depression and drug dependency

Protecting the country from infectious diseases and environmental hazards, e.g. the growing problem of infections that resist treatment with antibiotics

Supporting families to give children and young people the best start in life

Improving health in the workplace

LO3 Contribute to the implementation of an aspect of current public health strategy within the local community

Public health strategy/local initiatives

Improved health status
Reduction in infectious illness
Healthy eating
Active living
Promoting improved mental health
Screening programmes
Immunisation programmes

Strategic planning

Social research
Application of evidence into practice
Public health policy
Place-based approach that engages local communities
Addressing the wider determinants of health
A life course approach to public health
Promoting a holistic view, total health and wellbeing needs
Community profiling
Strategic approaches to partnership working to improve public health
Integrated approaches and multidisciplinary approaches
Community involvement, e.g. support groups
Developing and maintaining partnerships with the individual, families, communities, the general public and across services
Own role in supporting local strategy

Measures of health improvement
Health outcomes improving
Reduced health gap
Reduction in morbidity and mortality rates

LO4 Explore the roles of public health regulatory bodies in promoting practice and strategies aimed at health improvement

Regulatory bodies
Public Health England, Wales
HSC Public Health Agency (Northern Ireland)
The Institute of Public Health in Ireland (IPH)
Faculty of Public Health
Care Quality Commission (CQC)
Health-related Professional Bodies and Councils

Roles of national agencies
Director of Public Health NHS – Public Health England, police, probation services, prison services, fire services, ambulance services

Roles of regional/local agencies
Local authority Care Commissioning Groups (CCG), Social Service Authorities Local Health and Wellbeing Boards, local Health Trusts, local Housing services

Roles of community-based services
Primary and community care services, e.g. GPs, health visiting services, dentists, community health teams, occupational health, community pharmacies, local education providers
Role of the independent and voluntary sectors

Current priorities in improving and regulating public health services
Focus on co-ordinated approaches to education, promotion, protection and improvement
Expansion of health services, e.g. remit
Improved public health intelligence
Academic public health
Workforce development

Regulatory standards and frameworks
<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Review the timeline of the development of public health from historical antecedents through to contemporary practice</td>
<td><strong>P1</strong> Explain how the understanding of what public health is has changed over time</td>
<td><strong>D1</strong> Evaluate the historical antecedents that have shaped the development of current public health service provision</td>
</tr>
<tr>
<td><strong>LO2</strong> Examine the influence of public health research and policy on current practice in public health</td>
<td><strong>M1</strong> Analyse current public health issues that affect own home country today in relation to historical antecedents</td>
<td><strong>D2</strong> Analyse the evidence regarding improvements in the health of the population as a result of recent health policies developed from previous research and strategy</td>
</tr>
<tr>
<td><strong>LO3</strong> Contribute to the implementation of an aspect of current public health strategy within own local community</td>
<td><strong>M2</strong> Assess the impact of public health research on the development of policy in relation to a specific national public health priority</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>LO4</strong> Explore the roles of public health regulatory bodies in promoting practice and strategies aimed at health improvement</td>
<td><strong>M3</strong> Review different approaches to partnership working that support improvement in individuals' health</td>
<td><strong>D3</strong> Critically review local public health strategies aimed at integrating approaches to health improvement in response to priorities identified by a regulatory body</td>
</tr>
<tr>
<td><strong>P3</strong> Demonstrate how own role supports individuals to be aware of and participate in local health initiatives</td>
<td><strong>M4</strong> Analyse the role of the public health regulatory body in setting standards in public health</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
fph.org.uk Faculty for Public Health
Good Public Health, Practice framework 2016
(PDF document)
fph.org.uk Faculty for Public Health
Public Health Today (Online journal)
gov.uk Public Health England
Strategic Plan 2016-20 (Report)
globalhealth.thelancet.com The Lancet
Changing the perspective: from disease control to healthy people (News article)
instituteofhealthequality.org Fair Society, Healthy Lives – The Marmot-Review (report)
nice.org.uk Public Health Guidance (Guidance)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 5: Health Education in Action
Unit 8: Addressing Health Inequalities
Unit 14: Sociological and Psychological Perspectives on Health
Unit 24: Health Psychology
Unit 27: Social Policy in Public Health
Unit 28: Holistic Approaches to Health Promotion
Unit 34: Global Health and Wellbeing

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P3, M2, D2</td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>P7, M4, D3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>P5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Learning Outcomes</td>
<td>All Assessment Criteria</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>M1, D1</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>P3, D2</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>P5, M3, D3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>D2</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>M3</td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>P7, M4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 6: NUMERACY IN PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>D2</td>
<td></td>
</tr>
</tbody>
</table>

Essential requirements

Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 12: Supporting Independent Living

<table>
<thead>
<tr>
<th>Unit code</th>
<th>H/616/1647</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

The aim of this unit is to explore the principle of supported independent living and provide students with the knowledge, understanding and skills to implement effective programmes of care for individuals living in their own homes or other domiciliary care environments.

There are a number of individuals who require some level of support to live independently such as individuals with physical or learning disabilities and some older adults. Healthcare practitioners can be a vital source of support to these individuals, providing physical, emotional, cognitive and social support and enabling individuals to maintain their independence.

Individuals requiring support may have many of the skills and abilities to manage independence in a number of aspects of their daily living but may require additional support in with key tasks such as shopping, cooking, personal care and getting out and about. The role of the healthcare worker is to support and develop skills for daily living and to provide personalised packages of care to enable this independence and promote equality of opportunity. This support will ultimately have an impact upon the individual’s emotional and social wellbeing and will contribute to reducing emergency use of health and care services in the community.

Students taking this unit will require a period of work placement in an independent living environment. Upon completion of this unit, students will have further developed their skills and knowledge in supporting individuals in an independent living setting. They will have been involved in wider multidisciplinary care processes towards developing and facilitating appropriate care for individuals living independently. The unit will support students in developing their role in health, care and support services or to continue on to higher education in a related discipline.
Learning Outcomes

By the end of this unit students will be able to:

1. Explain the benefits of supporting independent living for the individual, family and local service provision
2. Explore the barriers to independent living and strategies to overcome these
3. Contribute to the implementation of a programme of care for individuals who live independently
4. Examine the role of the healthcare worker as a part of a multidisciplinary team in supporting independent living.
Essential content

LO1 Explain the potential benefits of supporting independent living for the individual, family and local service provision

*Structures to support independent living*
- Personal budgets
- Personalisation agenda
- Commissioning services
- Care and support assessments
- Supported tenancy
- Advocacy, support and guidance services

*Legal duties, roles and responsibilities applicable to independent living*
- Care Act (2014)
- Equality Act (2010)
- Mental Health Act (2007)
- Mental Capacity Act Code of Practice (2007)
- National standards of care, e.g. the Care Certificate, Social Care Commitment

*Benefits:*
- Independence
- Empowerment
- Equality
- Safeguarding and risk management
- Improved health and health outcomes
- Active participation
- Active support
- Choice and control
- Social inclusion
- Equality of opportunity
- Involvement from family
- Reduced pressures on local acute services
- Reduced need for emergency responses
- Reduced reliance on hospitals or other acute services to intervene
Role of family and friends

Knowledge of family background
Understands preferences and dislikes
Recognises communication needs: can interpret adapted signs used
Can alert care staff to triggers and behaviour antecedents
Provide consistent care, attention and relationship
Can enable individual to settle during transition
Will support individual with understanding

LO2 Explore the barriers to independent living and strategies to overcome these

Barriers
Possible factors that prevent effective support:
Financial implications, funding cuts – inflexibility of personal budgets
Poor planning, reluctance to work together
Partnership approaches, ineffective assessment
Poor communication, inadequate resources, costly packages, risk management
Discrimination and exclusion, social disadvantage, economic disadvantage.

Strategies to overcome barriers
Policies and procedures
Agreed ways of working
Interagency support and shared resourcing, interagency planning
Safe recruitment and selection including criminal records checks
Monitoring quality of staff and staff training
Supporting safety and safe risk taking
Supporting active participation
Safeguarding and protection
Anti-discriminatory practice
Whistleblowing and challenging poor practice
Ensuring effective communication
Building positive relationships
Support and advocacy
Methods of empowerment
Listening to the individual
Enabling communication through use of interpreters and assistive technology

LO3 **Contribute to the implementation of a programme of care for individuals who live independently**

*Role of healthcare assistant*

Provide daily support
Promote independence and active participation
Support daily activities of living
Implement effective planning
Promoting and implementing person-centred approaches incorporating compassion in care: care, compassion, competence, communication, courage, commitment (the 6Cs)
Facilitate communication
Record and monitor care provision
Problem-solving and decision-making
Working in partnership
Risk assessment and managing risk-taking
Reflect on own practice

*Systemic approaches to supporting individuals to live independently*

Regulatory bodies and their requirements, e.g. Care Quality Commission, Health and Social Care Professions Council
Multiagency planning and interagency communication
Partnership working
Audit processes
Active service user involvement and the involvement of family, friends
Advocacy support
Risk assessment
Systems for record-keeping and storage
Ongoing promotion and respect for equality and diversity, shared values, respect and tolerance
Upholding the rights of individuals and supporting individuals to challenge decisions made about them
Supporting complaints procedures
LO4 Examine the role of the healthcare worker as a part of a multidisciplinary team in supporting independent living

*Reflective practice*
- Participatory and qualitative research
- Monitoring and evaluation
- Organisational learning and change, and capacity development
- Models of supervision
- Effective leadership

*Multidisciplinary teams*
- Teams across the health, social and community care and public services spectrum, e.g. public, private and voluntary sector agencies
- Involvement of the customer, their family and friends, advocates

*Roles of different workers involved in working in partnership to support individuals to live independently*
- Medical professionals, e.g. general practitioners, consultants or specialists, community and community psychiatric nurses, clinical therapists
- Allied health professionals, e.g. audiology team, speech and language therapists, nutritionists, pharmacists, occupational therapists
- Care and social integration professionals, e.g. advocates, social workers
- Roles of other agencies, e.g. mental health, community, voluntary services

*Benefits of partnership working*
- Support
- Person-centred focus
- Central care planning and funding, shared resources
- Consistency and quality
- Effective communication
- Shared outcomes
- Cohesive service provision
- Respect for other services
Issues affecting effectiveness of inter-agency care

Interagency co-operation, methods of communication
Commissioning services and person-focused planning
Time and budgetary constraints or restrictions
Postcode lottery
Demographic resourcing
Fragmentation of service delivery
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explain the benefits of supporting independent living for the individual, family and local service provision</td>
<td><strong>LO2</strong> Explore the barriers to independent living and strategies to overcome these</td>
<td><strong>LO1 and LO2</strong>&lt;br&gt;<strong>D1</strong> Evaluate the effectiveness of different structures and strategies for enabling supported independent living in achieving improved health and service outcomes</td>
</tr>
<tr>
<td>P1 Explain the benefits of supporting the independent living of service users for the individual in receipt of these services</td>
<td>M1 Analyse the impact of supported independent living for individuals and their families on local acute service provision</td>
<td><strong>LO3</strong> Contribute to the implementation of a programme of care for individuals who live independently</td>
</tr>
<tr>
<td>P2 Review the role of family and friends in supporting independent living</td>
<td>M2 Explain in detail different strategies that can be used to overcome barriers to supported independent living</td>
<td><strong>LO3 and LO4</strong>&lt;br&gt;<strong>D2</strong> Critically reflect on own role as a part of the wider multidisciplinary team in effectively supporting independent living</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3 Describe the impact of different barriers to effective supported independent living on the individual receiving the care</td>
<td>P4 Explain the measures that support the safeguarding and protection of individuals who live independently</td>
<td><strong>LO4</strong> Examine the role of the healthcare worker as a part of a multidisciplinary team in supporting independent living</td>
</tr>
<tr>
<td>P5 Explain the role of the healthcare assistant in supporting independent living</td>
<td>M3 Assess different approaches used to meet the needs of an individual living independently including the levels of support required from different services</td>
<td><strong>LO4</strong></td>
</tr>
<tr>
<td>P6 Provide a period of effective personal care to an individual to promote independent living in an at-home or near-home setting</td>
<td>P7 Explain how an identified healthcare worker enables effective independent living support to individual service users, as part of a multidisciplinary team</td>
<td>M4 Analyse the impact of partnership approaches in enriching the experience of supported independent living</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Reports and Journals


Websites

- hcpc.org.uk: Health and Care Professions Council (General reference)
- vodg.org.uk: The Voluntary Organisations Disability Group Using assistive technology to support Personalisation in social care (Research)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 6: Supporting Dementia Care
Unit 13: Supporting Individuals with Specific Needs
Unit 15: Healthcare Technology in Practice
Unit 16: Supporting Adults in Residential Care
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 31: Providing Outpatient and Community Care
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P4, M3, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>P5, P6, M3, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO</td>
<td>P1</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>P3, P4, M2, D1</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>M3, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P3, P4, M2, D1</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>P5, P6, M3, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Learning Outcomes</td>
<td>All assessment criteria</td>
<td></td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 13: Supporting Individuals with Specific Needs

<table>
<thead>
<tr>
<th>Unit code</th>
<th>K/616/1648</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Healthcare practitioners encounter individuals with specific needs and often these needs, for example learning disability, may be an inherent part of an individual’s condition and presentation. Individuals with specific needs often present with physical and emotional disabilities across a spectrum of disorders or are those who are considered at high risk of developing specific needs as a result of illness or injury. Such conditions may impact on an individual’s ability to interpret information and they may not be able to function effectively, either cognitively and socially.

In this unit, students will consider the factors that shape the contemporary development of the service provision available for individuals with specific needs. By reviewing their practice, the student will ensure the provision of effective and holistic care to individuals with specific needs. The student will reflect upon the challenges of promoting an inclusive and dignity-based service to individuals that promotes empowerment, independence and safety.

Upon completion of this unit, students will have developed the skills and awareness in supporting the care and individuality of individuals with specific needs which can include a myriad of health conditions affecting physical, emotional social and intellectual support needs. Students will be able to demonstrate ability to respond to challenging behaviours using positive behaviour management and to work with individuals with a level of sensitivity, compassion, understanding and awareness.

This unit supports progression to senior care roles in different health, care and support services. It will also support progression to nursing and allied care professions in carrying out roles in supporting and enabling individuals with specific needs. The unit will provide a clear foundation to developing wider understanding of the demands of service provision as well as the significant role of carers in this field of practice.
Learning Outcomes

By the end of this unit students will be able to:

1. Assess the factors that impact upon services for individuals with specific needs
2. Review own practice in providing support to individuals with specific needs
3. Assess local service provision for the support of individuals with specific needs
4. Reflect upon the challenges of promoting person-centred service provision for individuals with specific needs.
Essential content

LO1 Assess the factors that impact upon services for individuals with specific needs

Social and medical models of disability

Causes of disabilities, e.g.:
- prenatal and post-natal accidents, birth trauma
- genetic and chromosomal disorders
- head injuries
- no known cause.

Impact of disability on individuals

Physical
Mental, e.g. learning disabilities, cognition and communication
Social
Emotional
Socio-economic, e.g. education and employment

Access to services

Historical perspectives
Changes in ideology over the years
Superstition and fear of inclusivity
Changes in practice e.g. institutional models of care, with the closure of long-stay institutions to models of care which promote social inclusion and ordinary living

Contemporary overview
Prevalence and changing demographic profiles
Long-term and complex care needs
Models of service provision
Changing needs and spectrum of disability
Government policy, personalisation
Service user involvement
The right for individuals to be supported to make their own decisions
Giving all appropriate help before concluding that they cannot make their own decisions
Individuals must retain the right to make what might be seen as eccentric or unwise decisions
Best interests, anything done for or on behalf of people without capacity must be in their best interests
Least restrictive intervention, anything done for or on behalf of people without capacity should be an option that is less restrictive of their basic rights, as long as it is still in their best interests
Deprivation of liberty safeguards

LO2 **Review own practice in providing support to individuals with specific needs**

*Impact of stereotypes, prejudice and discrimination to include social exclusion*
Recognising societal stereotypes and prejudices of individuals with specific needs and the impact on their experience of care
Recognising own stereotypes and prejudices, self-awareness
Own and others' behaviour or communication that reflects stereotypical or prejudicial attitudes
Professional approaches to addressing stereotypes, prejudice and discrimination
Lines of reporting or redress

*Values-based practice*
Practitioners having the knowledge and skills to facilitate effective decisions
Working in a positive and constructive way with differences and diversity of values
Putting the values, views and understanding of individual service users, their family and carers at the centre of everything we do
Understanding and using own values and beliefs in a positive way
Respecting the values of the other people we work with and being open and receptive to their views
Emphasis on the importance and differences of individual values, e.g. the values of health, care and support workers
Recognition that values, whether explicit or implicit, guide all decisions
The importance of values and evidence and clinical expertise working together for optimum outcomes for people accessing health, care or support services

Person-centred values
Empowerment models
Active participation
Developing independence, choice and control
Promoting, implementing and supporting fair and inclusive practices.

LO3 **Assess local service provision for the support of individuals with specific needs**

*Services to support individuals with specific needs*
e.g. services to support individuals living in their own home, group homes, supported tenancy, respite care, community based advice and information services, education and training support and services

*Impact of recent legislative changes on the structure, function and governance of local health and social care service provision*
in the UK, emphasis on Personalisation and personal budgets

*Care and support planning in local health and social care services*
Person-centred risk
Communication and decision-making

LO4 **Reflect upon the challenges of promoting person-centred service provision for individuals with specific needs**

*Person-centred approaches*
Person-centred health education and care plans
Life-long care planning
Consent and communication
Working within legislative, organisational policy and procedural requirements
Ethical challenges and tensions
Moral dilemmas
Staffing skill, knowledge and expertise
Impact of workload, schedules on the effectiveness person-centred care
Caring for individuals with differing needs, time and resource management
Impact of financial or budgetary restrictions
Impact of organisational change on staff and the individual in receipt of care

Collaborative care and support planning

Person- and family-centred care

Managing challenging behaviour
Behaviour management strategies such as Management of Actual or Potential Aggression (MAPA)
Preventing behaviours from occurring and equipping staff with skills to empower individuals to manage their own behaviour
Addressing disruptive behaviour safely and effectively, increasing the likelihood that individuals will choose more positive behaviours

Risk assessment and management
Risk taking, choice and control
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td><strong>P1</strong> Describe the social and medical model of disability in relation to individuals with specific needs</td>
<td><strong>M1</strong> Explain in detail the historical perspectives of care provision for individuals with specific needs</td>
</tr>
<tr>
<td><strong>P2</strong> Review the factors that can lead to specific and complex needs</td>
<td><strong>D1</strong> Discuss the changes and progress in healthcare service provision for individuals with specific needs</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td><strong>P3</strong> Provide a period of appropriate values-based care with an individual with specific needs</td>
<td><strong>M2</strong> Reflect on how aspects of own care practice meet the needs of the individual with specific needs, taking into account the impact of stereotypes and prejudices</td>
</tr>
<tr>
<td><strong>P4</strong> Review how the planning in place supports the implementation of values-based practice in own work with the individual receiving care</td>
<td><strong>D2</strong> Critique own practice in terms of its effectiveness in addressing the impact of values and stereotypes of individuals with specific needs</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td><strong>P5</strong> Review local provision for individuals with specific needs</td>
<td><strong>M3</strong> Review changes in government policy that have influenced development of local provision and support</td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td><strong>P6</strong> Describe the challenges that can affect the level of care received by individuals</td>
<td><strong>M4</strong> Reflect upon own role in facilitating appropriate risk management in person-centred approaches for individuals with specific needs</td>
</tr>
<tr>
<td><strong>P7</strong> Explain strategies used in managing any challenging behaviours in own workplace setting</td>
<td><strong>LO3 and LO4</strong> <strong>D3</strong> Evaluate the importance of person-centred approaches to supporting inclusive services for individuals with specific needs</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Reports and Journal Articles


Websites

gsdrc.org Governance and Social Development Resource Centre
Social Exclusion (Topic Guide)
mencap.org.uk Leading UK charity providing a voice for individuals with learning disabilities
Information for healthcare professionals (guidance and research)
Mind.org.uk Leading UK charity providing advice and support regarding mental health
Mental Health A-Z advice and guidance on a range of mental health topics (guidance and research)
scope.org.uk Leading UK charity providing a voice for individuals with learning disabilities
Resources for health and social care professionals (guidance and research)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 15: Healthcare Technology in Practice
Unit 16: Supporting Adults in Residential Care
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 24: Health Psychology
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 30: Pharmacology and Medicine Management

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</td>
<td>LO1, LO3</td>
<td>M1, D1, M3</td>
</tr>
<tr>
<td>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</td>
<td>LO2, LO4</td>
<td>P3, P4, M2, D2, M4, D3</td>
</tr>
<tr>
<td>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</td>
<td>LO4</td>
<td>P6, P7, D3, M4</td>
</tr>
<tr>
<td>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</td>
<td>LO2</td>
<td>P3, P4, M2</td>
</tr>
<tr>
<td>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</td>
<td>LO2</td>
<td>P3, P4, M2</td>
</tr>
</tbody>
</table>
Essential requirements
Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery
Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment
Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts
A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 14: Sociological and Psychological Perspectives on Health

<table>
<thead>
<tr>
<th>Unit code</th>
<th>M/616/1649</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

The work of sociologists and psychologists have had a significant impact on healthcare practice. Sociologists investigate the interaction between society and health. Psychologists explore the relationship among psychological, cultural, behavioural factors and health. Together they have informed our understanding of health and illness, contributed to major changes in healthcare policy and been useful in developing behaviour modification therapies and improving the health status of individuals. Understanding how these perspectives are used to inform their practice, deepens students' approach to caring for individuals and supports the development of skills and behaviours for effective professional practice.

On completion of this unit, students will be able to develop their understanding of both sociological and psychological factors that affect health and illness, and the related theoretical frameworks that underpin healthcare practice. Students will have the opportunity to observe and report practical examples of how sociological and psychological concepts are considered when planning support for service users. The unit will engage students in the assessment of the implications of both perspectives on current healthcare policies. Furthermore, students will be able to explore a range of applications of the psychological perspectives and understand how these can enhance health and wellbeing.

This unit will inform developing healthcare professionals of the importance of sociological and psychological concepts in improving health status of service users. This unit is particularly suited to those interested in pursuing a career in health promotion, public health and counselling.
Learning Outcomes

By the end of this unit students will be able to:

1. Explain a range of sociological perspectives on health and illness
2. Describe a range of psychological perspectives on health and illness
3. Explore the influence of sociological and psychological perspectives on healthcare provision
4. Assess how psychological theories are applied to elicit behaviour change in healthcare settings.
Essential content

LO1  Explain a range of sociological perspectives on health and illness

Sociological Perspectives
Marxist approach
Feminism
Functionalism
The conflict approach
Symbolic interactionism
The labelling approach

Demographic trends in health and illness using research from
World Health Organisation
National and regional statistics

Demographic trends in health and illness
Gender differences
Disparities between social stratifications (class, socio-economic status)
Differences in relation to ethnicity
Culture and lifestyle differences
Age-related differences
Geographical differences
Work environment
Education
Influence of media and technology
Models of health and illness
Bio-medical model
Treatment and prevention
Role of healthcare professionals
Socio-medical model
Environmental influences
Lifestyle influence

LO2 Describe a range of psychological perspectives on health and illness

Psychological perspectives
Cognitive approach
Biological psychology
Behaviourism
Humanism

Personality formation
Trait theories
Behaviourist theories of personality
Psychodynamic theories of personality
Humanistic theories of personality
Motivational traits
Needs, and personal motives

Mental health disorders and their relationship with physical health
Depression
Anxiety and panic disorder
Schizophrenia
Bipolar
Personality disorders
Obsessive compulsive disorder (OCD)
Post-traumatic stress disorder (PTSD)
Comorbidity
LO3 Explore the influence of sociological and psychological perspectives on healthcare provision

Culture, health and disease
Variations in definitions of health and disease
Cultural influence in seeking help
Variations in prevention and treatment amongst service users

Sociological and psychological concepts to consider in care planning
Income
Social class
Education
Ethnicity
Gender
Job roles
Cultural influences
Mental health
Stages of development
Personality

Role of healthcare policy and influencing factors
Meeting health needs
Health systems
Private and public sector
NHS
Political influence
Epidemic
Illnesses on the rise and impact on healthcare provision

Ageing population
Dementia
Obesity
Coronary heart disease
Diabetes
Depression
Other prevalent condition specific to home nation

Mitigating approaches related to different sociological and psychological perspectives

Power of healthcare professionals
NHS reforms
Private healthcare policies
Self-management of illness
Primary and secondary prevention
Ambulatory care sensitive conditions
Health education implemented by healthcare professionals

LO4 Assess how psychological theories are applied to elicit behaviour change in healthcare settings

Psychological applications in healthcare: treatments, interventions and daily practice for both users of services and staff
Links between theories and communication techniques and approaches in daily practice
Health Belief Model
Theory of Planned Behaviour
Cognitive Behavioural Therapy
Psychotherapy
Humanistic/person-centred therapy
Eye movement desensitisation and reprocessing (EMDR)
Mindfulness-based therapy
Psychoanalysis
Holistic approaches to promoting behaviour change
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Explain a range of sociological perspectives on health and illness</td>
<td><strong>P1</strong> Explain current demographic trends in health and illness using different sociological perspectives</td>
<td><strong>LO1 and LO2</strong> <strong>D1</strong> Critically assess how different sociological and psychological perspectives inform our understanding of mental health disorders</td>
</tr>
<tr>
<td><strong>P2</strong> Describe two medical models of health and illness</td>
<td><strong>M1</strong> Compare and contrast the biomedical and socio-medical models of health and illness using different sociological perspectives</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Describe a range of psychological perspectives on health and illness</td>
<td><strong>P3</strong> Describe the role of nature and nurture in the development of personality characteristics</td>
<td><strong>M2</strong> Analyse how the holistic approach to healthcare practice takes into account different psychological theories of human behaviour</td>
</tr>
<tr>
<td><strong>P4</strong> Describe how psychological concepts can be used to explain the behaviour of service users and workers in own work setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Explore the influence of sociological and psychological perspectives on healthcare provision</td>
<td><strong>P5</strong> Explain the relationship between culture and concepts of health and disease</td>
<td><strong>LO3 and LO4</strong> <strong>D2</strong> Evaluate different healthcare interventions designed to improve the health of specific populations using a range of sociological and psychological concepts and perspectives</td>
</tr>
<tr>
<td><strong>P6</strong> Produce an observational record of how both psychological and sociological concepts are taken into account when planning care for service users in own work setting</td>
<td><strong>M3</strong> Critique care planning processes in own workplace using different psychological and sociological perspectives</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Assess how psychological theories are applied to elicit behaviour change in healthcare settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Compare different psychological theories and approaches in terms of how they can be used when caring for service users to enable positive behaviour change</td>
<td><strong>M4</strong> Assess the effectiveness of cognitive behavioural therapy on enabling behaviour change using current research</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
bps.org.uk British Psychological Society Publications (General reference)
gov.uk Gov.UK Health Policies (General reference)
hcpc-uk.org Healthcare Professionals Council Publications (General reference)

Links
This unit links to the following related units:
Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 5: Health Education in Action
Unit 8: Addressing Health Inequalities
Unit 11: Changing Perspectives in Public Health
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 22: Supporting Individuals through Significant Life Events
Unit 24: Health Psychology
Unit 33: Psychophysiological Disorders
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</td>
<td>LO3</td>
<td>P6, M3 and D2</td>
</tr>
<tr>
<td>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</td>
<td>LO1-LO4</td>
<td>P3, P4, P5, M2, M3, D1 and D2</td>
</tr>
<tr>
<td>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</td>
<td>LO1-LO4</td>
<td>P4, P6, P7, P8, M2, M3, D1 and D2</td>
</tr>
<tr>
<td>THEME 6: NUMERACY IN PRACTICE</td>
<td>LO1, LO4</td>
<td>P1, M4</td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 15: Healthcare Technology in Practice

<table>
<thead>
<tr>
<th>Unit code</th>
<th>H/616/1650</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Advances in information and other technologies have had a significant impact on work practices in the healthcare sector. These technological advances have many benefits including, early diagnosis and detection, reduction in invasive procedures and consistent measuring of vital signs towards more effective and efficient healthcare.

Students will explore types of medical technology used in healthcare contexts, for example for diagnostic purposes, invasive procedures or life support. They will also consider the range of assistive technology which can be used to improve the wellbeing and independence of individuals using services. In addition, students will examine the guidelines and legislation related to the correct use, storage and decontamination of equipment.

The aim of this unit is to develop students’ understanding of the range of technologies used in healthcare practice and the subsequent implications for people using services. It will encourage the development of students’ own skills in using technology during their practice in healthcare settings.

The unit introduces students to the application of the range of information and communication technology used in healthcare practice which enable the acquisition of skills that can be utilised in a variety of health, care and support services, supporting career mobility and progression on to degree ‘top-up’ programmes.
Learning Outcomes

By the end of this unit students will be able to:

1. Explore the uses of diagnostic technology in healthcare
2. Assess how monitoring and treatment technology in used in healthcare
3. Investigate the use of assistive technology in health, care or support services
4. Demonstrate the safe use and storage of medical and assistive technology.
Essential content

LO1 Explore the uses of diagnostic technology in healthcare

Routine diagnostic technology
Electroencephalogram (EEG)
Electrocardiogram (ECG)
Blood analysis
Urinalysis

Diagnostic imaging
X-rays
Magnetic Resonance Imaging (MRI) scans
Computerised tomography (CT) scans

Nuclear imaging
Positron emission tomography (PET) scans
Lung ventilation/perfusion (VQ) scans
Myocardial perfusion scan
Single-photon emission-computed tomography (SPECT)

Ultrasound scans
Doppler scans
Bone sonography

Diagnosis of:
Bone and deep tissue injury
Damage to internal organs
Brain dysfunction
Disrupted blood flow or functioning of heart valves
Detecting abnormal/foreign bodies
Benefits and drawbacks

Time
Accuracy
Detail
Level of invasiveness
Cost-efficiency
Response rates
Efficiency
Level of analysis
Infection control
Care planning
Referral
Human resource requirements, e.g. staff training
Access to technology

Abnormal readings and data
Recognising normal ranges
Recognising deviation from norm
Checking data and reliability
Ensuring technology is regularly calibrated to avoid false data
Referring concerns
Effective communication channels
Allaying anxiety for individual
Recognising own responses and ensuring a professional approach

LO2 Assess how monitoring and treatment technology in used in healthcare

Monitoring technology:
Blood glucose monitors
Temperature monitors
Blood pressure monitors
Pulse oxymetry
Spirometry
Cardiac monitoring
Treatment and life support systems used for:

- Smart or implantable drug delivery mechanisms
- Kidney dialysis
- Respiration
- Artificial heart
- Pacemakers
- Defibrillators

Operative and invasive technology used for:

- Cryosurgery
- Lasers
- Cautery
- Drug administration systems

Risk management

- Suitable training
- Understanding function of equipment
- Seeking support for malfunction
- Awareness of electrical faults and dangers
- Assessing abnormal readings
- Risk assessments – updated and reviewed
- Regular Portable Appliance Testing (PAT testing)
- Following appropriate policies and procedures
- Checking of IV fluids and administration systems
- Reporting faulty equipment
Role of healthcare assistant
Consent and informed choice
Reassurance
Allaying fears
Testing out equipment
Suitable use of language
Avoiding overuse of technological explanation
Use of monitoring equipment, e.g. recording data
Supporting the use of treatment technology as directed

LO3 Support the use of assistive technology in health, care or support services

Type of assistive technology
Supportive technologies
Responsive technologies
Preventative technologies

Promoting effective communication
Use of communication aids: text phone, speech synthesiser, hearing aids, induction loops, cochlear implants, computer software e.g. voice-to-text

Supporting use of aids to daily living
Mobility aids e.g. powered wheelchairs, prostheses, hoists, stair lifts, adjustable beds, rise and recline chairs, scooters
Voice-activated systems to: open doors, turn lights on and off, answer telephones/make calls
Tablet and smartphone applications
Food preparation aids
Bathing aids
Safety and security aids, e.g. smoke, carbon-monoxide and fire detectors, personal alarms, key safe systems, video/telephone entering systems
Memory aids e.g. memo minders
Dealing with technical faults
Ensuring safety measures in place and equipment risk assessed
Meeting the needs of the individual
Reassuring the individual and developing confidence in use of equipment
Building relationships
Demonstrating understanding
Seeking consent
Promoting dignity and respect
Promoting independence through empowerment
Ensuring individual's participation in developing use of aids
Person-centred approach
Record-keeping

LO4 Demonstrate the safe use and storage of medical and assistive technology

Safe and effective use of medical and assistive technology
Suitability of technology for service user
Ensuring used as manufacturer's instructions

Effective consideration of individual
Dignity
Preference
Timing
Empathy
Comfortability
Communication, e.g. demonstrating awareness of fears and challenges, providing relief of distress, management of expectations

Decontamination process
Cleaning (methods and frequencies)
Disinfecting
Sterilising techniques
Appropriate use of disinfecting agents
Dealing with specific types of contamination: blood, vomit, faeces and sputum
The role of personal protective equipment in decontamination: gloves, gowns, aprons, masks
Legislation, regulations and guidance, relevant sections as appropriate to own role and use of medical and/or assistive technology from:

Health and Safety at Work Act 1974
Management of Health and Safety at Work Act (amended 1994)
The Public Health (Control of Diseases) Act (1984)
Control of Substances Hazardous to Health Regulations (COSHH) (2002)
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (1995)
The Public Health (Infectious Diseases) Regulation (1988)
The Environmental Protection (Duty of Care) Regulations (1991), Health Protection Agency Bill
Hazardous Waste Regulations (2005)
Other legislation, regulations and guidance appropriate to home country

Resources to manage the correct storing of equipment

Organisational policies and procedures
Relevant documents
Equipment manuals
Manufacturer’s guidelines
Employer’s policy documents

Dangers of ineffective policy and procedures
Infection
Damaged equipment
Poor maintenance
Risk to service user
Abnormal (false positive/false negative)
Lack of reliability
Time-consuming
Personal danger
Poor record-keeping
Lack of trust/fear
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Explore the uses of diagnostic technology in healthcare</td>
</tr>
<tr>
<td><strong>LO2</strong> Assess how monitoring and treatment technology in used in healthcare</td>
</tr>
<tr>
<td><strong>LO3</strong> Support the use of assistive technology in health, care or support services</td>
</tr>
<tr>
<td><strong>LO2 and LO3</strong></td>
</tr>
<tr>
<td><strong>P5</strong> Explain the different uses of technology to assist mobility, safety and communication</td>
</tr>
<tr>
<td><strong>P6</strong> Provide appropriate and independent support for different individuals in healthcare settings through the use of different technological aids</td>
</tr>
<tr>
<td>Pass</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td><strong>LO4</strong> Demonstrate the safe use and storage of medical and assistive technology</td>
</tr>
<tr>
<td><strong>P7</strong> Demonstrate the appropriate process for effective decontamination of technological appliances for different types of contamination</td>
</tr>
<tr>
<td><strong>P8</strong> Perform the correct procedures when using diagnostic, monitoring and assistive technology in a healthcare setting</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

bbc.co.uk BBC Health Technology and changes in healthcare (News article)

kingsfund.org.uk Technology in The NHS: Transforming the patient’s experience of care (Report)

publications.parliament.uk House of Commons Health Committee The Use of New Medical Technologies within the NHS (Report)

Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 6: Supporting Dementia Care
Unit 7: Effective Healthcare Practice using Maths
Unit 10: Developing Operational Management Skills for Healthcare Practice
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 16: Supporting Adults in Residential Care
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 18: Innovation and Improvement through Action Research
Unit 20: Care Planning Processes in Healthcare Practice
Unit 23: Managing Quality in Care Environments
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 29: Human Resource Management in Healthcare
Unit 30: Pharmacology and Medicine Management
Unit 35: Project Management for Healthcare
Unit 36: End of Life Care Planning and Support

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</strong></td>
<td>LO4</td>
<td>M4</td>
</tr>
<tr>
<td><strong>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</strong></td>
<td>LO3</td>
<td>P6, D2</td>
</tr>
<tr>
<td><strong>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</strong></td>
<td>LO1, LO2, LO3</td>
<td>P3, P4, P6</td>
</tr>
<tr>
<td><strong>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</strong></td>
<td>LO4</td>
<td>P7, P8, M4, D3</td>
</tr>
<tr>
<td><strong>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</strong></td>
<td>LO3</td>
<td>P6, D2</td>
</tr>
<tr>
<td><strong>THEME 6: NUMERACY IN PRACTICE</strong></td>
<td>LO1</td>
<td>P1, D1</td>
</tr>
</tbody>
</table>
Essential requirements

Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 16: Supporting Adults in Residential Care

Unit code | K/616/1651
---|---
Unit level | 4
Credit value | 15

Introduction

Adult residential care has changed in its approach, and is constantly evolving to ensure it keeps up with market forces. Each setting must be responsive, diverse and able to provide high-quality, personalised care and support that meets the needs of people, regardless of who pays for care.

Accessing residential care can be a frightening and lonely process for individuals. They might have made the decision to move for themselves, or the decision might have been made for them, in their best interests. Assessing what individuals need is the first stage of getting the right care provision in place. An accurate assessment has to put the individual at the heart of the process, involving them, and relevant others, in decisions about their care needs.

This unit is intended to introduce students to the residential care sector and how practitioners work with individuals, their carers and other professionals to ensure care needs are met through person-centred practice underpinned by principles and values. Through this approach practitioners can help ensure the individual's voice is heard and their needs are identified and met. In this unit, students will explore how the residential care sector supports individuals and involves them in assessment to ensure that care promotes an individual's health and wellbeing effectively.

This unit develops understanding of the values and principles that underpin the practice of those who work in residential care.
Learning Outcomes

By the end of this unit students will be able to:

1. Describe the functions of the adult residential care sector
2. Assess the impact of legislation, regulation, codes of practice and standards on service delivery in adult residential care
3. Explain how inclusive and person-centred practice is applied in adult residential care
4. Contribute to the provision of adult residential care services which is underpinned by best practice.
Essential content

LO1 Describe the functions of the adult residential care sector

*Historically:*
Nursing and/or residential care
Accessed by older residents
Long-term stay was a key service
Local authorities owned the majority of settings
A large number of smaller homes
Limited inspection and regulation

*Currently:*
Person-centred practice/inclusion
Shorter length of stay
Respite care/holiday relief
Increase in nursing care due to decrease in hospital beds
Increase in transfers from hospitals to nursing homes
Improved quality of accommodation and service delivery
Increased involvement of the private sector
Increased number of larger residential care settings
The introduction of the National Minimum Wage and National Minimum Standards
Consistent regulation and inspection
Eligibility criteria
The proportion of residents with dementia is increasing
Community involvement and participation
Assessment
Rehabilitation
Increase in palliative and end of life care
Number of younger residents accessing services has increased
Provision for partnership working/collaboration
Holistic, person-centred approaches to support, duty of care and safeguarding protocols
Improved staff training and development
The need for qualifications and registration
Changes to funding mechanisms
Deferred payments
Market shaping and commissioning
Duty of candour

LO2 **Assess the impact of legislation, regulation, codes of practice and standards on service delivery in adult residential care**

*Aspects of current legislation as relevant to own role or work experience*
e.g. Health and Safety at Work etc. Act (1974)
Mental Health Act (1983)
NHS and Community Care Act (1990)
Carers (Recognition and Services) Act (1995) Section 1
Human Rights Act (1998)
Mental Capacity Act (2005)
Health and Social Care Act (2012)
Equality Act (2010)
Care Act (2014)

*Regulations*
Care and Support (Market Oversight Criteria) Regulations (2014)
Care and Support (Eligibility Criteria) Regulations (2014)

*Codes of practice*
Code of conduct for health and social care workers
Nursing and Midwifery Code of Professional Standards in Nursing and Midwifery
Health and Care Professions Council standards
Standards

Inspection and regulation standards
Health and Social Care National Occupational Standards (NOS)

Impact

Duty of care
Protocols for safety, safeguarding and protection
Approaches to confidentiality
Support provided for carers and relatives
Assessment predefines
Adherence to regulatory requirements and inspection regimes
Consistency and continuity of service delivery
Quality procedures and outcomes
Monitoring and evaluation of service
Identification of roles and responsibilities
The requirement for qualifications, skills and competence

LO3 Explain how inclusive and person-centred practice is applied in adult residential care

Practice implications

Respecting individuality, rights, choice, privacy, independence, dignity, respect and partnership
Roles and responsibilities: registered manager, nursing staff, senior care assistant/team leader, care assistant, catering, administration
Housekeeping and maintenance
Equal opportunities: respecting diversity, different cultures and values
Providing care, support and guidance for individuals, family, friends, carers, groups and communities
Confidentiality protocols
Person-centred approach
Identifying and supporting preferences, wishes and needs
Ensuring privacy and dignity
Supporting others to make informed choices in relation to their care
Protection from risk of harm
Assessing risk to self and others, right of individuals to take risks
Risk management
Collaboration with practitioners, carers, family

LO4 **Contribute to the provision of adult residential care services which is underpinned by best practice**

*Considerations*
Monitoring and review of service delivery
Lines of reporting
Effective communication and interaction
Specific roles and responsibilities: supervision, accountability
Quality assurance systems
Confidentiality protocols, the sharing of information as per agreed ways of working
Maintaining competence, knowledge and skills
Support networks and professional registration
Partnership working
Compliance with policies and procedures of the work setting
Identifying and meeting individual’s unique qualities, abilities, interests, preferences and needs
Inclusion, collaboration and involvement of individuals and others at all times
Assessment of needs and ongoing review
# Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1 Describe the functions of the adult residential care sector</strong>&lt;br&gt;P1 Explain current provision of services for individuals in the adult residential care sector&lt;br&gt;M1 Analyse how the adult residential care sector has developed over time in terms of the types and ranges of services provided for individuals</td>
<td><strong>D1 Evaluate the wider role of adult residential care in service delivery in the health and social care sector</strong>&lt;br&gt;D2 Evaluate the challenges faced by the implementation of legislation, regulation, codes of practice and standards in adult residential care</td>
<td><strong>P2 Explain current provision of services for individuals in the adult residential care sector</strong>&lt;br&gt;M1 Analyse how the adult residential care sector has developed over time in terms of the types and ranges of services provided for individuals</td>
</tr>
<tr>
<td><strong>LO2 Assess the impact of legislation, regulation, codes of practice and standards on service delivery in adult residential care</strong>&lt;br&gt;P2 Explain how legislation, regulation, codes of practice and standards underpin service delivery in adult residential care&lt;br&gt;M2 Review how service delivery in adult residential care is driven by legislation, regulation, codes of practice and standards</td>
<td><strong>D2 Evaluate the challenges faced by the implementation of legislation, regulation, codes of practice and standards in adult residential care</strong>&lt;br&gt;D3 Critically analyse the implications for practice of inclusive and person-centred practice approaches</td>
<td><strong>P3 Explain how workers in adult residential care work in an inclusive and person-centred way, to ensure individuals are at the centre of care delivery</strong>&lt;br&gt;M3 Analyse different approaches used to ensure practice in adult residential care is inclusive and person-centred</td>
</tr>
<tr>
<td><strong>LO3 Explain how inclusive and person-centred practice is applied in adult residential care</strong>&lt;br&gt;P3 Explain how workers in adult residential care work in an inclusive and person-centred way, to ensure individuals are at the centre of care delivery&lt;br&gt;M3 Analyse different approaches used to ensure practice in adult residential care is inclusive and person-centred</td>
<td><strong>D3 Critically analyse the implications for practice of inclusive and person-centred practice approaches</strong>&lt;br&gt;D4 Evaluate the effectiveness of own contribution to service delivery which fosters principles and values underpinning best practice in adult residential care settings</td>
<td><strong>P4 Participate in service delivery to ensure individual's needs, choices and preferences are met through the use of effective communication and interaction</strong>&lt;br&gt;P5 Explain different aspects of own practice which is underpinned by principles and values required of workers in adult residential care settings&lt;br&gt;M4 Analyse how own practice is informed by the principles and values required of workers in adult residential care settings</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>cqc.org.uk</td>
<td>Care Quality Commission</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>nmc.org.uk</td>
<td>Nursing and Midwifery Council</td>
</tr>
<tr>
<td></td>
<td>The Code</td>
</tr>
<tr>
<td></td>
<td>(Guidance)</td>
</tr>
<tr>
<td>scie.org.uk</td>
<td>Social Care Institute for Excellence</td>
</tr>
<tr>
<td></td>
<td>Care Act 2014 Assessment and Eligibility – Ensuring assessment is appropriate and proportionate</td>
</tr>
<tr>
<td></td>
<td>(Training)</td>
</tr>
<tr>
<td>skillsforhealth.org.uk</td>
<td>Skills for Health</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
<tr>
<td>skillsforcare.org.uk</td>
<td>Skills for Care</td>
</tr>
<tr>
<td></td>
<td>(General reference)</td>
</tr>
</tbody>
</table>
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 6: Supporting Dementia Care
Unit 7: Effective Healthcare Practice using Maths
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 13: Supporting Individuals with Specific Needs
Unit 15: Healthcare Technology in Practice
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 20: Care Planning Processes in Healthcare Practice
Unit 23: Managing Quality in Care Environments
Unit 24: Health Psychology
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 30: Pharmacology and Medicine Management
Unit 31: Providing Outpatient and Community Care
Unit 33: Psychophysiological Disorders
Unit 36: End of Life Care Planning and Support
Unit 37: Complementary Therapies in Healthcare Practice
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 1: LEGISLATION, REGULATION AND ETHICAL PRACTICE</td>
<td>LO2</td>
<td>P2, M2, D2</td>
</tr>
<tr>
<td>THEME 2: PROFESSIONAL PRINCIPLES, VALUES AND BEHAVIOUR</td>
<td>LO3, LO4</td>
<td>P3, M3, D3, P7, P8, M4, D4</td>
</tr>
<tr>
<td>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</td>
<td>LO2-LO4</td>
<td>All assessment criteria</td>
</tr>
<tr>
<td>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</td>
<td>LO2-LO4</td>
<td>All assessment criteria</td>
</tr>
<tr>
<td>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</td>
<td>LO2-LO4</td>
<td>All assessment criteria</td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services

<table>
<thead>
<tr>
<th>Unit code</th>
<th>M/616/1652</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>4</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

With the use of technology becoming more widespread, information is increasingly easy to obtain, store and retrieve. However, it is also becoming easy for the wrong people to have access to information. With increasing emphasis on accuracy and digital safety and taking into consideration the sensitive information recorded and used in healthcare settings, practitioners responsible for handling data or other information are expected to take the initiative on managing records appropriately and efficiently, reporting accurately to line managers.

This unit is intended to introduce students to the process of reporting and recording information in health, care or support services; it will allow them to recognise the legal requirements and the regulatory body recommendations when using paper or computers to store information, as well as the correct methods of disposing of records. This unit will enable students to recognise the importance of accurate recording and appropriate sharing of information, and be able to keep and maintain records appropriately in their workplace.

Students will be expected to use appropriate methods to record and store information from their workplace and to follow data protection principles to use and dispose of the information on completion of tasks.

Students completing this unit will have developed the knowledge and skills to manage day-to-day recording and reporting which are essential to being an effective care practitioner and manager.
Learning Outcomes

By the end of this unit students will be able to:

1. Describe the legal and regulatory aspects of reporting and record-keeping in a care setting
2. Explore the internal and external recording requirements in a care setting
3. Review the use of technology in reporting and recording service user care
4. Demonstrate how to keep and maintain records in a care setting in line with national and local policies and appropriate legislation.
Essential content

LO1 **Describe the legal and regulatory aspects of reporting and record-keeping in a care setting**

*Statutory requirements and guidelines*

Legislation: Data protection e.g. General Data Protection Regulations (2018) and principles, Freedom of Information Act (2000), Human rights e.g. Human Rights Act (1998), OR data protection and human rights legislation as currently applicable in own home country

Statutory guidance, e.g. The Caldicott Report and Principles (1997), Health and Social Care Information Centre Code of Practice on Confidential Information (HSCIC, 2014), Information Commissioner’s Office Data sharing code of practice (ICO, 2016), OR other governmental body requirement as currently applicable in own home country

*Regulatory and inspecting bodies requirements*

The Fundamental Standards of Care, or equivalent as applicable in own home country

Regulatory Bodies’ Professional Standards and Codes of Conduct

Inspecting body requirements e.g. Care Quality Commission (CQC)

*Implications of failing to comply*

Enforcement notices, monetary penalty notices, or other legal action

Audit

Credibility of work place

Own professional credibility

Termination of contract

Media response

Consequences for the individual e.g. loss of trust in services, loss of dignity, privacy and respect
LO2 **Explore the internal and external recording requirements in a care setting**

*Purpose of recording information*

Paper documents, e.g. clinical notes, accident and incident reports and statements, meeting minutes or notes, risk assessments, visitor and staff logs

Patient information, electronic or written e.g. care plans, nutrition recording, medicines recording, documents for requesting and reviewing tests

Electronic documents, e.g. laboratory reports, letters to and from other professionals, emails, text messages

Information systems/databases

Other recording and reporting media, e.g. x-rays, photographs, videos, tape recordings of telephone conversations, print outs from monitoring equipment

Information transmitted verbally

* Differences between different classes of information and confidentiality requirements of each
  
  Public information
  
  Private and personal
  
  Confidential
  
  Restricted

Internal and routine business

*Maintaining confidentiality*

Secure systems for recording and storing information

Processes and procedures regarding the storage of records, e.g. electronic, paper, laptops, memory sticks, home working, information in transit, encryption of data, access privileges

*Errors in recording and reporting*

The importance of accuracy in recording data

The use of sampling for quality standards

Consequences of errors, e.g. risk to service users, loss of reputation, loss of credibility, financial penalties and prosecutions
Retention and disposal of records
Expectation regarding maintenance of records, e.g. time boundaries
Accessibility of electronic records
Disposal of records, e.g. shredding, pulping, burning, use of specialist services

Purpose of sharing information
Identifying objectives
Consent from service users and/or their advocate/s
Implications of sharing without individuals’ knowledge and consent
Sharing with personnel, e.g. other professionals providing care, staff involved in investigation of complaints, audits or research
Following appropriate court documentation
Sharing statistics
Sensitive information
Service user queries and complaints
Public health investigations
ICO data sharing code of practice, e.g. express obligations, express powers, implied powers

Internal recording requirements
Medical history
Tests
Treatment, e.g. anaesthetics reports, surgery records
Clinical incidents, complaints
Diagnosis
Medical management plan
Service user care forms
Telecare recording
Telephone consultations, clinician and other specialists’ calls
Frequency of recording, timescales
Signatories
External recording requirements

Health and safety: reporting accidents and incidents, requirements of legislation relevant to the recording of information relating to health and safety, e.g. The Health and Safety at Work, etc. Act (1974), Management of Health and Safety at Work Regulations (1999), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995), Workplace (Health, Safety and Welfare) Regulations (1992)
Role of public bodies, e.g. The Health and Safety Executive, CQC, local authorities
Child or adult protection requirements
Reporting concerns

LO3 **Review the use of technology in reporting and recording service user care in a care setting**

Digital working
Care plan applications using new technologies e.g. on smartphones
Use of tablets to record
Virtual consultations, through online software applications
Other current examples of the use of digital technologies in care
Digital technology safety guidelines
Data breach
Sharing on incompatible software

Involving service users in the process
Principles of co-production and co-management
Empowering care choice
Access to information
National Institute for Care and Excellence (NICE) guidance

Benefits of digital working
Flexibility of access
Improved communication and information sharing
Resource savings
Efficiency
Currency of information
Barriers to digital working
Cost
Training implications
Software updates
Staff and service user apathy or lack of skills
Ethical issues

LO4 Demonstrate how to keep and maintain records in own care setting in line with national and local policies

Features of effective records
Up to date
Complete
Accurate, understandable and legible
Timely
Clear and concise
Using appropriate digital technology
Completing to support the delivery of high-quality care

Typical types of records completed in care practice
Timesheets and rotas
Cleanliness and hygiene records
Minutes of meetings
Recording nutritional status
Recording progress or change
Recording interventions
Recording episodes of care
Administration of medication
Recording changes to care routine/agency e.g. transfers of care
Recording adverse events and confrontations
Reporting incidents, accidents or near misses
Using sound numeracy skills
In day-to-day administration and management of records
In recording information regarding nutrition and fluid balance
In monitoring routine activity
In medication management
In relation to accurate medicines calculations
In recording and interpreting physiological data, e.g. graphs and charts
Responding to vulnerable individuals in medication management
In filing and storing information

Maintaining records
Secure storage of information and data
Secure transference of records
Accessibility

Recognising and responding to errors and issues
In recording and reporting
In maintaining confidentiality
In maintaining security
Responsibilities of different staff
Notifying others
Whistleblowing
Following procedures to correct
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1</strong> Describe the legal and regulatory aspects of reporting and record keeping in a care setting</td>
</tr>
<tr>
<td><strong>LO2</strong> Explore the internal and external recording requirements in a care setting</td>
</tr>
<tr>
<td><strong>LO3</strong> Review the use of technology in reporting and recording service user care in a care setting</td>
</tr>
<tr>
<td><strong>P4</strong> Explain the reasons for sharing information within own setting and with external bodies</td>
</tr>
<tr>
<td><strong>P6</strong> Describe how technology is used in recording and reporting in own care setting</td>
</tr>
<tr>
<td><strong>P7</strong> Explain the benefits of involving service users in record keeping processes</td>
</tr>
<tr>
<td>Pass</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td><strong>LO4</strong> Demonstrate how to keep and maintain records in own care setting in line with national and local policies</td>
</tr>
<tr>
<td><strong>P9</strong> Explain different aspects of own management of service user records with reference to compliance with national and local policies and guidelines</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Reports and Journals

Websites
hcpc.org.uk Health and Care Professions Council Health record and communication practice standards for team based care. NHS Information Standards Board, 2004. (Guidance)
nmc.org.uk Nursing and Midwifery Council 1. The Code for Nurses and Midwives 2. Guidelines for Records and Record-keeping (Guidance)
nursingtimes.net Nursing Times The importance of good Record-keeping for nurses (Article)
skillsforcare.org.uk Skills for Care 1. Digital working, learning and information sharing 2. A workforce development strategy for adult social care (Training)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 4: Fundamentals of Evidence-Based Practice
Unit 7: Effective Healthcare Practice using Maths
Unit 15: Healthcare Technology in Practice
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 23: Managing Quality in Care Environments
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 30: Pharmacology and Medicine Management
Unit 35: Project Management for Healthcare
Unit 36: End of Life Care Planning and Support

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>P1, P2, M1, D1.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO4</td>
<td>P8, P9, M4, D4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>P6, P7, M3, D3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 6: NUMERACY IN PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO4</td>
<td>P8</td>
<td></td>
</tr>
</tbody>
</table>
**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 18:  Innovation and Improvement through Action Research

<table>
<thead>
<tr>
<th>Unit code</th>
<th>A/616/1654</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit type</td>
<td>Core</td>
</tr>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>30</td>
</tr>
</tbody>
</table>

Introduction

Why conduct research? It is an important and interesting question that should be considered when looking at ways to improve healthcare service provision. Some who embark on the research process find it can be daunting and see it as an obstacle to be overcome and swept aside as quickly as possible. Yet research can be a motivating and engaging experience, particularly for the researcher who is passionate about making a difference. Research can have a positive impact on local practice and policy, as well as promoting and informing global health programmes. Refining and using effective research skills and methods is key to being able to produce high-quality research that can contribute to developing a richer understanding of a phenomenon, driving improvements in public health and in healthcare as a whole.

The aim of this unit is to develop student’s research skills further to be able to carry out an independent piece of action research using human participants to contribute to service improvement. Students will make use of the Practice Themes in order to identify a suitable research project or extend a proposed study devised at level 4.

Students will firstly develop a deeper understanding of the types of research conducted in public health and develop their research skills further to carry out a research study using their own research questions. Students will then go on to design their research methodology and carry out a piece of action research and produce findings to a range of audiences.
By the end of this unit students will be able to evaluate their research journey and its impact on their own practice and provision as well as its significance in contributing to wider public health service improvement. Students will be able to evaluate the success of their research and make recommendations for future research that extends or deepens understanding further.

*Please refer to the accompanying Pearson-set Assignment Guide and the Theme Release document for further support and guidance on the delivery of the Pearson-set unit.

**Learning Outcomes**

By the end of this unit students will be able to:

1. Review the role of research in strategies to improve health and wellbeing
2. Develop a methodological framework for action research into health and wellbeing improvement
3. Carry out action research towards improvements in health and wellbeing
4. Examine the impact of research findings with regard to service improvement and own professional development.
Essential content

LO1 Review the role of research in health and wellbeing improvement strategies

Areas of health and wellbeing improvement

Physical and/or mental health and wellbeing, e.g. safety or safeguarding considerations

Social and/or socio-economic health and wellbeing, e.g. including health education, promotion and access to/use of services

Review of health and/or care service practice or provision to facilitate health and wellbeing improvement

Exploring the purpose of research for health and wellbeing improvement

Evidence-based practice

Ways that research can be used to innovate, e.g. to identify gaps in practice/provision, discover new treatments, develop quality of services, service improvement, towards improving life outcomes and health, wellbeing and safety of individuals, service improvement

Innovation in health and social care practice through research

New ways of working

New ways of managing

Introduction of new roles

Impact of research

Potential impact of research on practice and provision in health and social care – local and global

Potential impact on developing an integrated workforce and multi-professional working
**Defining research topic focus and research questions**

Identifying areas of research in health and wellbeing improvement using the Practice Themes and as applied to own role in the workplace

Exploring current research or thinking in the field through a literature review to assess merits of research focus from current policy, news, media, own practice or research (secondary)

Exploring current research e.g. wellbeing, health inequalities, population health and social determinants of health (secondary)

Observing related practice in own setting, in other health, care or support service environments and gathering information (primary)

Considering primary and secondary evidence towards identifying area of innovation and service improvement for exploration

Defining research aims and objectives, e.g. research questions/hypotheses

**Reviewing own skills in carrying out a piece of action research**

Writing skills

Data collection and analysis skills using qualitative and quantitative methods

Critical reflexivity skills

Applying original and creative thought to an area of health and wellbeing improvement

Applying good ethical judgement to own and others’ research

Promoting ethical and participatory research, e.g. possessing strong communication and interpersonal skills to develop positive relationships with participants, consideration of individual needs

Organisational skills e.g. keeping a journal, planning and note taking

Persistence in pursuing research objectives approaching failure and mistakes as an opportunity to learn and develop

Being able to ask difficult questions

Being flexible and showing initiative to access or gather information and evidence

Critical observational skills
LO2 Develop a methodological framework for action research for health and wellbeing improvement

Identifying and developing appropriate qualitative, quantitative or mixed methods to gather and analyse data

Meaning and application of qualitative, quantitative and mixed methods design studies

Typical methods used for collecting data in health and social care research, i.e. case studies, questionnaires, surveys, interviews, vignettes, observations, focus groups

Considering the importance of reliability and validity through triangulation, appropriate use of methods to answer research questions and analyse data

Advantages and disadvantages of different techniques

Probability and nonprobability methods of selecting sample groups, e.g. random, volunteer, stratified and opportunity sampling

Consideration of participants to research when choosing appropriate methods to collect data, e.g. appropriateness and accessibility of participants

Ethical considerations when recruiting human participants

Codes of conduct and ethical guidelines as defined by the British Medical Association (BMA), the British Psychological Society (BPS) and/or organisations relevant to own practice

Legislation and regulation governing confidentiality, anonymity and data handling, rights of the individual, safeguarding and health and safety

Role of the researcher and understanding impact of personal views and values brought to the research process

Maintaining an unbiased approach to interpretation and reporting of information

Access to organisations, gatekeepers, sensitive information

Mental capacity of individuals in providing informed consent and those responsible for providing consent on behalf of individual users of services

Gaining sensitive information to provide background for research study from individual participants

Ensuring individual needs of participants are met throughout research process, e.g. recognition when individual participants become distressed or wish to withdraw from research
Ensuring health, safety and wellbeing of self and participants during research process
Codes of conduct relating to confidentiality, handling and storing information

**LO3 Carry out action research towards improvements in health and wellbeing**

*Organising the process of research*

Setting realistic timelines for completing action research study allowing for contingencies

Preparing and seeking approval of research through a project proposal that details: research title, rationale for research study, research questions/hypothesis/es, methods used for data collection, methods used for analysis of data, impact of research on influencing or improving healthcare service provision

*The process of carrying out action research and undertaking simple data analysis*

Collect data from research participants using methods of data collection

Review questions against initial findings making adaptations where appropriate

Conduct data analysis and present findings using qualitative and or quantitative methods

*Data analysis techniques*

Choosing appropriate techniques for data analysis

Quantitative techniques, e.g. descriptive statistics using mean mode median, histograms, pie and bar charts

Qualitative techniques, e.g. content or thematic analysis, grounded analysis, discourse and narrative analysis

Use of analytical tools and software and database packages used for manipulating data

Distinguishing between association and causation in relationship among variables
LO4 **Examine the impact of research findings with regard to service improvement and own professional development**

*Drawing conclusions and presenting findings*
Develop discussion based on findings and link to literature sourced in the field
Reach conclusions and identify main findings of research
Present findings to individuals in specified formats, e.g. research report using required academic writing skills, PowerPoint, poster presentation

*Evaluate performance and impact of research in public health, health promotion*
Lessons learned and future research direction
Implications of research on own practice and organisation
Implications of research findings on wider practice and provision locally and globally
Reflections on research journey and use of research as a tool for developing practice, driving change and contributing to supporting public health improvement
Identifying personal and professional development needs and setting targets
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Review the role of research in health and wellbeing improvement strategies</td>
<td><strong>P1</strong> Discuss the role of research in defining research questions for a piece of action research in health and social care</td>
<td><strong>LO1 and LO2</strong> <strong>D1</strong> Critically evaluate how effectively research methodologies selected support proposed action research study in health and wellbeing improvement</td>
</tr>
<tr>
<td><strong>P2</strong> Review own skills in conducting a piece of action research into health and wellbeing improvement</td>
<td><strong>M1</strong> Evaluate own skills in defining research questions for a piece of action research in health and wellbeing improvement</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Develop a methodological framework for action research in health and wellbeing improvement</td>
<td><strong>P3</strong> Illustrate in detail appropriate research methods for investigating research questions/hypothesis</td>
<td><strong>M2</strong> Analyse the methodological approach taken to answer research questions</td>
</tr>
<tr>
<td><strong>P4</strong> Discuss ethical considerations when researching human participants</td>
<td><strong>M3</strong> Analyse research data from action research using appropriate data analysis techniques</td>
<td><strong>D2</strong> Critically analyse research findings using appropriate data analysis techniques</td>
</tr>
<tr>
<td><strong>LO3</strong> Carry out action research towards improvements in health and wellbeing</td>
<td><strong>P5</strong> Implement a piece of action research in health and wellbeing improvement</td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Interpret data using appropriate data analysis techniques</td>
<td><strong>M4</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO4</strong> Examine the impact of research findings with regard to service improvement and own professional development</td>
<td><strong>P7</strong> Discuss the potential impact of findings from action research study on health and wellbeing improvement</td>
<td><strong>D3</strong> Critically evaluate research study in terms of influencing change and its value in improving quality of health and social care service provision nationally and globally</td>
</tr>
<tr>
<td><strong>P8</strong> Discuss own learning in research journey identifying strategies for future developmental needs in conducting ethical research into health and wellbeing improvement</td>
<td><strong>M4.</strong> Evaluate how findings relate to research questions in supporting improvement in health and wellbeing and own professional development</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO4</strong> Examine the impact of research findings with regard to service improvement and own professional development</td>
<td><strong>P7</strong> Discuss the potential impact of findings from action research study on health and wellbeing improvement</td>
<td><strong>D3</strong> Critically evaluate research study in terms of influencing change and its value in improving quality of health and social care service provision nationally and globally</td>
</tr>
<tr>
<td><strong>P8</strong> Discuss own learning in research journey identifying strategies for future developmental needs in conducting ethical research into health and wellbeing improvement</td>
<td><strong>M4.</strong> Evaluate how findings relate to research questions in supporting improvement in health and wellbeing and own professional development</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

bma.org.uk British Medical Association (BMA)
Code of Ethics (General reference)

bps.org.uk British Psychological Society (BPS)
Code of Human Research Ethics (ebook)

gov.uk Gov.UK
Public Health England, doing, supporting and using public health research (Report)

health.org.uk The Health Foundation
Research and policy analysis (General reference)
Links
This unit links with a number of units in the qualification, depending on the topic researched.

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td></td>
<td>P4</td>
</tr>
</tbody>
</table>

| THEME 6: NUMERACY IN PRACTICE               | LO3                                 | P6, M3, D2                                  |

In addition to the explicit links above, this unit can link to all other Practice Themes in the qualification, depending on the topic researched.

Essential requirements
Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery
Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment
Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts
A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 19: Reflective Approaches in Implementing Person Centred Practice

<table>
<thead>
<tr>
<th>Unit code</th>
<th>T/616/1653</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit type</td>
<td>Core</td>
</tr>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Reflective practice is used throughout the healthcare profession as a means to improving the practitioner’s skills, reviewing how they have dealt with situations that have occurred and identified areas that need further development. Overall this enables the practitioner to provide a high-quality service and adopt a more professional approach to the user of services. Being a reflective practitioner is key to lifelong learning and development for working in health, care and support service professions. Reflective practice works to ensure that a high-quality service is offered to the users of services and the effective practitioner identifies areas for development and where they can share good practice.

This unit builds on learning from Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice. It provides students with an opportunity to further develop their skills as reflective practitioners. The evidence for the unit will be based on theoretical considerations as well as practice within the workplace. It requires students to bring together their classroom and workplace learning across their programme, demonstrating their professional development using reflective approaches. Learning in the workplace will be supplemented with wider understanding and knowledge from all parts of the course.
Through this unit, students will be supported to take responsibility for their own learning, demonstrate their capacity to continuously learn and grow, reflect on their own practice and encourage others to develop their practice. It enables students to have a greater understanding of person-centred care, the legal and ethical framework under which practitioners operate, and further develop the skills required to develop them as reflective healthcare practitioners throughout their learning and career in the health and social care sector.

As students will be reflecting using examples from real practice in their workplace setting, it is essential that students respect the confidentiality of information used within this unit.

**Learning Outcomes**

By the end of this unit students will be able to:

1. Promote a holistic approach to person-centred practice
2. Review current policies, legislation and regulations in relation to effective person-centred practice
3. Reflect on own practice within health, care and support settings
4. Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision.
Essential content

LO1 Promote a holistic approach to person-centred practice

Person-centred approach

Meaning and value of holistic person-centred practice
Consistently demonstrating respect for, and application of, the Practice Themes when caring for others:
Law, regulation and ethical practice
Professional values, attitudes and behaviour
Health, safety and safeguarding through the lifespan
Valuing and promoting diversity, difference and inclusion
PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.
Supporting individuals to make independent, informed choices about the services and care they receive

Considerations when planning and implementing a person-centred approach

Duty of care
Physical support and personal care
Supporting individuals with daily living needs
Supporting health promotion and healthy lifestyles
Actively respecting individuality, rights, choice, privacy, independence, dignity
Demonstrating respect, empathy and promoting partnership
Equal opportunities
Actively respecting and promoting diversity
Respecting different cultures and values
Providing care, support and attention with different individuals
Involving family, friends, carers, groups and communities in the provision of care
Empowering the service user voice (recognising the service user as architect of their care) including incorporating patient/service user feedback in own provision of care
Implementing professional approaches to care: care, compassion, competence, communication, courage (honesty), commitment
The importance of professional presentation, e.g. personal hygiene when providing personal care
Ensuring the right to confidentiality is respected throughout

*Professional relationships and approaches to communication in promoting person-centred approaches*
With individuals, their family and friends
Team members
Line managers
Leadership competencies
Workers in other agencies
Rights and responsibilities of users of service versus care workers and others
Professional codes
Trust
Advocacy
Roles and responsibilities
Empowerment
Demonstrating initiative within remit of own role
Values of developing partnership approaches to person-centred care
Communication when providing direct care e.g. appropriateness, sensitivity, balancing the duty of care with the right of the individual to have their wishes, preferences and choices heard and taken into account

*Communicating complex and sensitive information to professionals*
Interpersonal skills
Written and verbal
Record-keeping
Technology
Data protection
Handling sensitive information

*Listening skills*
Reflective listening
Active listening
**Barriers to communication**

Environmental, e.g. location, noise, light, personal space
Language, e.g. communicating with individuals with English as a second language
Cultural, e.g. individual differences regarding norms of communication
Availability of resources to meet specific communication needs, e.g. professionals who can use sign language, resources in braille, other alternative communication aids

**Models of support**

Social versus medical and other models of health and influence on models of support
Individual benefit versus organisational benefit

**Challenges in implementing person-centred approaches**

Risk
Abuse
Challenging behaviour
Impact of own values, principles and prejudice
Conflict
Ethics
Confidentiality versus disclosure
Supervision sessions/mentoring
Expectations changing over time
Conflicts between principles of good practice and values of others
Being adaptable
Reflective approach: qualities and skills needed compared to qualities and skills possessed
LO2  **Review current policies, legislation and regulations in relation to effective person-centred practice**

*Current policy, legislation and regulations that impact on the person-centred care given to individuals receiving care from health, care and support services*

Knowing and actively respecting legislation on:

- Health and safety and the organisational approach
- Reducing and controlling risks
- Safeguarding
- Equality, diversity and anti-discriminatory practice.

Data protection and confidentiality, e.g. reviewing the: importance of, limits of and policies regarding sharing of information as relevant to own role.

*Legislation and legal responsibilities*

The relationship between regulations, legislation and standards

The implications and impacts of various legislation related to promoting person-centred care

Whistleblowing

Rules and regulations relating to cybersecurity

The application of legislation within the workplace

*Barriers*

- Miscommunication and understanding
- Different professional codes of practice
- Group cohesion

LO3  **Reflect on own practice within health, care or support settings**

*Own practice*

- Meeting expectations of self, others and organisations
- Mentoring or supporting others
- Identifying areas for development
- Responding appropriately to criticism
- Being aware of, and taking action in regard to, own health and wellbeing
Demonstrating leadership skills
Evidence of practice against the practice themes, e.g. actively promoting fair, non-discriminatory and inclusive practices
Maintaining high standards of personal and professional conduct

Others’ practice
Identifying good practice and areas for development
Impact on service users of care received
Having difficult conversations
Conflict resolution

Feedback for learning
Using constructive feedback as part of the learning cycle where feedback informs reflection which in turn informs action
Using feedback from others to reflect on and improve own practice, skills and learning

LO4 Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision

Reflective practice
Models of reflection
Critical reflection
Reflecting on self
Reflecting on impact of own behaviour, knowledge and skills on others
Planning for service improvement

Own contribution
Practice requirements in the workplace:
skills, knowledge, understanding specific to role
communicating information effectively and sensitively
carrying out defined tasks under the instruction of a senior practitioner
self as a facilitator of the service user journey through care
responsibilities in addition to the provision of person-centred care.
Planning for own development

Constructing short (3 months), medium (6 months) and long-term (12 months–5 years) plans for development

Continuing Professional Development (CPD), e.g. undertaking training available to meet service requirements and keep own skills and knowledge up to date, career-long learning

Additional issues of fitness for practice, i.e. maintaining own health and wellbeing, establishing and maintaining personal and professional boundaries, managing the physical and emotional impact of own practice, identifying and applying strategies to build professional resilience

Own contribution to the collective effectiveness of teams

Meeting needs and expectations of users of service

Improving team performance

Supporting other team members

Meeting objectives

Formal and informal roles within organisational structures and systems

Mentoring and coaching others

Barriers

Interpersonal interactions

Professional codes

Differing priorities and expectations

Experience

Accountability

Reflective learning

Consider this as a philosophy and a concept

Using reflective learning to gain a deeper and objective insight into levels of performance in comparison to levels of expectation

Using the Practice Themes as a framework for reflective learning
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P1</strong></td>
<td><strong>M1</strong></td>
<td><strong>D1</strong></td>
</tr>
<tr>
<td>Compare how the medical and social models apply to person-centred practice in a health, care or support services</td>
<td>Review the challenges with applying person-centred care in own workplace setting</td>
<td>Evaluate how dilemmas experienced in own workplace setting affect a consistency in approach to effective person-centred practice</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss how to adopt a person-centred approach when planning and implementing a programme for individuals requiring support</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td><strong>M2</strong></td>
<td><strong>D2</strong></td>
</tr>
<tr>
<td>Discuss how aspects of different legislation are reflected in the provision of person-centred care in a healthcare setting using specific examples</td>
<td>Assess the challenges in interpreting different legislation in relation to the planning and provision of person-centred care in own workplace setting</td>
<td>Critically evaluate the effectiveness of health and safety and safeguarding systems in own workplace setting in meeting legislative requirements</td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggest appropriate solutions to different problems that may occur in implementing specific regulations and policies in a health and care setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td><strong>M3</strong></td>
<td><strong>D3</strong></td>
</tr>
<tr>
<td>Produce a comparative reflective account of own provision of periods of person-centred care in different workplace settings</td>
<td>Interrogate own effectiveness in managing own workload as part of a team providing person-centred care for different individuals</td>
<td>Critically evaluate own and others’ practice in enabling a consistent approach to high-quality care in different health and care settings</td>
</tr>
<tr>
<td><strong>M1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review the challenges with applying person-centred care in own workplace setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess the challenges in interpreting different legislation in relation to the planning and provision of person-centred care in own workplace setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrogate own effectiveness in managing own workload as part of a team providing person-centred care for different individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate how dilemmas experienced in own workplace setting affect a consistency in approach to effective person-centred practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically evaluate the effectiveness of health and safety and safeguarding systems in own workplace setting in meeting legislative requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically evaluate own and others’ practice in enabling a consistent approach to high-quality care in different health and care settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision</td>
<td><strong>P6</strong> Construct a short medium and long-term plan to improve own practice and skills in providing person-centred care</td>
<td><strong>D4</strong> Produce a critically reflective action plan for further personal and professional development based on own reflective learning</td>
</tr>
<tr>
<td><strong>P7</strong> Analyse the practicality of own plans in relation to contributing to the collective effectiveness of own workplace team</td>
<td><strong>M4</strong> Implement own short-term plan during a period of workplace experience</td>
<td><strong>M5</strong> Monitor own implementation of plan throughout, making suggestions for further improvement</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Links
This unit links to the following related units:
Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 7: Effective Healthcare Practice using Maths
Unit 15: Healthcare Technology in Practice
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 20: Care Planning Processes in Healthcare Practice
Unit 32: Team and Individual Leadership: Mentoring and Coaching Others
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P3, P4, M3, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1-LO4</td>
<td>All Assessment Criteria</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1–LO4</td>
<td>All Assessment Criteria</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1-LO4</td>
<td>All Assessment Criteria</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1–LO4</td>
<td>All Assessment Criteria</td>
<td></td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 20: Care Planning Processes in Healthcare Practice

<table>
<thead>
<tr>
<th>Unit code</th>
<th>R/616/1661</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Quality healthcare is dependent upon clear and structured planning processes that will promote effective interventions and encourage critical review of standards of care. The healthcare professional will promote a person-centred approach by working in partnership with individuals and other professionals to assess positive outcomes from a period of care.

This unit will enable students to become familiar with care planning processes in their practice. Students will examine current models and methods of assessment and approaches designed to develop effective interventions and to promote review of practice based upon theoretical perspectives. Through this unit students will explore person-centred care planning at the heart of contemporary policy relating to the quality of provision in health and care services. They will develop the skills to implement these approaches, which are aimed at empowering people who use health and care services to plan their own futures and access the services that they need.

This unit will provide the student with skills in managing care and applying appropriate responses to needs assessment. They will be able to develop skills in using assessment tools and measuring outcomes based upon clear planning. This will enable the student to apply skills in practice or to healthcare related continuing higher education.
**Learning Outcomes**

By the end of this unit students will be able to:

1. Examine the influence of theoretical models and methods of assessment and planning in practice in the workplace
2. Implement care plans in the workplace to meet desired outcomes for individuals
3. Review the challenges and benefits of planning person-centred care in the workplace
4. Reflect upon the impact of the planning of care on practitioners, individuals, family and carers in relation to own practice.
Essential content

LO1 Examine the influence of theoretical models and methods of assessment and planning in practice in the workplace

Theoretical perspectives
Social care theory
Behavioural theory
Psychodynamic approaches
Solutions-focused and task-focused perspectives
Theories of change
Systems approach

Applicable principles of legislative and regulatory frameworks supporting equality and diversity in the assessment process
Individualised care e.g. Care Act (2014)
Commissioning of Care e.g. Health and Social Care Act (2012)
Referral, care and protection of individuals with additional mental health considerations e.g. Mental Health Act (2007) and Mental Capacity Act, (2005)
Promoting equality and diversity and the cultural implications for care and effective communication e.g. Equality Act (2010)
Data Protection e.g. General Data Protection Regulations (2018), Data Protection Act (1998)

Models of assessment
The Nursing Process (APIE- assessment, planning, implementation, evaluation)
Medical and social models of assessment
**Care planning and the core care principles**

Care pathways and care bundles

Individuals views are listened to and treated with respect

Evidence-based approaches

Updates on NICE guidance and other good practice

Care panning is done by appropriately trained and qualified professionals

Care plans are focused on recovery and promoting wellbeing

Staff use a compassion-focused approach

Care planning can take place in an appropriate and safe environment according to individual need

Care Plans are shared with everyone concerned

Individuals have an equal opportunity to be involved in planning care.

Care planning is sensitive to diverse needs, is produced in an accessible way

Those listed in the care plan have agreed to provide the service

Avoiding unwarranted variation

**Types of assessment in health and care settings**

Care planning, care pathways and care bundles, e.g.:

Care needs assessment

Outcomes based assessment

Risk assessment

Joint assessment

Face-to-face assessment

Structured interviews

Self-assessment

Evidence-based assessment.

Single Assessment Framework
LO2  **Implement care plans in the workplace to meet desired outcomes for individuals**

*Roles and responsibilities*

Duty of care

Provide appropriate care

Safeguarding

Focus on the individual

Promote independence and empower the individual

Develop clear assessment methods

Develop strategies in partnership with the individual, family and carers

Follow the setting's policies and procedures

Ensure records are kept accurately and safely

 Maintain own training and update professional practice

Support other staff in team- including mentoring new staff

Listen to the individual and be supportive

Gain feedback on quality of care provided

Review and develop care plan in line with care planning process

*Person-centred and holistic planning: person at the centre of the planning process*

Person-centred approaches that are seamless and proactive

Support independence

Promote quality of life, e.g. the ability to contribute fully to our communities, tailored to the religious, cultural and ethnic needs of individuals

Promote value-driven practice based upon inclusiveness, respect and dignity

Focusing on positive outcomes and wellbeing

Working proactively to include the most disadvantaged groups

Approaches that take into account individual physical, psychological, public health, social, economic, spiritual and learning needs and considerations

*Outcomes based assessment in care planning*

Personalised care

Strengths based approach

Record-keeping

Data collection

Assessment tools
Types of interventions reflected in care plans:
Medical interventions
Social care interventions
Therapeutic interventions
Multidisciplinary approaches
Providing personal care
Hygiene
Meeting dietary needs
Cleanliness of the living and working environment
Supporting daily living activities
SSKIN (surface, skin inspection, keep moving, incontinence/moisture, Nutrition/hydration) bundles approach to pressure ulcer prevention/care

Communicating with the service user throughout the care process
Involving friends and family, as appropriate
Referral and problem-solving

Use of risk assessment tools
Recognising norms and implications of deviations
Reporting concerns effectively
Checking measurements
Accuracy in recording
Interpreting results to inform care planning
Setting realistic targets to make improvements in conditions

LO3 Review the challenges and benefits of planning person-centred care in the workplace

Person-centred holistic approaches
Challenges:
Challenges of agreeing roles and responsibilities
Ineffective communication
Dealing with conflict
Poor care practices and unethical approaches
Complexities of taking into account the range of individual needs and considerations in planning and provision
Availability of resources
Challenges around the resources, skills and facilities to ensure appropriate safeguarding and respect for confidentiality
Challenges in obtaining consent
Feeling unsafe to raise concerns, or report incidents and accidents
Overcoming barriers to inclusion

Benefits:
Active participation of individual
Clear communication channels
Early identification of issues/gaps in service
Promotes teamwork
Guides provision of care
Allows for effective service provision
Allows for planning of services
Enables preventative practices

Partnership approaches and effective communication in resolving challenges:
Agreed ways of working in teams, clarity of roles and responsibilities
Agreed outcomes
Input from individual and family, friends and carers

Target setting:
SMART (specific, measurable, achievable, realistic, timely) targets
Risk assessment and risk-taking
LO4 Reflect upon the impact of the planning of on practitioners, individuals, family and carers in relation to own practice

Family and friends as partners in planning:
Valuing family and friends, importance of communication between individuals, family, friends and professionals
Consideration of what is important to the individual
Recognition of the individual as part of the family unit
Promotion of rapport with the individual, family, friends and professionals
Recognition of the right of family and friends to be involved
Provision of individualised care and support
Addressing issues which affect plans
Basing plans on an individual's priorities in alliance with family, friends and professionals
Use of facilitators

Impact of care process on individual, friends and family:
Positive impact: reassuring, shared decision-making, feel involved and empowered, allows them to ask questions, they feel that they are being listened to, increased knowledge and understanding, they can recognise outcomes and work towards shared goals, gives structure and purpose to care processes, enables advocacy support
Features of ineffective engagement: intrusive, disruptive, time-consuming

Teamwork and leadership: processes and impact:
Leading the care process
Working in partnership
Supporting care teams, multidisciplinary approaches
Promoting best practice in the best interests of the individual
Reflective review, identifying gaps in service to improve
Collecting and interpreting data and drawing conclusions
Reviewing measures and terminating ineffective processes
Regulation and monitoring: benchmarks and standard setting
Critical incident analysis and serious case reviews
High-quality service provision
Improved job satisfaction and customer experience of the service

Supervision and management:
Review of practice, review of policies
Measuring outcomes, data analysis
Quality assurance, meeting regulatory standards, benchmarking.
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Examine the influence of theoretical models and methods of assessment and planning in practice in the workplace</td>
<td><strong>P1</strong> Compare the different models of assessment and their implementation in healthcare</td>
<td><strong>D1</strong> Evaluate the influence of different theoretical perspectives on models of planning and assessment used in the workplace</td>
</tr>
<tr>
<td><strong>P2</strong> Discuss the application of theoretical perspectives to the care planning process in a healthcare setting</td>
<td><strong>M1</strong> Review how the legislative and regulatory framework that support equality and diversity is reflected in the assessment and care planning process</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Implement care plans in the workplace to meet desired outcomes for individuals</td>
<td><strong>P3</strong> Discuss responsibilities and duties of own role in promoting person-centred care planning</td>
<td><strong>LO2</strong> and <strong>LO3</strong></td>
</tr>
<tr>
<td><strong>P4</strong> Demonstrate own contribution to the care planning process and use of care plans in the setting</td>
<td><strong>M2</strong> Demonstrate the promotion of an individual's holistic wellbeing through effective communication when implementing a plan of care in own workplace</td>
<td><strong>D2</strong> Critically review the challenges of developing care plans that meet the needs of the individual and their required outcomes</td>
</tr>
<tr>
<td><strong>LO3</strong> Review the challenges and benefits of planning person-centred care in the workplace</td>
<td><strong>P5</strong> Discuss the barriers to implementing care planning in the setting</td>
<td><strong>M4</strong> Critically discuss the use of strategies developed to overcome any barriers to implementing care plans</td>
</tr>
<tr>
<td><strong>P6</strong> Review the benefits of the use of care plans in ensuring the needs of the individual are prioritised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Reflect upon the impact of the planning of care on practitioners, individuals, family and carers in relation to own practice</td>
<td><strong>P7</strong> Discuss the ways in which the individual and family contributes to evaluation of the care process  &lt;br&gt; <strong>P8</strong> Review aspects the care planning process and their impact upon the individual, family and carers</td>
<td><strong>M5</strong> Critically discuss the importance of team work and leadership in developing supportive approaches for the individual and family in the planning of care  &lt;br&gt; <strong>D3</strong> Critically reflect upon the planning process in relation to own practice in the healthcare setting</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Reports and Articles

Websites
corecarestandards.co.uk Derbyshire Healthcare NHS Foundation Trust
Pages on care-planning
(resources and guidance)

ncpc.org.uk The National Council for Palliative Care
Advance Care Planning
(report)

nhsemployers.org NHS Employers website
Pages on personalised-care-planning
(e-learning)

scie.org.uk Social Care Institute for Excellence
The Mental Capacity Act and care-planning
(report)

Links
This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 6: Supporting Dementia Care
Unit 7: Effective Healthcare Practice using Maths
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 10: Developing Operational Management Skills for Healthcare Practice
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 15: Healthcare Technology in Practice
Unit 16: Supporting Adults in Residential Care
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 24: Health Psychology
Unit 30: Pharmacology and Medicine Management
Unit 31: Providing Outpatient and Community Care
Unit 36: End of Life Care Planning and Support

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>LO1</td>
<td>M1</td>
</tr>
<tr>
<td>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</td>
<td>LO2</td>
<td>P3, P4, M2, D2</td>
</tr>
<tr>
<td>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</td>
<td>LO3</td>
<td>P5, M3</td>
</tr>
<tr>
<td>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</td>
<td>LO1, LO2, LO3</td>
<td>P1, P2, P3, P4, M2</td>
</tr>
<tr>
<td>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</td>
<td>LO3, LO4</td>
<td>M4, P7, P8</td>
</tr>
</tbody>
</table>
**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions

<table>
<thead>
<tr>
<th>Unit code</th>
<th>J/616/1656</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

**Introduction**

Long-term health conditions are often complex in nature and can be chronic or acute. They will affect individuals in every aspect of their daily living activities and may require long-term and consistent specialised healthcare practice. Such practice includes meeting specific physical care needs such as the care of the tracheostomy or percutaneous endoscopic gastrostomy (PEG) feeding, or supporting emotional needs of individuals including people with dementia or mental health conditions. In addition to this, long-term conditions may be complex and could require the skills of the healthcare assistant in managing care packages in the home, in care settings and in acute health settings. Students taking this unit will develop their understanding of this practice, as well as their skills in effecting good practice in this regard.

This unit is designed to enable students to consider the needs of the individual with long-term health conditions and develop their skills in the holistic assessment of needs and in supporting the personalised care of the individual, to include effective communication, administration of medication, support of mobility, meeting personal care needs and working in partnership with other professionals.

Students will consider how healthcare practitioners work to put the needs of the whole person at the forefront of their practice. Students will develop their understanding of multidisciplinary and partnership working where individuals with long-term health conditions require the input of several different disciplines of support services in order to ensure their needs are met. Students will further explore their role in becoming effective healthcare workers in being able to recognise the needs of the individual and providing consistent, high-quality, skilled and compassionate care.
This unit will support students’ development of the required skills and knowledge to advance their progression in a healthcare role. The practical skills developed are significant in providing valuable experience as a pre-requisite to entering nursing or allied health professions.

**Learning Outcomes**

By the end of this unit students will be able to:

1. Discuss how different long-term health conditions affect the wellbeing of the individual
2. Support the needs of individuals with long-term health conditions in a healthcare setting
3. Analyse own role as a part of a multidisciplinary healthcare team in providing appropriate care for the individual with long-term health conditions
4. Review the effectiveness of strategies to meet the needs of the individual with long-term health conditions in the healthcare setting.
Essential content

LO1 Discuss how different long-term health conditions affect the wellbeing of the individual

Long-term health conditions
Defined physical and mental health conditions such as diabetes
Mental health conditions
Learning disability
Chronic and degenerative conditions such as arthritis and dementia
Sensory impairment such as sight or hearing loss
Conditions exacerbated by alcohol and substance misuse
Age-related chronic and complex medical conditions
Genetic and birth trauma conditions, complex metabolic disease
Comorbidity

Impact of long-term conditions
On the individual, family and friends, staff, health, care and support service provision and providers
Effects of long-term conditions, e.g.:
physical impact, e.g. dependency, loss of personal space, institutionalisation,
impact on mental wellbeing, e.g. fear, learned helplessness, frustration, anger, depression, anxiety, confusion
social impact e.g. social exclusion, discrimination, family dysfunction, isolation
organisational impact, e.g. on the wellbeing of staff involved in the provision of care, day-to-day planning and management of services, resource implications.

Requirements of different types of care in brief
Palliative care
End of life care
Continuous care
Care in acute phase, e.g. diabetes, asthma
24-hour care from birth or otherwise
Urgent and emergency care
LO2 **Support the needs of individuals with long-term health conditions in a healthcare setting**

*Care planning processes and considerations*
Assessments including, integrated assessments of care of multiple long-term conditions (comorbidity), assessing social care needs, needs based assessment
Advocacy services
Funding including personal budgets
Physical care routines required
Management of care pathway and processes
Recording information
Managing risk
Promoting independence
Effects of different individual characteristics on care management e.g. ethnicity, religion

**Tutors should deliver with reference to processes of assessment and examples of relevance in own home nation**

*Training needs*
Physical care routines
Safe moving and handling
Administration of medication
Safeguarding, equality and diversity
Record-keeping
Specific support measures
Infection control measures

*Care provision*
Supporting physical care needs
Monitoring of body systems, e.g. observations (clammy or dry skin), bruises and/or pressure sores, weight loss, mobility, appetite changes, incontinence, lifestyle changes, use of mobility aids, oxygen cylinders, self-administered medication and injections, inhalers
Providing personal care, personal hygiene
Supporting mobility
Care of amputees
Feeding, PEG (percutaneous endoscopic gastrostomy feeds)
Moving and handling, including safe use of hoists
Implementing infection control measures
Tracheostomy care
Colostomy care
Managing continence issues
Supporting use of medication
Valid consent, adjusting clothing, relevance of tests, allaying fears, giving correct information
The equipment used for different measurements, maintenance and safety checks, hygiene, cleaning and storage, training for use of equipment, competency
Providing empowering support and information
High-quality personalised care – care, compassion, competence, communication, courage, commitment (the 6 Cs)
Supporting the individual to self-manage their condition

_Person-centred planning_
Enabling privacy, dignity, respect
Recognising the importance of diversity in practice
Promoting anti-discriminatory practice, equality of opportunity
Promoting choice and control
Supporting active participation
Promoting independence and self-management

_Managing challenging behaviour and reducing distress, managing risk and supporting risk taking_
Safeguarding and protection when providing care
Supporting holistic approaches to care
Providing emotional support
Support other staff in meeting the care needs of an individual
Taking a lead with peers where appropriate
Reflecting upon own performance
Addressing areas for performance review through supervision and mentorship
Contributing to and support quality improvements
Working according to the organisation agreed ways of working
Contributing to record-keeping and audit review processes
Promoting and encouraging an inclusive environment that values diversity

LO3 Analyse own role as a part of a multidisciplinary healthcare team in providing appropriate care for the individual with long-term health conditions

Own responsibilities in enabling effective team support in caring for individuals
Role modelling professional standards and competencies, compassion, duty of care, effective and transparent communication
Safeguarding individuals in own care
Organisational aspects of care
Safe medicines administration and management
Reporting of critical incidents
Mentoring others, e.g. healthcare assistants or support workers

Reflective practice
Evidence-based practice
Other models of reflective practice
Benchmarking and standard setting

Multidisciplinary team
Health, social care, speech and language therapy, mental health services, psychologists, psychiatrists, social workers, physiotherapists, occupational therapists, family support, education, other public sector services

Partnership working
Referral processes
Confidentiality and information sharing
Problem-solving and decision-making
Aspects of legislative frameworks that apply to care provision in teams

Data protection e.g. General Data Protection Regulations (2018), Data Protection Act (1998) OR other related legislation as currently applicable in own home nation

Related to the structure and function of care and safeguarding of service users e.g. in the UK, the Care Act (2014), Valuing People (2007), Children and Families Act (2014) OR other related legislation as currently applicable in own home nation

LO4 Review the effectiveness of strategies to meet the needs of the individual with long-term health conditions in the healthcare setting

Holistic assessment
Dignity and consent
Safeguarding
Risk assessment
Whole person approaches, taking into account physical and mental needs

Multidisciplinary care planning
Care co-ordination
Key workers
Case conferences
Case management
Safeguarding considerations
Integrated service delivery

Multi-morbidity and tailored approaches to care
Integrated care planning
Advocacy services
Therapeutic interventions
Supporting self-management
Agreeing the individualised management plan
Person-focused approaches, enhance choice, equality, independence and social inclusion, privacy and dignity, effective communication, systematic approaches
Avoiding and addressing unwarranted variation
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Discuss how different long-term health conditions affect the wellbeing of the individual</td>
<td><strong>M1</strong> Assess the benefits of person-centred care for the individual requiring long-term care</td>
<td><strong>D1</strong> Justify person-centred approaches applied in the care of individuals with long-term health conditions</td>
</tr>
<tr>
<td><strong>P1</strong> Discuss the effects of long-term health conditions relevant to own area of practice on the wellbeing of the individual</td>
<td><strong>P2</strong> Investigate the types of care provision required to meet the needs of different individuals with long-term health conditions</td>
<td><strong>D2</strong> Evaluate own practice in providing consistently high-quality care in partnership with others</td>
</tr>
<tr>
<td><strong>LO2</strong> Support the needs of the individual with long-term health condition in a healthcare setting</td>
<td><strong>P3</strong> Work with others to assess the needs of the individual supported by a care plan</td>
<td><strong>M2</strong> Review own values and beliefs and ways in which the needs of the individual have been met using person-centred values</td>
</tr>
<tr>
<td><strong>P4</strong> Provide a period of care for individuals with long-term health conditions, working with others</td>
<td><strong>M3</strong> Promote clear principles and values of care for individuals in supporting new members of a care team</td>
<td><strong>M3</strong> Promote clear principles and values of care for individuals in supporting new members of a care team</td>
</tr>
</tbody>
</table>
| **LO3** Analyse own role as a part of a multidisciplinary healthcare team in providing appropriate care for the individual with long term health conditions | **P5** Analyse how the roles of different individuals enable efficient provision of care for an individual with long-term conditions in a healthcare setting | **LO3 and LO4**
<p>| <strong>P6</strong> Interrogate how own role in a healthcare setting enables efficient team-working practices in providing appropriate care for individuals | <strong>M4</strong> Evaluate the role of the multidisciplinary team in meeting the needs of different individuals in different healthcare settings | <strong>D3</strong> Critically review own role as a part of a wider team in supporting a current strategy intervention regarding quality of delivery in providing long-term care to individuals in a healthcare setting |</p>
<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO4</strong> Review the effectiveness of strategies to meet the needs of the individual with long-term health conditions in the healthcare setting</td>
<td><strong>P7</strong> Review the care strategies used in own setting to support individuals with long-term health conditions</td>
<td><strong>P8</strong> Make referrals or recommendations for other services to provide support for the care needs of the individual</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Journals and Reports


Websites
bmj.com
British Medical Journal
Improving the quality of healthcare for chronic conditions (Journal)

cfwi.org.uk
Centre for Workforce Intelligence
Nursing and Midwifery, Workforce Risks and Opportunities (Report)

rush.edu
Rush University Medical Center
Implementing Care Coordination in the Patient Protection and Affordable Care Act (Brief)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 6: Supporting Dementia Care
Unit 7: Effective Healthcare Practice using Maths
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 15: Healthcare Technology in Practice
Unit 16: Supporting Adults in Residential Care
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 22: Supporting Individuals through Significant Life Events
Unit 24: Health Psychology
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 30: Pharmacology and Medicine Management
Unit 31: Providing Outpatient and Community Care
Unit 33: Psychophysiological Disorders
Unit 36: End of Life Care Planning and Support
Unit 37: Complementary Therapies in Healthcare Practice
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td></td>
<td>M4, D3</td>
</tr>
<tr>
<td>LO4</td>
<td></td>
<td>P8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td></td>
<td>P4, P5, M2, M3, D2, P6, P7, M4, D3</td>
</tr>
<tr>
<td>LO3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td></td>
<td>P4, M2, M3, D2</td>
</tr>
<tr>
<td>LO3</td>
<td></td>
<td>P6, M4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td></td>
<td>P2, M1, D1</td>
</tr>
<tr>
<td>LO2</td>
<td></td>
<td>M2, M3, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td></td>
<td>All Assessment Criteria</td>
</tr>
<tr>
<td>LO3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 22: Supporting Individuals through Significant Life Events

<table>
<thead>
<tr>
<th>Unit code</th>
<th>L/616/1657</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Part of the role of the healthcare worker is to recognise how to provide a supportive environment within which individuals can come to terms with change in their lives. In some roles, this includes a responsibility for supporting individuals in planning for, or coping with, the significant changes that will affect their future. Professional healthcare workers will be involved in the care for individuals at different life stages and who may be in their care for extended periods. The success of this relationship is based on professionalism and trust. This is particularly meaningful when supporting individuals and their families through significant events that occur in their lives.

In this unit, students will consider different types of life events and their impact on the individuals they provide care for. The unit develops students’ awareness and understanding of emotions associated with change, and in coming to terms with emotions such as loss, fear, anxiety, anger and confusion. Students will review organisational policies in place to support individuals through change.

The unit also explores how to be responsive to the complex behaviours that are related to coping with change, and the individual differences that can influence this process. Contacting external agencies, rearranging care provision and sharing information with new settings are topics covered in this unit. Students will learn about the role of the healthcare worker in providing continuity and consistency in care to minimise disruption.

Completion of this unit will support students in understanding the significance of life events and their impact upon periods of care and in developing the skills to deal with unplanned and distressing events that may be experienced by individuals they provide care for. This supports progression to more senior roles in care or continuation in higher education in nursing or allied healthcare degrees.
Learning Outcomes

By the end of this unit students will be able to:

1. Assess the impact of significant life events on individuals and social networks
2. Review the roles of external agencies that provide support for individuals and their social networks going through significant life events
3. Explain how organisational policies and procedures support individuals and their social networks affected by significant life events
4. Reflect on how individuals who have experienced significant life events are supported in care service provision.
Essential content

LO1 Assess the impact of significant life events on individuals and their social networks

Life stages and individual needs in response to significant life events
Pre-natal and birth, infancy, childhood, adolescence, adulthood, middle adulthood, late adulthood
Needs of individual, learning ability, age, health conditions, addiction issues, age related health conditions

Life events
Definition
Loss/death of a significant other, e.g. carer, parent, partner, child
Transitions
Employment, loss of employment, sudden increase or decrease in wealth or income
Health-related events, period of ill health leading to loss of ability, loss of function, sensory loss, loss of or changes in mental ability, e.g. loss of memory, recovery from a long period of ill health
Change in location, leaving home, change of care home, destruction of home, changed location and local environment
Other significant events e.g. birth of a child with or without health conditions, marriage

Recognition that impact can be positive or negative, depending on the significant event and the individual experiencing the event

Physical impact on individual
Possible challenges: requirement for additional support/healthcare, changed physical or care needs or wants, listlessness and inactivity
Possible benefits: improved health behaviours

Emotional impact on the individual
Possible challenges: frequent changes in mood, feelings of confusion or isolation, fear, anxiety, stress, anger, low feelings of self-worth, loss of purpose, shame, loss of pride, depression or low mood
Possible benefits: improved feelings of self-worth, euphoria, positive mood, increased confidence
Social and economic impact on the individual

Possible challenges: loss of independence, income or ability to provide, access to familiar social networks, dependence on familiar or unfamiliar others

Possible benefits: opportunities to create new relationships, seek new sources of income, achieve alternative economic goals

Intellectual impact on the individual

Possible challenges: negative changes in self-perception, loss of stimulation or familiar activities or pastimes, changed understanding, inability or reluctance to make choices, disempowerment, inability to plan for future, feeling pressurised

Possible benefits: positive changes in perspective and self-perception, accepting new challenges, opportunities to access different experiences

Impact on social networks

Impact on social networks includes family and friends, and can include work colleagues, leisure contacts

Possible challenges: changes in relationship dynamics, taking on role of informal carer versus parent/sibling/partner, additional responsibilities, which can lead to stress related ill health, feelings of guilt, stress, fear, destabilisation, embarrassment, helplessness, unsure what is expected of them but feel they need to help, wanting to stay in touch but often feel pushed away or unsure of how to help

Possible benefits: the opportunity to discover and develop new relationships, enrich or deepen existing ones

LO2 Review the roles of external agencies that provide support for individuals and their social networks going through significant life events

External agencies

Social and welfare services, e.g. voluntary organisations supporting mental health needs, behaviour support, advocacy, support groups, befriending, financial advisory services

Local authority services including social workers, housing support services, support workers, benefits and entitlements advisory services, children and family services

Health services, e.g. consultants, counsellors, specialist nurses, physiotherapists, speech therapists, dieticians, occupational health services, psychiatrists and psychologists
Barriers to partnership approaches to managing the impact of significant life events

Lack of knowledge, information or awareness of services available
Poor communication
Lack of resources
Poor understanding of event
Lack of co-ordination of services
For individual and family-repeated appointments, having to repeat information, travel difficulties getting to appointments
Financial difficulties
Cultural awareness
Individual/family reluctant to engage
No lead professional
Lack of integrated approaches and planning
Poor care planning
Non person-centred approaches to support offered

Role of healthcare assistants

Effectively communicating between individual, family and other services
Accurate and timely record keeping and supporting appropriate care and support plans
Supporting specialist care
Awareness and compassion of implications of change, loss, life event
Supporting family and individual in making changes and accepting changed requirements
Supporting challenging of decisions made that the individual and family are unhappy about
Liaising between family and professionals in sharing information in line with confidentiality policies
Recognising and working within scope of role in providing support
LO3 Explain how organisational policies and procedures support individuals and their social networks affected by significant life events

Aspects of policies and procedures that help to support individuals affected by significant life events

Confidentiality
Data protection
Safeguarding
Health and safety and risk management
Care planning and referral
Record-keeping
Safe handling of medication

Aspects of legislative frameworks that provide support to individuals experiencing significant change or life events

Working within legislative requirements in supporting with financial implications:

- Mental Capacity Act (2005)
- Deprivation of Liberty Safeguards

Power of attorney, living wills and do not resuscitate orders

Care Act (2014), Provision of care services, personal budgets, self-funding care, allocation of support services

Health and Social Care Act (2012), integrated support services, health and social care joint assessments and planning, pooled resources.

Developing staff knowledge and skills to support individuals experiencing significant life events

Staff training
Safety and risk management
Resourcing and equipment
Record-keeping
Working as part of a team
Effective communication
Counselling and having difficult conversations
Advocacy
LO4 **Reflect on how individuals who have experienced significant life events are supported in care service provision**

*Supporting individuals*
- Responding appropriately to particular experiences
- Demonstrating empathy
- Allowing individuals to move at their own pace
- Enabling the space to adjust privacy and the opportunity to express emotion in a safe environment

*Supporting family and social networks*
- Encouraging the involvement of family and friends
- Encouraging social contact
- Facilitating ongoing involvement in leisure/sports activities, providing opportunity to share concerns, express feelings
- Maintaining, confidentiality, referring to support services, referring issues of concern

*Service provision*
- Providing appropriate planning of services
- Empathetic person led approaches
- Holistic assessment of need
- Cultural awareness and sensitivity
- Equality of opportunity and anti-discriminatory approaches
- Accessing range of service provision

*Review of support*
- Interagency review processes
- Feedback from family and friends
- Supported decision-making and involvement of individual in planning of services
- Supervision and monitoring approaches
- Reflective practice
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Assess the impact of significant life events on individuals and their social networks</td>
<td><strong>P1</strong> Discuss the impact of expected and unexpected significant life events on individuals at different ages and stages</td>
<td><strong>D1</strong> Critically evaluate the impact of significant life events on individuals, their families, friends and wider social networks</td>
</tr>
<tr>
<td><strong>M1</strong> Critically discuss the relationship between the impact on the individual, and the impact on their family, friends and wider social networks in relation to significant life events</td>
<td><strong>P2</strong> Discuss the impact of different significant life events on the individual's family, friends and wider social networks</td>
<td><strong>LO2</strong> and <strong>LO3</strong></td>
</tr>
<tr>
<td><strong>D2</strong> Critically reflect on organisational approaches to promoting effective and co-ordinated support for supporting individuals and their social networks affected by significant life events</td>
<td><strong>M2</strong> Critically analyse barriers to partnership approaches for individual and family affected by significant life events</td>
<td><strong>LO2</strong> Review the roles of external agencies that provide support for individuals and their social networks going through significant life events</td>
</tr>
<tr>
<td><strong>P3</strong> Compare how different external voluntary and statutory agencies support individuals through significant life events</td>
<td><strong>P4</strong> Discuss the role of the healthcare or care assistant in providing support to individuals as a part of a wider team of support services</td>
<td><strong>LO3</strong> Explain how organisational policies and procedures support individuals and their social networks affected by significant life events</td>
</tr>
<tr>
<td><strong>P5</strong> Analyse the relationship between organisational policies and the practical support available in health and care settings to different individuals experiencing significant life events</td>
<td><strong>M3</strong> Critically review the effectiveness of policies and procedures in own setting provide a framework for supporting individuals experiencing significant life events</td>
<td><strong>M3</strong> Critically review the effectiveness of policies and procedures in own setting provide a framework for supporting individuals experiencing significant life events</td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Reflect on how individuals who have experienced significant life events are supported in care service provision</td>
<td><strong>M4</strong> Reflect upon the effectiveness of own role in supporting individuals and their social networks affected by significant life events</td>
<td><strong>D4</strong> Critically reflect on how effectively care services in own locality respond to individuals and their social networks affected by significant life events</td>
</tr>
<tr>
<td><strong>P6</strong> Provide a period of appropriate support to an individual and their social network who have been affected by a significant life event</td>
<td><strong>P7</strong> Investigate referral processes available to support an individual and their social networks affected by significant life events</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Articles and Reports

Websites
england.nhs.uk  NHS England
Supporting people with a learning disability and/or autism who have a mental health condition or display behaviour that challenges (Report)

hft.org.uk  Hft (General reference)
nhs.uk  National Health Service
Social Care and support guide (Report)
rnao.ca  Registered Nurses’ Association of Ontario
Supporting and strengthening families through expected and unexpected life events (Supplement)

scie.org.uk  Social Care Institute for Excellence
Working together to support disabled parents (General reference)
Links
This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 6: Supporting Dementia Care
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 14: Sociological and Psychological Perspectives on Health
Unit 16: Supporting Adults in Residential Care
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 24: Health Psychology
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 36: End of Life Care Planning and Support

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO3</td>
<td>P5, M3, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2 LO4</td>
<td>P4, D2 P6, P7, M4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2 LO3 LO4</td>
<td>P3, P4, M2, P5 P6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2 LO3 LO4</td>
<td>P4, M2, D2 P5 P6 M4</td>
</tr>
</tbody>
</table>
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING

Essential requirements
Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery
Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment
Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts
A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 23: Managing Quality in Care Environments

Unit code  R/616/1658
Unit level  5
Credit value  15

Introduction

Every organisation should strive for excellence in service and in health and social care, the process of continuous improvement to safety, wellbeing and satisfaction is a hallmark of effective service provision. Staff and service users should be reassured that managers recognise the benefits of improvement to the quality of provision, and the impact of the individual on the overall success of the organisation. Being able to able to understand and implement continuous improvement measures is part of the manager’s role in care service provision. Further, increasing demands on care settings to improve quality of service have identified the importance of all staff understanding the different perspectives on, and methods of, achieving quality on a daily basis.

This unit will enable students to develop their knowledge of these differing perspectives, to review the requirements of external regulatory bodies and to analyse these in relation to the needs of patients, customers, staff and other internal stakeholders. Students will explore the methods used to assess different quality markers as well as strategies for managing service quality in order to maintain continuous improvement and positive outcomes. Further, students will have the opportunity to use this knowledge to plan, implement, monitor and evaluate a small-scale quality improvement initiative in their own work setting.

A manager in care settings would be expected to be a driving force in terms of quality improvement. This unit will provide students with the knowledge and skills that employers will expect their managers to bring to the setting.
Learning Outcomes

By the end of this unit students will be able to:

1. Assess the impact legislation and policy has on measuring and monitoring quality of practice in a health and social care.
2. Discuss the impact that improving quality has on different individuals in a care setting.
3. Explore quality improvement requirements in a care setting.
4. Plan and monitor improvements to quality.
Essential content

LO1 **Assess the impact legislation and policy has on measuring and monitoring quality of practice in health and social care**

*Theories of and approaches to measuring and monitoring quality*

Approaches e.g. Servqual, Total Quality Management, Continuous Quality Management

Theories e.g. quality circles, technical quality, functional quality

*Responding to legislative and statutory requirements*

Legislation regarding Data Protection, Safeguarding and Equality, aspects applicable to measuring and monitoring quality

Requirements of regulatory and inspecting bodies e.g., Care Quality Commission (CQC), Health and Safety Commission (HSC)

Standards set by national agencies e.g. National Institute for Health and Clinical Excellence (NICE)

Processes used to assess effectiveness of response e.g. quality reviews, quality assurance, quality audits, quality control

*Meeting external stakeholders' views of quality*

Regulators and inspectorates

Local authority, national and international standards setting agencies

*Setting standards to measure, monitor and improve quality*

Target setting

Benchmarks

Minimum standards

Performance indicators

Charters

Codes of practice

Quality Assurance Frameworks

The concept of continual improvement.
LO2 Discuss the impact that improving quality has on different individuals in a care setting.

Identifying internal stakeholders
Service users
Staff
Families
Professionals

Meeting service user needs
Recognising users of services as individuals
Recognising and actively promoting respect for diversity, difference and adopting inclusive practices
Taking a holistic approach to meeting needs and safeguarding: physical, mental, social, emotional, cognitive, e.g. including communication
Providing individuals with the tools for self-determination
Enabling service users’ ownership of their own care journey
Integrating service user feedback and experience into quality improvement measures
Keeping the service user at the heart of any quality improvement initiatives

Impact on service user of improving quality
Enhanced self-esteem
Enriched customer satisfaction and trust levels
Improved, high-quality healthcare
Developed approaches to inclusion and wellbeing
Improved experience of services
Enhanced safety
Enhanced clinical effectiveness
Enhanced relationships with families, and caregivers
More effective transition between different services
Meeting staff needs

Developing and supporting staff through provision of appropriate training, appraisal processes and performance management
Actively promoting equality and diversity and inclusion
Appropriate delegation of responsibilities
Safeguarding staff

Impact on staff and management of improving quality

Enabling an effective working partnership with other professionals, e.g. partnership working, collaborative approaches
Increasing job satisfaction
Lowering stress levels
Reducing attrition rates
Improving professionalism in the service
Positive working environment and constructive processes

LO3 Explore quality improvement requirements in a care setting.

Auditing quality improvement documentation and policies

Review of resources, e.g. finance and budgets, equipment, accommodation
Review of personnel, e.g. capacity, effectiveness, qualification and training
Review of care environment, e.g. hygiene, cleanliness, appropriateness, safety
Review of records of experience of service, e.g. service user, staff and local community views
Review of processes, e.g. values-based recruitment and training, safeguarding
Disposal of resources

Assessing quality expectations of setting

Using different methods of gathering information, e.g. questionnaires, focus groups, structured and informal staff and service user interviews, panels
Involving service users throughout, e.g. consultations, surveys, complaints and compliments processes
Rationale for improving quality in a setting

Improving service to customers
Empowering service users
Valuing front line staff
Enhancing the environment
Meeting external demands and expectations
Recognising that all improvements to quality are related to service users’ experience of the service

Methods of sharing information with stakeholders:

Formal and informal meetings with staff, service users, families and local communities, using appropriate communication styles, e.g. language, tone, presentation and listening skills
Differences between confidential, private and public information
Information science
Production of informatics
Publishing findings through different means e.g. reports, newsletters, websites

LO4 Plan and monitor improvements to quality

Planning a quality improvement initiative
Prioritisation and identifying aspect to improve
Gaining evidence for required change,
Measuring current standard of quality

Creating a plan

Setting SMART targets
Identifying processes, people and places
Identifying and prioritising intended outcomes
Implementing and monitoring plan

Carry out planned improvements
Involving staff and management in the process
Ongoing review of the achievement of SMART targets
Ongoing review of perception of progress e.g. gaining feedback, observations, critical reviews
Analysing results e.g. producing informatics
Making adaptations to plans to respond to outcomes
Planning for future improvements

Barriers to implementing planned improvement

External barriers, e.g. inter-agency interactions, legislation, social policy
Internal risks, e.g. resources, organisational structures, interactions between people, staff responsibilities, staff apathy
Own roles, limitations and responsibilities
Managing change
Operational technology
Managing and monitoring staff in the community
Managing and monitoring staff in home care environments.

Benefits of implementing planned improvement

To service users, e.g. enhanced wellbeing, improved patient outcomes, improved patient safety
To service, e.g. improved service provision, raised profile, meeting the challenge of the future
To staff, e.g. improved performance and satisfaction, increased potential, enhanced position
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Assess the impact legislation and policy has on measuring and monitoring quality of practice in health and social care</td>
<td><strong>P1</strong> Compare how different legislative and statutory requirements are taken into account in measuring and monitoring quality in health and social care using different theories and approaches</td>
<td><strong>D1</strong> Critically assess the impact of a current set of external quality standards on systems and working practice in a care setting, over a defined period</td>
</tr>
<tr>
<td><strong>LO2</strong> Discuss the impact that improving quality has on different individuals in a care setting</td>
<td><strong>M1</strong> Critically discuss how processes for measuring, monitoring and improving quality of practice have an impact on ways of working in a care setting</td>
<td><strong>D2</strong> Evaluate the involvement of service users, their families, staff and the community in quality improvement measures in care settings</td>
</tr>
<tr>
<td><strong>LO3</strong> Explore quality improvement requirements in a care setting</td>
<td><strong>P3</strong> Discuss the importance of promoting diversity, difference and inclusive practices in a care setting</td>
<td><strong>D3</strong> Evaluate the evidence gathered towards sharing information with different stakeholders regarding the quality improvement requirements of the aspect of working practice</td>
</tr>
<tr>
<td><strong>P5</strong> Carry out a review of one aspect of working practices in own setting to accurately identify improvements that can be made to the current level of quality</td>
<td><strong>M2</strong> Review the practical impact on a care setting of the requirement to meet different stakeholders’ needs in working to improve the quality of service provision</td>
<td><strong>P6</strong> Discuss why the aspect selected requires improvement using a range of different sources of information</td>
</tr>
<tr>
<td><strong>P4</strong> Discuss the importance of safeguarding different services users towards improving quality in a care setting</td>
<td><strong>M3</strong> Justify the aspect of improvement to working practices selected in terms of the impact on service users' experience of the service</td>
<td><strong>M3</strong> Justify the aspect of improvement to working practices selected in terms of the impact on service users' experience of the service</td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Plan and monitor improvements to quality</td>
<td><strong>P7</strong> Produce a detailed plan for a relevant quality improvement initiative in own work setting</td>
<td><strong>D4</strong> Evaluate the expected outcomes of own improvement initiative, discussing further changes or improvements which may be required</td>
</tr>
<tr>
<td><strong>P8</strong> Discuss potential or actual barriers to completing the quality improvement initiative</td>
<td><strong>M4</strong> Implement an appropriately planned quality improvement initiative</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
england.nhs.uk NHS England
NHS Commissioning
(General reference)
gov.uk Gov.UK
State of Healthcare
(Report)
health.org.uk The Health Foundation
Quality Improvement training for healthcare professionals
(General reference)
ncbi.nlm.nih.gov National Centre for Biotechnology Information
Patient Safety and Quality: An Evidence-Based Handbook for Nurses
(ebook)
nice.org.uk National Institute for Clinical Excellence
Standards and Indicators
(General reference)
who.int World Health Organisation
Introduction to quality improvement methods
(ebook)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 10: Developing Operational Management Skills for Healthcare Practice
Unit 15: Healthcare Technology in Practice
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 25: Facilitating Change in Healthcare Environments
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 29: Human Resource Management in Healthcare
Unit 32: Team and Individual Leadership: Mentoring and Coaching Others
Unit 35: Project Management for Healthcare

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>P1, P2, M1, D1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOurs</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3</td>
<td>P3, P4, M2, D2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P5, P6, M3, D3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P4, M2, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P3, M2, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P3, P4, M2, D2</td>
<td></td>
</tr>
</tbody>
</table>
**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 24: Health Psychology

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Y/616/1659</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Health Psychology investigates the relationship between the biological, psychosocial, cultural and social-environmental factors that influence health. Specific causations in relation to various illnesses are investigated and tailored interventions to meet the needs of individuals, groups and communities are considered.

In studying this unit, students will critically explore different theoretical perspectives and approaches of health with particular emphasis on the causes and behavioural processes that influence or prevent deterioration and the development of an illness.

Students will examine different disorders that have a significant psychological dimension including eating disorders, stress and anxiety, alcohol and drug dependency. They will analyse the different factors and combinations of factors that give rise to these conditions and affect their diagnosis, prognosis and treatment. The unit includes an exploration of the process of psychological evaluation relating to specific conditions with emphasis on influencing attitudes and awareness towards better health outcomes and the promotion of behavioural change.

The enhanced level of enquiry acquired during the study of this unit will broaden students’ understanding of varied disciplines and perspectives in health psychology. This enables students to acquire knowledge and understanding of health psychology, and develop transferable skills needed to support different types and levels of psychological care needed to support individuals with a life changing illness.
Learning Outcomes

By the end of this unit students will be able to:

1. Discuss how biological and social factors impact the health and behaviour of individuals at different life stages.

2. Examine how current theoretical perspectives in health psychology explain human behaviour.

3. Explore the various forms of assessment used to diagnose and plan treatment for different health issues.

4. Analyse the role of health psychology practice in improving outcomes for individuals using healthcare services.
Essential content

LO1 Discuss how biological and social factors impact the health and behaviour of individuals at different life stages

Life stages
Overview of biological, psychological and social indicators that define the seven life stages – prenatal and birth, infancy, childhood, adolescence, early adulthood, middle adulthood, later adulthood

Internal biological contributors to health and wellbeing
Growth, development and ageing
Gender and gender identity
Genetics and neurogenerative disorders

External biological contributors of health and wellbeing
Environmental biological arbiters, e.g. micro-organism (bacteria, viruses and parasites)

Sociological factors influencing health, illness and health behaviour
Cultural influences, different attitudes amongst groups in society, religious/ethnic/generational/professional sub-cultures, influence of the media, e.g. social media platforms
Socio-economic, e.g. education, social class, economic status
Environmental factors, e.g. population density and available infrastructure

Psychological factors influencing health, illness and health
Behaviour
Cognition and language development – education
Attachment, social relationships and communication
Family interrelationship complications of members, bereavement and stress
LO2  **Examine how current theoretical perspectives in health psychology explain human behaviour**

The role of Health Beliefs:

*Theory of Planned Behaviour:*

*Diathesis Stress Model:*

*General Adaptation Syndrome:*
Seyle, H. (1907-1982).

*The Transtheoretical Model:*

*The Transtheoretical (Stages of Change) Model:*

*Coping strategies*
Problem-focused
Emotion-focused
Defence mechanisms and denial

LO3  **Explore the various forms of assessment used to diagnose and plan treatment for different health issues**

*Health and behaviour assessment and intervention procedures*
The prevention, treatment and management of psychological health conditions with physical symptoms
Models of assessment
Approaches to treatment
Consideration of psychological, behavioural, emotional, cognitive and social factors contributing to the development of health conditions
Practitioners and services involved in assessment and intervention

Health psychologist – observational and referral service
General practitioner – medical intervention
Psychiatric – medical and therapeutic intervention
Clinical psychologist – observations, health orientated questionnaire, psychophysiological monitoring
Social service – family and home relationship observation
Occupational – home/environmental observation

Disorders and conditions

Stress and anxiety
Eating disorders – obesity, anorexia and bulimia
Addiction – alcohol, smoking and drug dependency
Chronic and terminal illness

Behaviour modification

Changing attitudes and belief system
Compliance and non-compliance
‘Sick role’ placebo effects
Psychosomatic and somatopsychic change

Other considerations re: intervention and treatment

Medical and biopsychosocial models of treatment
Changing and controlling health conditions with a view to reducing dependency and long-term effects
The impact of physical ability, mobility restriction and confinement on treatment or methods of support
Pain perception, organic pain, psychogenic pain acute and chronic pain
Use of holistic complementary treatments, e.g. acupuncture, homeopathy, herbal medicine
Indicators of effective assessment and intervention

Prompt diagnosis, evaluation and assessment
Clear and appropriate treatment planning
Use of different agencies to support, e.g. referral services, family, therapists, crisis intervention services
Appropriate medication administration and management
Long-term prognosis and support

LO4 Analyse the role of health psychology practice in improving outcomes for individuals using healthcare services

Framework of health psychology practice

Professional regulatory and advisory bodies for health psychology practice, e.g. British Psychology Society (BPS), Division of Health Psychology (DHP), European Health Psychology Society (EHPS), Health Psychology in Public Health Network (HPPHN), The Institute of Health Promotion and Education (IHPE), Health and Care Professional Council (HCPC)

Tutors should deliver with reference to current examples relevant to own home nation

Professional alliances
Hospital, local authorities, public health, academic research and university departments

Professional practice
Ethical values – respect, competence, responsibility and integrity

Core skills:
Assessment – establishment of agreement with the client
Formulation – of client's needs and problems
Intervention – of implementation of solutions
Evaluation – of outcomes
Communication – reporting and reflecting on outcomes
Responsibilities and boundaries of professional practice

British Psychological Society's Code of Ethics and Conduct

Competent (professional and informed) practice, effective and safe practice

Legal and ethical obligations of practice (as applies to subject):


Equality legislation e.g. Equality Act (2010) protected characteristics, prohibited acts.

Safeguarding e.g. Mental Capacity Act (2005), Mental Health Act(amended) (2007)

Health and Safety e.g. Health and Safety at Work Act (2000)
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
</table>
| **LO1** Discuss how biological and social factors impact the health and behaviour of individuals at different life stages | | **LO1 and LO2**
| **P1** Discuss the relationship between biological and social factors and behaviour in different life stages and ages | **M1** Analyse the influence of biological and social factors on health, illness and health behaviours | **D1** Critically analyse the relationship between different theories of health behaviours and healthcare practitioners understanding of the development of health disorders at different life stages. |
| **LO2** Examine how current theoretical perspectives in health psychology explain human behaviour | | |
| **P2** Discuss the role of different health beliefs in the development of health behaviours | **M2** Analyse the effectiveness of theories of health behaviour in informing our understanding of different behavioural disorders | |
| **LO3** Explore the various forms of assessment used to diagnose and plan treatment for different health issues | | **LO3 and LO4**
| **P3** Review how different forms of assessment are used to identify and support individuals with specific health conditions | **M3** Analyse the effectiveness of different assessments and interventions used to improve an individual's long-term health outcomes | **D2** Critically evaluate the utilisation of practitioners experienced in health psychology in increasing the effectiveness of service provision in health and care settings |
| **LO4** Analyse the role of health psychology practice in improving outcomes for individuals using healthcare services | | |
| **P4** Review the role of the current professional regulatory and advisory health psychology framework in supporting the work of healthcare practitioners | **M4** Justify the integration of health psychology in improving health and wellbeing outcomes for individuals with different health and behavioural issues | |
| **P5** Discuss the strengths and weaknesses of current legal and ethical obligations in terms of their impact on the work of healthcare practitioners | | |
Recommended Resources

Textbooks


Websites

- bps.org.uk: British Psychology Association (BPS) (General reference)
- dsm5.org: Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (General reference)
- ehps.net/: European Health Psychology Society (General reference)
- hpc-uk.org: Healthcare Professionals Council (HCPC) General reference
- hppn.org.uk: Health Psychology in Public Health Network (HPPHN) Research and discussion forum
- ihpe.org.uk: The Institute of Health Promotion and Education (IHPE) research
- nice.org.uk: National Institute for Health and Care Excellence Research and General reference
Links

This unit links to the following related units:

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 5: Health Education in Action
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 14: Sociological and Psychological Perspectives on Health
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 22: Supporting Individuals through Significant Life Events
Unit 28: Holistic Approaches to Health Promotion
Unit 33: Psychophysiological Disorders

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO4</td>
<td>P4, P5, M4, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td>P5, M3, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td>P3, P4, P5, M3, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Learning Outcomes</td>
<td>All Assessment Criteria</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Learning Outcomes</td>
<td>All Assessment Criteria</td>
<td></td>
</tr>
</tbody>
</table>
**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Introduction

Change management is so much more than to make something different. From the investigation as to whether change is necessary through to the exploration of team dynamics, leadership, barriers to change, motivation and planning for change, involvement of the multidisciplinary team with the implementation of change and, finally, results evaluation, with the potential to re-plan future strategy. The one constant within the health service is change; from health departments and agencies which define the shape of training, education, skill and the competence of the healthcare workforce, through to a number of local initiatives and strategies that require implementation.

The aim of this unit is for the student to recognise the different components of change management, and to develop the skills to be able to facilitate the identification, development, piloting of and evaluation of a change management initiative in a healthcare context. Students will develop their knowledge of the theoretical aspects of change management in the application of an identified change initiative.

Topics included in this unit are the theories behind change management within the health service, barriers to change the student may experience, especially where ingrained culture may prove difficult to navigate, decision-making structures made in partnership with organisational policy, and impact on key stakeholders, e.g. allied health professionals and patients. Finally, students will explore how change itself may emerge and how reflection can be used as a building block for future work.

On completing this unit, the student will have had the opportunity to design and initiate a change management plan within their own organisation that will support their career progression in healthcare. Transferable skills the student will develop through completing this unit include project and staff management, customer service, enhanced communication skills and the ability to reflect on own practice.
Learning Outcomes

By the end of this unit students will be able to:

1. Discuss factors that have driven recent changes in the healthcare sector.
2. Discuss the components of change management within a change management initiative in healthcare provision.
3. Implement own small-scale change management plan.
4. Assess the effectiveness of a change management plan.
Essential content

LO1 Discuss factors that have driven recent changes in the healthcare sector

Political
Political party, changes to direction or content of national or local policy as a result
Healthcare targets
Existing legal/ethical frameworks

Financial/funding
How the health service is financed
Financial balance and deficit

Patient population
Ageing population
Increased (patient) expectation of services
Changes to lifestyle
New/developing diseases
Imbalance of access to care

Technology
Medical equipment
Impact and use of social media

Culture
Ways of working
Structure and routine
Policy and procedure
Professionalism
Stereotyping and discrimination within the workforce
Bullying
Cultural diversity in the workplace
Priorities of care
- e.g. mental health
- Focus of priority, primary and/or secondary care
- Quality of care and quality assurance
- Healthcare transformation
- Ways of working and needs of patients

Workforce factors
- e.g. ageing workforce, changes to how staff/overseas staff are recruited, professional regulation, educational funding structures/higher apprenticeships, use of unregulated staff, workforce diversity

LO2 Discuss the components of change management within a change management initiative in healthcare provision

Define and recognise change management
- Change process theories
- Facilitation
- Practice development
- Transformation
- Roles

Change identification
- Ideas/vision
- Policy
- Process
- Concept analysis

Political issues/NHS
- Strategic directives, e.g. Sustainability and Transformation Plans
- Finance
- Structure
- Workforce
- Education
- Environment
- Barriers to change
Other factors that contribute to change management planning and implementation and effectiveness

e.g. history, culture, environment, resistance, hidden agendas, workload, loss

Motivators to support change

Leadership
Management
Influence
Resources
Priorities
Readiness to change
Additional factors

LO3 Implement own small-scale change management plan

Content of plan
Aim
Objectives
Narrative
Context
Clarity
Ethical considerations

Structure of change
Plan
Timelines
Workload
Span of control
Local decision-making structures
Infrastructure
People
Impact on staff
Expert
Participation
Learning
Impact on patients
Values
Reflecting promotion of workforce diversity in planning
Understand organisations

Communication during change
Types
Negotiation
Networking
Imagery
Flow
Behaviours
Response/feedback

Quality assurance
Definitions
Composition
Ethics
Accountability

Readiness to change
Resources
Informing

Implement the plan
Leadership
Safety
Consistency
Sustainability
Flexibility
Impact
Team/teamwork
Stakeholders
Internal political dynamics
Self
Consideration of issues of equality, diversity and inclusion

Dealing with conflict
Recognition and respect
Explanation
Encouragement
Motivation
Dysfunctional behaviours
Socio-emotional support

Emergent change
Review progress
Adapt
Opportunity
Threat

LO4 Assess the effectiveness of a change management plan

The plan
Own plan or pre-existing change management plan relevant to own setting

After action review
Leadership
Intervention
Questions
Issues resolved
Reflection
Models
Evaluation
Comparison
Positive and negative aspects of change management

Staff views
e.g. through QA, Survey
Measuring success
Levels of understanding
Milestones

Examine consequence
New behaviours
Impact on self, others, service
Perception
Transition

Maintenance of standards
Information sharing
Continuous improvement
Performance measurement
Embed
Future innovation
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Discuss factors that have driven recent changes in the healthcare sector</td>
<td><strong>P1</strong> Discuss recent changes that impact practice in the health sector</td>
<td><strong>D1</strong> Evaluate how factors that drive change and impact on patient care, have influenced the development of a recent policy</td>
</tr>
<tr>
<td><strong>P2</strong> Present a report on the factors that have driven these recent changes</td>
<td><strong>M1</strong> Assess the impact of these factors on care for individuals accessing healthcare services</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Discuss the components of change management within a change management initiative in healthcare provision</td>
<td><strong>P3</strong> Illustrate in detail the components of change management within a health or care service context</td>
<td><strong>D2</strong> Assess the factors that affect readiness to change in healthcare practice settings given the current national strategic climate</td>
</tr>
<tr>
<td><strong>P4</strong> Discuss the impact of a national strategic direction on a local initiative to effect change in health or care provision</td>
<td><strong>M2</strong> Justify the initiative in relation to wider healthcare issues</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Implement own small-scale change management plan</td>
<td><strong>P5</strong> Prepare a small-scale change management plan</td>
<td><strong>D3</strong> Evaluate the impact of own change management initiative on key stakeholders, making comparisons to other healthcare change initiatives</td>
</tr>
<tr>
<td><strong>P6</strong> Present strategies to address anticipated challenges to the implementation of the change management plan</td>
<td><strong>M3</strong> Assess emerging themes, areas for development and communication strategies used in the change management plan</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Use testing and analysis to implement the change management plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Assess the effectiveness of a change management plan</td>
<td><strong>P8</strong> Evaluate the impact of a change management initiative on staff</td>
<td><strong>D4</strong> Critically assess the need for future work on the basis of the evaluation of the change management initiative</td>
</tr>
<tr>
<td></td>
<td><strong>P9</strong> Present the analytical report on the findings of a change management initiative to relevant stakeholders</td>
<td><strong>M4</strong> Justify outcomes of the change management initiative to staff in a healthcare setting</td>
</tr>
</tbody>
</table>


Recommended resources

Textbooks


Websites

hee.nhs.uk Health Education England
An Introduction to Behaviour Change (Tutorial)

cipd.co.uk Chartered Institute for Personnel and Development
Transformational Change (Podcast)

hsj.co.uk Health Service Journal
1. Changing CQC Ratings: A System Stacked Against the Providers (Article)
2. A Review of the CQC and Performance Management (Article)

rcn.org.uk Royal College of Nursing
The Case for Change Management (General reference)
The Case for Change, why England needs a new care and support system (General reference)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 10: Developing Operational Management Skills for Healthcare Practice
Unit 15: Healthcare Technology in Practice
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 22: Supporting Individuals through Significant Life Events
Unit 23: Managing Quality in Care Environments
Unit 24: Health Psychology
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 27: Social Policy in Public Health
Unit 29: Human Resource Management in Healthcare
Unit 32: Team and Individual Leadership: Mentoring and Coaching Others
Unit 35: Project Management for Healthcare

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1, LO3</td>
<td>P1, D1, D3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3, LO4</td>
<td>D2, M3, P8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1, LO2, LO3</td>
<td>D1, P4, M3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>P7, M3, D3</td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>P8, M4, D4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO4</td>
<td>P8</td>
<td></td>
</tr>
</tbody>
</table>
**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services

<table>
<thead>
<tr>
<th>Unit code</th>
<th>F/616/1655</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

It is important for organisations to work together to enable access to services to be provided for the continuation of care and the well-being for the users of services. This will help to ensure that high-quality provision is offered which is efficient. It is also important for an integrated service to be applied when the authorities are dealing with safeguarding to ensure that the health, social services, and police are aware of children and adults that may need to be supported and if they are at risk.

The aim of this unit is to help students understand the difference between the function of a manager and the role of a leader, and be able to apply this understanding in supporting the development of effective teams.

Students will consider the leadership and management characteristics, behaviours and traits which enable effective and seamless integrated care provision when working in partnership in teams across health, care and support service organisations. In addition, students will investigate how partnership working is applied across different services and give examples of where good practice is being applied.

On completion of this unit, students will have demonstrated that they can work in a leadership role as part of a team and will have developed their knowledge and understanding of how partnership working benefits the users of services and organisations across health, care and support service provision. The leadership qualities that will be enhanced during the unit will help students to gain confidence and understanding when working as part of a team, or as a leader, which will support employment opportunities in the healthcare sector and progress into healthcare-related degree programmes.
Learning Outcomes

By the end of this unit students will be able to:

1. Differentiate between the role of a leader and the function of a manager
2. Discuss the role of partnership working across health, care and support services
3. Explore the outcomes of positive partnership working across health, care and support services
4. Examine own contributions to working as part of a team.
Essential content

LO1 Differentiate between the role of a leader and the function of a manager

Management
Definitions
Management in public and private sector organisations
Attributes and qualities of a successful manager
Management theories
Management functions
The definitions and differences of both a leader and a manager

Leadership
Definitions and characteristics
Theories and models of leadership
Styles of leadership
Leadership skills
The relationship that leadership and management have in the context of social responsibility, culture, values, ethics, compassion, stakeholder expectations

Relationship between leadership and management and effective partnership working
e.g. direction, structure and planning, goal setting, enable efficient and cohesive working, single point of liaison between teams/services, role modelling, defining or establishing culture, ground rules

LO2 Discuss the role of partnership working across health, care and support services

Approaches to partnership
Strategic – between services e.g. joint commissioning/working across health, care and services, shared responsibility, education, participation, often multidisciplinary approach
Operational within services, for a particular task e.g. shared learning, cooperation, collaboration, teamwork, often interdisciplinary approach, can include coproduction with service users, family and friends
Professional roles and responsibilities

Interagency working across health, care and support services
Health/healthcare services
Social care services
Support services
Public services
Safeguarding
Intervention strategies

Current legislation affecting partnership working

Statutory, voluntary and private agency practices

Policies and procedures
e.g. data protection, safeguarding, care planning

Service provision
Care planning across agencies
Costs to services and individuals
Efficiencies that are considered
Service user needs

Positive partnership working including with service users and their family or representatives
Theories of coproduction and collaborative working
Sharing of good practice and information
The role of specialist units across the health, care and support services

Communication with agencies, users of services, families
Keeping accurate records
Advocacy and interpreter services
Sharing confidential information when dealing with possible safeguarding cases
Emergency protocols
LO3  Explore the outcomes of positive partnership working across health, care and support services

*Positive outcomes for users of services*
Improved services
Empowerment
Autonomy
Inclusion

*Negative outcomes for users of services*
Safeguarding concerns
Miscommunication
Lack of understanding
Emotional responses
Duplication of services
Disempowerment

*Positive outcomes for professionals*
Co-ordinated services
Clear roles and responsibilities
Clear and transparent communication between involved parties
Positive work environment
Effective and efficient use of services

*Negative outcomes for professionals*
Miscommunication between service providers
Mismanagement of funding
Lack of integrated services available
Legal action and reputational damage

*Positive outcomes for organisations*
Coherent and co-ordinated approach
Shared principles
Integrated service provision
Efficient use of resources
Community cohesion
Sharing of good working practices
Improved outcomes

*Negative outcomes for organisation*
Communication breakdown
Disjointed services
Increased costs
Reputational damage
Impact on staff recruitment and retention
Loss of time
Increased bureaucracy
Closer scrutiny and intervention from regulatory bodies

*Strategies to improve outcomes for all stakeholders*

*Formal/informal roles that are within organisations*

*Recognising good models of partnership working*

**LO4** **Examine own contributions to working as part of a team**

*Own contribution*
Skills, knowledge and understanding developed
Communication skills used when working, building or leading teams
Meeting individual needs of team members
Reflection of practice
Areas for development identified
Own roles and responsibilities in team meetings or briefings
Own roles and responsibilities with regard to obtaining and disseminating information
Professional approaches to working with team members
Effectiveness of working within a team
Supporting team members
Meeting objectives set by the team
Dealing with conflict situations
Communication with the teams
Barriers that affected team working
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Differentiate between the role of a leader and the function of a manager</td>
<td><strong>M1</strong></td>
</tr>
<tr>
<td><strong>P1</strong></td>
<td>Compare the different roles and characteristics of a leader and a manager</td>
<td><strong>P2</strong></td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>Discuss the role of partnership working across health, care and support services</td>
<td><strong>P2</strong></td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Discuss the key approaches to partnership working and the role that leaders and managers play</td>
<td><strong>P3</strong></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 10: Developing Operational Management Skills for Healthcare Practice
Unit 15: Healthcare Technology in Practice
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 18: Innovation and Improvement through Action Research
Unit 20: Care Planning Processes in Healthcare Practice
Unit 22: Supporting Individuals through Significant Life Events
Unit 23: Managing Quality in Care Environments
Unit 25: Facilitating Change in Healthcare Environments
Unit 29: Human Resource Management in Healthcare
Unit 31: Providing Outpatient and Community Care
Unit 32: Team and Individual Leadership: Mentoring and Coaching Others
Unit 35: Project Management for Healthcare
Unit 36: End of Life Care Planning and Support
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2</td>
<td>P3, M2, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2</td>
<td>P2, P3</td>
</tr>
<tr>
<td></td>
<td>LO3</td>
<td>P4, M3</td>
</tr>
<tr>
<td></td>
<td>LO4</td>
<td>P5, M4, D3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2</td>
<td>M2, D2</td>
</tr>
<tr>
<td></td>
<td>LO3</td>
<td>P4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO3</td>
<td>P4, M3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO3</td>
<td>P4, M3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 6: NUMERACY IN PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2</td>
<td>M2</td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present Evidence-based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 27: Social Policy in Public Health

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Y/616/1662</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Social policy is integral to the function of health and care services, it involves the legislation, guidelines and expectations regarding conduct of professionals and services that are responsible for securing the welfare of individuals within a society. In public health, social policy is specifically focused on policies that the government and other agencies representing the population determine are the vision for improving and maintaining the health of the nation.

The aim of this unit is to introduce students to a range of legislation, policy and codes of professional conduct related to public health and the impact these have on different populations. This will lead on to students appraising current social policy and how policy can aid in the promotion of health for a population within their own practice area.

Topics included in this unit are social, political and economic processes, health and wellbeing inequalities, partnership working, strategies to improve health outcomes and policy within own practice area.

On successful completion of this unit, students will have an insight into the origins of social policy documents within their own practice area. This will enhance their ability to reflect upon social and public health factors which are fundamental within a career in healthcare and for future study.
Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the historical context of social policy governing public health practice
2. Examine social policy initiatives in public health
3. Carry out a review of social policy in relation to own area of practice
4. Reflect on the impact of social policy as a driver to improve outcomes in public health.
Essential Content

LO1 Discuss the historical context of social policy governing public health practice

Role of public health policy
Promoting the health of the nation
Protecting individuals from threats to health
Empowering individuals to make healthy choices

Defining social policy
Purposes of social policy
Benefits in the local, national and international context

Key developments in public health policy
Historical milestones in developing public health policy (post-WWI developments), e.g. housing, sanitation, healthcare, e.g. the introduction of the National Health Service, training of medical personnel, the Welfare State and social security, safeguarding, social care and social inclusion

Systems thinking approaches to social policy
Open versus closed systems
Public health as an open system

Aspects of legislation as relevant to public health policy

Specific processes:
The role of Parliament and local government
Review of previous legislation and policy
Scientific evidence base
Ethical issues and risk
Universal provision and economic viability

Roles of national and international public health-related organisations
e.g. Public Health England, World Health Organisation
LO2  **Examine social policy initiatives in public health**

*Policy development processes*

Policy formation: policy created or changed (social and political process)

Adoption: policy enacted and brought into force

Policy implementation: actions, mechanisms, e.g. what is written is turned into reality

Policy evaluation: final stage monitoring, critical analysis to help improve policy

*How public issues can only reach political agenda if they are converted to political ‘issues’ through influencers:*

Pressure groups and campaigners

Charities and voluntary sector organisations, e.g. Red Cross, AIDS Foundation, Cancer Research UK.

*How legislation has been interpreted to meet specific user needs informing local and national policy and guidelines for practice in areas of public health*

*Strategies to improve health outcomes*

Definition and purpose of impact assessments

Types of impact assessments e.g. Health Impact Assessment (HIA), Environmental Health Impact Assessment (EHIA)

Global and national impact assessments, e.g. World Health Organisation health impact assessment, Centre of Disease Control (CDC – America), Public Health England, Wales Health Impact Assessment Support Unit (WHIASU)

Local impact assessments, e.g. in the UK, Joint Strategic Needs Assessments, monitoring and reporting the effectiveness of local strategies and assessments

The role impact assessments play in informing local, national and international policy

*Partnership approaches towards promoting social policy development in public health*

Global, national and local organisations, e.g. government, local commissioning groups, health and care professionals

The importance of communication and collaborative working between different informal agencies in promoting social policy change, e.g. charities, business, communities, family groups
Areas of social policy relevant to public health

Relationship of national policy in home country to local policies within the practice area, e.g. local policies that promote health and wellbeing under the umbrella of wider national policy

Significance of codes of practice in relationship to public health policy, e.g. Code of Conduct for Healthcare Support Workers and Adult Social Care Workers, The Code for Nurses and Midwives, local organisational codes of practice and mission statements

Social policy relating to specific areas of public health and wellbeing

Local and global aspects, e.g. socio-economic, gender, age, climate change, disaster, employment, disability, education, community services, and new developments in medicine

Policy areas related to specific lifestyle factors, e.g. obesity, smoking, substance abuse, exercise, emotional and mental health factors

Difficulties experienced accessing public health services by different population groups, e.g. people with specific physical difficulties, learning difficulties and marginalised groups

Legislation and policy relating to health, safety and wellbeing in own practice

LO3 Carry out a review of social policy in relation to own area of practice

Areas of social policy relevant to own area of practice

Identifying areas of social policy in own practice, e.g., access to services, inclusive practice, individual support, safeguarding

Selecting area of policy and linking with Practice Themes with regard to at least one of:

Equality, diversity and inclusion

Safeguarding

Health and safety

Promoting mental and physical health.
Development of policy:
Processes involved in the development and review of policy, e.g. Formulation, adoption, implementation, evaluation
Sourcing evidence-based practice/research supporting area of policy development
Support networks, pressure groups, campaigners that can promote policy issues
Potential impact of policy reform on individuals inside and outside own practice.

Factors affecting the development and implementation of social policy:
Differences in outcomes for individuals, society of home country and internationally, compared to when policy was developed
Impact of factors that may affect outcomes for individuals, e.g. time taken to identify and highlight issue, development and implementation of policies
Impact of social policy on practice, e.g. procedures – hygiene, health and safety, equality, diversity and meeting individual needs
Impact of social policy on communication systems, e.g. recording, reporting, responsibilities regarding confidentiality, equal opportunities, anti-discriminatory practice, meeting individual needs

LO4 Reflect on the impact of social policy as a driver to improve outcomes in public health

Impact of proposed policy plan on own practice and service provision
Significance of particular working practices on own practice, e.g. culture and values, professionalism and experience of healthcare practitioners
Significance of social policy in influencing national and global healthcare strategies

Impact on own role in supporting and influencing social policy in own practice
Impact of social policy on own professional development
Developing targets and strategies for developing own career pathway and influencing social policy in public health
Implications and ways to disseminate through knowledge exchange and possible impact on partnership working and developing an integrated care model
<table>
<thead>
<tr>
<th>Pass</th>
<th>LO1 Discuss the historical context of social policy governing public health practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LO2 Examine social policy initiatives in public health</td>
</tr>
<tr>
<td></td>
<td>LO3 Carry out a review of social policy in relation to own area of practice</td>
</tr>
<tr>
<td></td>
<td>LO4 Reflect on the impact of social policy as a driver to improve outcomes in public health</td>
</tr>
<tr>
<td></td>
<td>M1 Evaluate how key historical developments have influenced social policy in home country</td>
</tr>
<tr>
<td></td>
<td>M2 Investigate how legislation and policy intervention promotes social policy development</td>
</tr>
<tr>
<td></td>
<td>M3 Assess the impact of social policy-driven interventions on promoting public health and wellbeing measures in own area of practice</td>
</tr>
<tr>
<td></td>
<td>M4 Evaluate effectiveness of own role in influencing policy development and future practice in public health to improve health outcomes for different groups</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

www.skillsforcare.org.uk Skills for Care
Code of Conduct for Healthcare Support Workers and Adult Social Care Workers (Guidance)

www.jrf.org.uk/ Joseph Rowntree Foundation
(General reference)

www.kingsfund.org.uk/ The Kings Fund
(General reference)

www.gov.uk Government Website (England)
Public Health England pages
(General reference)

nuffieldbioethics.org Nuffield Council on Bioethics Public Health Policy
(General reference)

www.nmc.org.uk Nursing and Midwifery Council
The Code for nurses and midwives
(General reference)

www.who.int World Health Organisation Impact Assessments
(General reference)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 5: Health Education in Action
Unit 8: Addressing Health Inequalities
Unit 11: Changing Perspectives in Public Health
Unit 14: Sociological and Psychological Perspectives on Health
Unit 25: Facilitating Change in Healthcare Environments
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 28: Holistic Approaches to Health Promotion
Unit 34: Global Health and Wellbeing

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Learning Outcomes</td>
<td>All criteria</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td>M3, D2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P8, M4, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td>M3, D2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P8, M4, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td>M3, D2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P8, M4, D2</td>
<td></td>
</tr>
</tbody>
</table>

Essential requirements

Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
## Unit 28: Holistic Approaches to Health Promotion

<table>
<thead>
<tr>
<th>Unit code</th>
<th>D/616/1663</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

### Introduction

Healthcare professionals need to develop a professional and holistic approach to promoting the health and wellbeing of individuals, families and communities across a number of dimensions in healthcare practice.

In this unit, students will explore physical, mental, social, socio-economic, environmental and emotional factors that affect aspects of the health and wellbeing of individuals, families and communities. They will also investigate how health promotion strategies, approaches and campaigns operate to improve health outcomes on a wider scale. Students will reflect on different models of health promotion and their applicability to current practice in healthcare settings, and in local communities.

The unit also requires students to investigate the current policy landscape that influences health priorities in their locality towards formulating a health promotion strategy as well as developing the skills to lead on, implement and review a linked small-scale health promotion strategy in a health, care or support setting in their local community. Students will identify appropriate tools and methods of communication to use in their strategy and evaluate the outcomes in terms of its’ potential success in improving health outcomes for different individuals.

This unit will enable students to develop the understanding and skills to support health promotion initiatives in their career in healthcare, and progress in further learning regarding health promotion and public health.
Learning Outcomes

By the end of this unit students will be able to:

1. Explore factors that influence the health and wellbeing of individuals, families and communities.
2. Examine approaches to health promotion and their impact on the health and wellbeing of individuals, families and communities.
3. Investigate holistic approaches to promoting health and wellbeing in own work setting.
4. Develop and lead on a strategy for health promotion in a health, care or community support setting.
Essential content

LO1 Explore factors that influence the health and wellbeing of individuals, families and communities.

Definitions of health, health and wellbeing
World Health Organisation’s definition, physical, social and mental, e.g. intellectual, emotional and spiritual dimensions

Organisations involved in setting health promotion strategies, global and local
World Health Organisation (WHO)
National Health Service (NHS)
Public Health England

Holistic approaches
Taking into account the various aspects of a person’s health and wellbeing

Physical factors
e.g. heredity, physical activity and stress, nutrition and hydration, rest and sleep

Intellectual factors
e.g. intellectual stimulation, access to and engagement in lifelong learning, expanding knowledge

Environmental factors
e.g. pollution/pollutants, geography/location, housing, transport

Economic factors
e.g. income, wealth, employment status, access to affordable healthcare

Social and behavioural factors
Social relationships, e.g. friends, family, clubs and teams
Social status, e.g. country of residence and nationality and entitlements
Stability of domestic relationships, e.g. exposure to violence or harm
Social pressure, e.g. peers, media
Behavioural factors, e.g. stereotypes, prejudice and discrimination, compliant behaviour and empowerment, personality
Impact of factors on local and global health priorities

Barriers to health behaviours

*Challenges in accessing services to maintain, enhance or improve health and wellbeing*

e.g. physical access or location, financial constraints, referral systems, private sector and public sector facilities

**LO2** Examine approaches to health promotion and their impact on the health and wellbeing of individuals, families and communities

*Key terms*

Health promotion, health education, health campaigns, health behaviour

Medical and social models of health and wellbeing

*Features of the homeodynamic model of health and wellbeing*

Interactions between the individual, environment, health and illness

Lifespan approaches to health and wellbeing

The impact of physical, intellectual, emotional and social factors on health and wellbeing

The interaction between physical and mental health conditions and illnesses

Comparison between different approaches to health promotion and prevention available to individuals accessing healthcare services in relation to a holistic approach to health

*Health promotion into practice*

The five dimensions Health Promotion Action in the Ottawa Charter for Health Promotion (WHO, 1989) i.e.

Build Healthy Public Policy

Create Supportive Environments

Strengthen Community Actions

Develop Personal Skills

Reorient Health Services (towards more health promotion activities not just clinical and curative services)
Recognising the relationship between strategic approaches to health promotion:

Global to National
National to Regional
Regional to Local

Health Campaigns and intervention strategies

Resources
Influence of the media
Impact on health behaviours of individuals, families and communities

The role of national public health bodies
e.g. Public Health England, NHS

Current and ongoing health promotion strategy and campaigns

WHO Sustainable Development Goals (WHO, 2015)

Examples of local strategy and campaigns e.g. Healthy Lives: Healthy People Strategy (Department of Health), Live Well (NHS Choices), One You (NHS UK), Be Clear on Cancer (Public Health England), Start for Life (NHS UK), Change for Life (NHS UK)

Other global or national campaigns being enacted on a regional and local level concerning current national health and wellbeing concerns, e.g. smoking, obesity, mental health, exercise and fitness, road safety, alcohol and drug use, immunisation, self-care, dementia awareness, disability awareness, poverty

LO3 Investigate holistic approaches to promoting health and wellbeing in own work setting.

Approaches
Integrated health and social care approach
Preventative care
Person-centred approach
Personalisation and informed choice
Engaging and empowering individuals, families and communities
Building a committed, well-qualified healthcare workforce
Tackling local health inequalities

Health and wellbeing: wellbeing and mental health, diet, obesity and physical exercise, smoking, alcohol and drugs

Effectiveness: delivery of care, health and safety, minimising risk, prevention and detection of signs and symptoms

Knowledge and skills: professionalism, communication, empathy, working together, negotiation, relevant legislation

LO4 Develop and lead on a strategy for health promotion in a health, care or community support setting

Planning health promotion
Strategic direction
Aims and objectives
Methodology
Planning cycle
Using demographic data
Working in partnership
Interventions, e.g. family and community intervention
Ethical considerations
Recognising and respecting individual choice
Outcomes-focused approaches

Methodology and ethical approaches
Moral reasoning
Personal beliefs
Blame and fear approaches
Confidentiality
Choice
Respect and planning with regard to equality and diversity, e.g. disability, gender, socio-economic, age, religion and cultural sensitivity and awareness
Methodology, e.g. displays, activities
Family and local community involvement
Multidisciplinary and partner agencies, e.g. dentist, dietician, library, emergency services, local medical centre, local leisure services

Healthy lifestyle awareness
Person-centred approaches
Choice and control
Cost-effectiveness

*Effective health promotion*
Individual, family and community benefits
Links to early intervention
Lifelong outcomes
Lifestyle changes
Holistic assessment
Emotional health
Resilience
Developing confidence
Inquisitive approaches
Individual managing own health and self-care
Domino effect – raising awareness with one individual/family can extend to wider community or other families

*Planning strategic approach to health promotion*
Aim and purpose
Success measures
Resource implications
Role of staff and upskilling

*Evaluation of campaigns*
Implementation/evaluation
Reflection and learning
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Explore factors that influence the health and wellbeing of individuals, families and communities</td>
<td><strong>LO1 and LO2</strong></td>
</tr>
<tr>
<td><strong>P1</strong></td>
<td>Discuss the benefits of holistic approaches to promoting the health and wellbeing of different individuals accessing healthcare services</td>
<td><strong>D1</strong> Critically evaluate the local and global relevance of different strategic approaches to health promotion.</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Assess the different factors that influence the health and wellbeing of individuals, families and communities</td>
<td><strong>M1</strong> Critically analyse the range of factors that impact on global and local health and wellbeing priorities</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>Examine approaches to health promotion and their impact on the health and wellbeing of individuals, families and communities</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>Analyse the relationship between the homeodynamic approach to health and wellbeing and a current national health promotion strategy</td>
<td><strong>M2</strong> Reflect on the effectiveness of a global strategy for health promotion, in improving the health and wellbeing of individuals, families and communities on a local level</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>Investigate holistic approaches to promoting health and wellbeing in own work setting</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td>Discuss the relevance of holistic approaches to improving the health and wellbeing of individuals, families and communities through health promotion activities in own work setting</td>
<td><strong>M3</strong> Review a range of factors that affect the communication between services users and healthcare practitioners during health promotion interventions</td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td>Develop and lead on a strategy for health promotion in a health, care or community support setting</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td>Plan and implement a health promotion campaign in a healthcare setting as part of a current national health promotion strategy</td>
<td><strong>D2</strong> Critically reflect on the effectiveness of own campaign using self-selected measures of success and making recommendations for future health promotion strategy</td>
</tr>
<tr>
<td><strong>M4</strong></td>
<td>Justify the choice of campaign and show how individuals, families and communities have contributed to the campaign</td>
<td><strong>M4</strong> Justify the choice of campaign and show how individuals, families and communities have contributed to the campaign</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
www.nursingtimes.net Nursing Times (General reference)
www.england.nhs.uk National Health Service (England) Five Year Forward View (Strategy)
www.gov.uk Public Health England All Our Health: A call to Action (Resources and General reference)
www.makingeverycontactcount.co.uk Health Education England, Making Every Contact Count (General reference and Report)
www.nmc.org.uk Nursing and Midwifery Council *Nurses 4 Public Health Promote, Prevent and Protect: The Value and Contribution of Nursing to Public Health in the UK: Final report* (Report)
Links

This unit links to the following related units:

- Unit 1: Law, Policy and Ethical Practice in Health and Social Care
- Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
- Unit 5: Health Education in Action
- Unit 8: Addressing Health Inequalities
- Unit 11: Changing Perspectives in Public Health
- Unit 14: Sociological and Psychological Perspectives on Health
- Unit 19: Reflective Approaches in Implementing Person-centred Practice
- Unit 24: Health Psychology
- Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
- Unit 27: Social Policy in Public Health
- Unit 34: Global Health and Wellbeing
- Unit 35: Project Management for Healthcare
- Unit 37: Complementary Therapies in Healthcare Practice

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>P4, P5, M3</td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>M4, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO4</td>
<td>P5, M4, D2</td>
<td></td>
</tr>
</tbody>
</table>
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN

| LO3 | P4, M3 |

THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION

| All Learning Outcomes | All assessment criteria |

THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING

| LO1 | P1, M1 |
| LO2 | P3, M2, M1 |
| LO3 | P4 M3 D2 |

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 29: Human Resource Management in Healthcare

Unit code | H/616/1664
Unit level | 5
Credit value | 15

Introduction

Recruitment and retention of staff is an extremely important element of the healthcare sector. Those with responsibility for this need to have the knowledge and understanding of the processes involved in the recruitment and management of staff in the healthcare workplace. They need to recognise their responsibilities in relation to their own developmental needs as well as those they are responsible for.

This unit will allow students to practise valuable staff interviewing skills as well as giving the opportunity to demonstrate effective recruitment practice in a healthcare setting in preparation for their role in managing staff. Students will be required to investigate the recruitment of staff, including the relevant legal and policy frameworks, as well as relating the process to various advisory documents providing guidance on recruitment in a healthcare settings. They will also review their workplace supervision and appraisal practices and make recommendations for improvement.

Students will investigate how Continuing Professional Development (CPD) is used in the workplace as well as examining their role in supporting, coaching or mentoring staff and the purpose and process of providing feedback. Students will also explore the use of development plans to allow for identification of staff training requirements and investigate their own management training needs.

The skills and understanding gained in this unit will help students to manage workplace human resources in a healthcare-related environment at their relevant level.
Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the processes involved in the recruitment of staff relevant to own setting
2. Review how staff are monitored and supported on a regular basis
3. Recognise the legal and ethical responsibilities of human resource management
4. Plan for own learning requirements relevant to managing staff.
Essential content

LO1 Discuss the processes involved in the recruitment of staff relevant to own setting

Factors for planning recruitment
Defining human resource (HR) requirements, e.g.:
requirements of setting (full-time, part-time staff), work roles, ratios,
job specification and person description, e.g. qualifications, experience, personal skills and qualities
sources of recruitment, e.g. media – print and internet, agencies .
Seeking advisory guidance, e.g. Skills for Health Employability Matrix, ACAS

The recruitment of individuals
The models of selection of staff
Values-based recruitment techniques, e.g. shortlisting, interview, assessment, test, observation, psychometric testing
Literacy and numeracy assessment relevant to role
Identification of personal values, skills and qualities identified through the use of the Employability Skills Matrix
Involvement of internal and external stakeholders
Promoting diversity in the composition of the workforce, e.g. employing service users in support roles
The relationship between effective staff recruitment and patient or service user outcomes
Safeguarding service users through effective recruitment

Retention of staff
Retention of staff through motivational practices, e.g. progression opportunities, transparent and regular communication, increased responsibility
Recognition of the importance of work-life balance
Management as facilitation not autocratic direction
Theories of motivation, e.g. Hertzberg, McClelland, Vroom
Responsibility to support staff
Valuing and actively promoting diversity, difference and inclusive practices
Impact of poor HR management on staff
Giving staff opportunities to take on additional responsibilities and trusting them to fulfil their role
Impact of a target-driven culture on staff satisfaction and morale

**LO2 Review how staff are monitored and supported on a regular basis**

*Performance of individuals*
Monitoring systems, e.g. supervision, observations, appraisal
Models of identifying successful outcome
Setting targets, benchmarks, feedback from others
Effectiveness of systems, e.g. accountability, benefits and limitations for individuals, team and service user
Requirements of organisation
Impact of performance monitoring on individuals being monitored
Making performance monitoring a cooperative and collaborative process
360-degree appraisals

*Supporting other staff*
Conflict resolution and management, e.g. mediation, counselling, grievance procedures, disciplinary processes
Coaching and mentoring, training others
Succession planning
Information management
Maintaining appropriate communication channels
Staff meetings
Challenges in implementing effective systems of monitoring and support, e.g. resource, engagement, time pressures, lack of technological awareness or capability, balancing the needs of the employee with the needs of the organisation, own familiarity with and awareness of, the employee as an individual
Relationship of team-working theories to providing effective team support

Tuckman's theory of group development
Adair's theory of team leadership
Belbin's team roles theory
Tajfel's Social Identity Theory
McGregor's X and Y Theory

Inadequate support from HR

Impact of poor HR management, e.g. inadequate training opportunities, under-motivated employees, high staff turnover, lack of appropriate recruitment, poor service to patients including ineffective safeguarding, performance reviews badly managed, negative or highly pressurised working culture, stress-related ill health of staff

LO3 Recognise the legal and ethical responsibilities of human resource management

Legal and professional responsibilities: recruitment regulations


Right to Work, international recruitment regulations, e.g. Tier 2 requirements

OR current and relevant legislation and equivalent professional requirements in own home country

Ethical responsibilities to staff.

Inclusive practices

Managing difficult conversations, e.g. conflict, professionalism, complaints disciplinary and grievance meetings

Protecting staff dignity, mental and physical health

Protecting the right of staff to be treated fairly and given equal access to opportunities

Managing stress on staff, e.g. occupational health, workstation assessments

Promoting staff development, actively seeking opportunities to further develop staff
Factors that affect fulfilment of legal and ethical responsibilities

Resource and budgetary constraints, e.g. scheduling staff, contingency planning
Responding to external inspection and audit requirements
Organisational culture, e.g. lack of exposure, awareness of, or sensitivity to, issues of diversity and inclusion

LO4 Plan for own learning requirements relevant to managing staff

Continuing Professional Development (CPD)

Own development, e.g. current knowledge and understanding, current qualifications, current skills competencies
CPD plan, e.g. reflective reviews, taking action, evaluating outcomes, using feedback, recognising changes required
Ability to work with change
Training for progression, e.g. assessor training, higher level apprenticeships

CPD requirements of setting

Mandatory training requirements, e.g. Health and Safety, Moving and Handling, Fire Safety, First Aid, Infection Control, Food Hygiene, Safeguarding, Medication, specialist training relevant to setting
Meeting occupational standards
Compliance with external requirements, e.g. CQC, care standards, NMC, professional registration or other requirements, as relevant to own home country

Implementing a staff development training plan

In-house, external courses
Assessing competence, e.g. training assessors
Training mentors and coaches
Cost to organisation
Providing opportunities for team bonding and development
Own role in staff training

Identifying CPD opportunities

Collaborative CPD planning and staff training

Leading or participating in appraisal processes

The feedback process: purpose, disseminating information, one-to-one, mentor and group feedback, the feedback loop, constructive criticism and appropriate praise, measuring outcomes, implementing change, reviewing the process
# Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Discuss the processes involved in the recruitment of staff relevant to own setting</td>
<td><strong>M1</strong> Evaluate the impact on healthcare settings of poor management of recruitment processes</td>
<td><strong>D1</strong> Critically reflect on the recruitment and staff retention processes in own setting and identify potential improvements</td>
</tr>
<tr>
<td><strong>P1</strong> Discuss the factors to be considered when planning and undertaking the recruitment of staff in own healthcare setting</td>
<td><strong>D2</strong> Evaluate the potential impact on a healthcare setting of a lack of HR monitoring and support</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Analyse how HR management teams could ensure staff are retained in own healthcare setting</td>
<td><strong>M2</strong> Critically assess the challenges faced in implementing systems of support and monitoring of staff</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Review how staff are monitored and supported on a regular basis</td>
<td><strong>P3</strong> Analyse the performance monitoring systems available to management</td>
<td><strong>D2</strong> Evaluate the potential impact on a healthcare setting of a lack of HR monitoring and support</td>
</tr>
<tr>
<td><strong>P4</strong> Discuss how the HR department supports staff through complex or difficult processes</td>
<td><strong>M3</strong> Critically analyse the impact on healthcare settings of a lack of HR monitoring and support</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Recognise the legal and ethical responsibilities of human resource management</td>
<td><strong>P5</strong> Compare different legal responsibilities of the HR department when recruiting or retaining staff</td>
<td><strong>M3</strong> Critically analyse the relationship between legal and ethical responsibilities of human resources departments and the impact on staff being managed</td>
</tr>
<tr>
<td><strong>P6</strong> Discuss ethical responsibilities that HR departments have with regard to their staff</td>
<td><strong>D3</strong> Justify the need for healthcare organisations to comply with current HR guidance and legislation using current examples of breaches in employment law</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Plan for own learning requirements relevant to managing staff</td>
<td><strong>M4</strong> Evaluate own role in the training of staff in own setting</td>
<td><strong>D4</strong> Complete a critically reflective CPD plan to improve own and staff training and development</td>
</tr>
<tr>
<td><strong>P7</strong> Illustrate in detail the current mandatory training requirements of own setting for workers in different roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Discuss the benefits of Continuing Professional Development planning to individuals, teams and settings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
www.nice.org.uk National Institute for Clinical Excellence
Human resources
(General reference)
www.who.int World Health Organisation
Human Resources for health (HRH) tools and guidelines
(General reference)
www.cqc.org.uk Care Quality Commission
Staffing
(General reference)
www.skillsforcare.org.uk Skills for Care
Recruitment and retention
(Tutorials)
businessballs.com Businessballs
Team building
(General reference)
www.cipd.co.uk The Chartered Institute for Personnel and Development
(General reference)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 10: Developing Operational Management Skills for Healthcare Practice
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 20: Care Planning Processes in Healthcare Practice
Unit 23: Managing Quality in Care Environments
Unit 25: Facilitating Change in Healthcare Environments
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 32: Team and Individual Leadership: Mentoring and Coaching Others
Unit 35: Project Management for Healthcare

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>P5, M3, D3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>P1. P2, M1, D1.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>P5, P6, M3, D3</td>
<td></td>
</tr>
</tbody>
</table>
Essential requirements
Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery
Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment
Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts
A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 30: Pharmacology and Medicine Management

<table>
<thead>
<tr>
<th>Unit code</th>
<th>K/616/1665</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

The use of pharmaceutical medicines is an important tool in the treatment of disease and the management of symptoms in healthcare. It is important for practitioners working in healthcare to have an understanding of the use of these medicines, and a knowledge of how their use is controlled by legislation, policies, procedures and practice.

In this unit, students will develop their knowledge of the physiological action of the different medicines and the importance of adhering to legislative requirements, policies and procedures in their practice. Students will also develop their skills in practising safe medicine management.

In addition to this, students will explore how policies and procedures support staff to practise the administration and management of medicines in a wide range of settings. They will learn to apply the knowledge, skills and capabilities required for safeguarding and supporting the best outcomes for patients, themselves and others.

The knowledge they will gain will provide a basis for further, lifelong study and progression into continuing higher education qualifications and employment in a healthcare role.
Learning Outcomes

By the end of this unit students will be able to:

1. Analyse the actions of, and physiological response to, different types of medicine
2. Investigate the legislation, policies and standards that govern the management of medicines in a healthcare setting
3. Explain why the interactions of drugs must be taken into account when developing policy, procedure and practice for managing medicines
4. Safely implement own setting's policies and procedures when administering and managing medicines.
Essential content

LO1 Analyse the actions of, and physiological response to, the different types of medicine

Types of medicine used to treat physical and mental health conditions:
Analgesics
Antibiotics
Antidepressants
Antipsychotics
Anti-inflammatories
Sedatives
Vaccines

Drug pathways and physiological responses
Common pharmaco-dynamic actions
Common pharmaco-therapeutic actions
Adverse Drug Reactions (ADRs), common side effects and contra-indications of different medicines

Considerations regarding the physiological status of the individual:
e.g.
pregnant or breastfeeding women
older adults
children
individuals with significant pathologies, e.g. renal or hepatic impairments
LO2 Investigate the legislation, policies and standards that govern the management of medicines in a healthcare setting

Legislation:
Statutory requirements in relation to:
mental health
mental capacity
children/young people and medicines
national service frameworks and other country-specific guidance, e.g. in the UK, Medicines Act (1968), Human Medicines Regulations (2012)

OR as relevant to country of study, e.g. the relevant updates and changes

Policies, local and national (relevant to the particular workplace)
Risk assessment in medicine management

Standards
e.g. Nursing and Midwifery Council Standards for Medicines Management

Regulation
In the UK, Medicines and Healthcare Products Regulatory Agency (MHRA), National Institute for Health and Care Excellence (NICE)

Or other medicines and drug regulations, as applicable to home nation

LO3 Explain why the interactions of drugs must be taken into account when developing policy, procedure and practice for managing medicines

Interactions with:
Other prescribed drugs
Over-the-counter drugs
Self-medication e.g. alcohol, illegal drugs
Supplements and vitamins
Nutrients
Other diseases and conditions
Effect on dosage calculations
Drug interaction
Synergy
Antagonism

Policy, procedure and practice
Prioritising treatments when dealing with complex situations
Relative efficacy and cost

LO4 Safely implement own setting's policies and procedures when administering and managing medicines

Policies and procedures
National policies and procedures
Local policies and procedures
Workplace policies and procedures

Areas covered by the policies and procedures
Safeguarding patients and staff
Ensuring ethical and person-centred care, e.g. managing and responding to distress, consulting the individual, adapting communication to suit the individual's needs
Keeping accurate records of medicine administration and management
Consequence and procedures to follow in the case of errors
Confidentiality
Management of dosages (calculation, timing, recording)
Checking medicines, IV fluids and bloods
The safe handling of medicines, e.g. the receipt, storage and disposal of medicines both in and out of hospital settings, managing out-of-date stock and the management of discrepancies in stock
Assisting individuals in taking medicines within the remit of own role

Prescription
Taking into account side effects
Risk versus benefit of prescribing drugs
Patient choice
Calculation of dosage and the pharmaco-kinetics of drugs

Invasive and non-invasive procedures

Topical, inhalation, oral administration, injection/intravenous infusion, rectal administration, pessary

Adverse drug events (ADEs) and adverse drug reactions (ADRs)

Definitions and characteristics of

Distinctions and relationship between the two terms

Potential impact of prescribing and administration errors on individuals, their family or carers

Potential impact of prescribing and administration errors on teams, departments and organisations

Managing adverse drug events or adverse drug reactions

Alternative therapeutic approaches and symptom control

Physiotherapy, counselling, cognitive behavioural therapy

Surgical intervention

Relaxation, distraction and lifestyle advice
<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Analyse the actions of, and physiological response to, different types of medicine</td>
<td><strong>P1</strong> Discuss the therapeutic use of different types of drug</td>
<td><strong>D1</strong> Evaluate the efficacy of different medicines for specific therapeutic uses</td>
</tr>
<tr>
<td><strong>P2</strong> Discuss the physiological actions of different types of drugs</td>
<td><strong>P3</strong> Analyse the reasons for the different methods of administration of drugs</td>
<td><strong>P4</strong> Discuss how legislation and standards that govern the management of medicines in a healthcare setting</td>
</tr>
<tr>
<td><strong>P5</strong> Explain how local policies reflect the legislation governing the use of medicines</td>
<td><strong>P6</strong> Explain how drug interactions may affect the efficacy and side effects of different medicines for physical and mental health conditions</td>
<td><strong>P7</strong> Explain how drug interactions may affect the efficacy and side effects of different medicines for physical and mental health conditions</td>
</tr>
<tr>
<td><strong>LO2</strong> Investigate the legislation, policies and standards that govern the management of medicines in a healthcare setting</td>
<td><strong>M2</strong> Assess how effectively the legislation and standards that govern the use of medicines protects the service user.</td>
<td><strong>D2</strong> Evaluate how effectively local policy is at reflecting legislative requirements on the use of medicines in protecting the service user.</td>
</tr>
<tr>
<td><strong>P4</strong> Discuss how legislation and standards that govern the use of medicines protect the service user</td>
<td><strong>P5</strong> Explain how local policies reflect the legislation governing the use of medicines</td>
<td><strong>P6</strong> Explain how drug interactions may affect the efficacy and side effects of different medicines for physical and mental health conditions</td>
</tr>
<tr>
<td><strong>LO3</strong> Explain why the interactions of drugs must be taken into account when developing policy, procedure and practice for managing medicines</td>
<td><strong>M3</strong> Discuss how the interactions of drugs are taken into account when developing policy, procedure and practice for managing medicines</td>
<td><strong>D3</strong> Critically review how effective implementation of the policies and procedures used to manage different medicines protects both the service user and staff</td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Safely implement own setting's policies and procedures when administering and managing medicines</td>
<td><strong>M4</strong> Evaluate the effectiveness of own safe implementation of the policies and procedures on administering, prescribing and managing different medicines</td>
<td><strong>D4</strong> Justify the rationale for taking the interactions of drugs, adverse events and reactions into account when developing policy, procedure and practice for managing medicines in own practice setting</td>
</tr>
<tr>
<td><strong>P7</strong> Rationalise own work setting's policies and procedures used for managing and prescribing medicines including consideration of adverse drug events and reactions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Safely implement own healthcare setting's policies on administering and managing medicines under the supervision of an appropriate professional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

www.nice.org.uk National Institute for Healthcare and Excellence (General reference)

www.nmc.org.uk Nursing and Midwifery Council (General reference)

www.mhra.gov.uk Medicines and Healthcare Products Regulatory Agency (General reference)

www.ukmi.nhs.uk UK Medicines Information (General reference)

www.bnf.org British National Formulary (General reference)
### Links

This unit links to the following related units:

* **Unit 1**: Law, Policy and Ethical Practice in Health and Social Care
* **Unit 2**: Demonstrating Professional Principles and Values in Health and Social Care Practice
* **Unit 7**: Effective Healthcare Practice using Maths
* **Unit 9**: Fundamentals of Anatomy and Physiology for Health and Ill health
* **Unit 15**: Healthcare Technology in Practice
* **Unit 17**: Effective Reporting and Record-keeping in Health and Social Care Services
* **Unit 20**: Care Planning Processes in Healthcare Practice

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>Theme</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME 1</strong>: Law, Regulation and Ethical Practice</td>
<td>LO2</td>
<td>P4 P5 M2, D2</td>
</tr>
<tr>
<td><strong>THEME 2</strong>: Professional Values, Attitudes and Behaviours</td>
<td>LO3</td>
<td>P6, P7, M3, D3</td>
</tr>
<tr>
<td><strong>THEME 3</strong>: Health, Safety and Safeguarding through the Lifespan</td>
<td>LO2&lt;br&gt;LO3&lt;br&gt;LO4</td>
<td>P4, P5, M2, D2&lt;br&gt;P6, P7, M3, D3&lt;br&gt;D4</td>
</tr>
<tr>
<td><strong>THEME 5</strong>: Promoting Physical and Mental Health and Emotional Wellbeing</td>
<td>LO4</td>
<td>P8</td>
</tr>
<tr>
<td><strong>THEME 6</strong>: Numeracy in Practice</td>
<td>LO1&lt;br&gt;LO3</td>
<td>P3 M1, D1&lt;br&gt;P6, P7, M3, D3</td>
</tr>
</tbody>
</table>
Essential requirements

Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 31: Providing Outpatient and Community Care

<table>
<thead>
<tr>
<th>Unit code</th>
<th>M/616/1666</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Outpatient and community care have long provided care and support in the form of numerous specialist services such as tissue viability, physiotherapy, palliative care, counselling, weight-loss programmes and medical procedures or tests that can be done in hospital, a clinic or a general practice without an overnight stay, and sometimes in people's own homes.

Many procedures and tests can be done in a few hours. Some surgical services and rehabilitation treatments, as well as mental health services, are also available as outpatient services. Outpatient care tends to be less expensive, since it is often less involved and does not require the continued presence of the patient, therefore using fewer of the hospital or clinic's valuable and scarce resources. The main aim in providing community care services is to enable people to remain living in their own homes so that they retain as much independence as possible, avoiding social isolation.

In this unit, students will explore the roles that outpatient and community care play in the health and wellbeing of individuals. While learning about the legislation and guidance underpinning outpatient and community care, students will link these to practice and service delivery, assessing the value of such services to individuals requiring ongoing treatment or support.

On completion of this unit, students will be able to understand how outpatient and community care is delivered, what influences service delivery, the positive outcomes for individuals accessing services and the impact of their own role on achieving quality service provision.
Learning Outcomes

By the end of this unit students will be able to:

1. Analyse key drivers underpinning outpatient and community care
2. Review the services provided by outpatient and community care
3. Assess the benefits of outpatient and community care for individuals
4. Explore own role in providing outpatient and community care to individuals.
Essential content

LO1 Analyse key drivers underpinning outpatient and community care

Aspects of legislation as applies to provision of outpatient and/or community care provision:

Safeguarding e.g. Mental Capacity Act (2005)
Data Protection e.g. General Data Protection Regulations (2018), Data Protection Act (1998)
Service provision e.g. Health and Social Care Act (2012), Care Act (2014).
OR other related legislation as currently applicable in own home country

Frameworks:

NHS Outcomes Framework
Health and Social Care Outcomes Frameworks
Public Health Outcomes Framework
The National Gold Standards Framework (GSF)
OR other related frameworks as currently applicable in own home country

National guidelines

NHS England Five Year Forward View
National Institute for Health and Care Excellence (NICE) Quality Standard for End of Life Care (2011)
End of life core competences and national occupational standards (2009)
National Institute for Health and Care Excellence (NICE) guidelines: Transition between inpatient hospital settings and community or care home settings for adults with social care needs (2015)
Joint strategic needs assessment data (JSNA)
The Marmot Review (2010)
OR other related guidelines as currently applicable in own home country
LO2  **Review the services provided by outpatient and community care**

*Outpatient service provision (medical treatments or care that do not require overnight stay in hospital)*

Clinical services e.g. clinical investigations, dialysis, surgery, gynaecological services, cardiac diagnostics and rehabilitation, neurology, cancer screening, tissue viability, thoracic medicine, dermatology, audiology

Physiotherapy and physical rehabilitation services e.g. stroke service

Other non-clinical rehabilitation services e.g. Speech and Language Therapy

Non-clinical specialist services e.g. dietetics, psychological services

*Providers of outpatient care*

General and community hospitals

Local clinics, general practitioners and other primary care service providers

Independent service providers commissioned by a national health service

*Community care services that support individuals to live independently in their own home*

e.g. Community equipment service, specialist nurses e.g. multiple sclerosis nurses, advocacy services, benefits advisors, care navigation services, domiciliary care, dementia services e.g. Admiral nurses, expert patient self-management guidance, housing support, community mental health services, nurse advisors, occupational therapy, palliative care/end of life care e.g. McMillan nurses, pharmacies, podiatry, respite care

*Providers of community care*

Local authorities

Independent service providers

Voluntary organisations and support groups, e.g. charities

Relationship between outpatient and community care services
LO3 **Assess the benefits of outpatient and community care for individuals**

*The benefits*

- Remain in own home, comfort, familiarity, security
- Consistency and community of carer support, e.g. the involvement of family and social networks in programmes of care and support
- Inclusion and involvement with care planning/treatment plan
- Use of direct payments to purchase care/support, control
- Meeting individual needs
- Administration of treatments
- Less dependency on administrative processes
- Maintaining independence
- Empowerment, independence, autonomy, respect
- Power sharing
- Making informed choices
- More efficient use of services and resources
- Less reliance on acute and emergency healthcare services
- Reduction in preventable physical and mental ill health
- Early intervention to improve treatment outcomes

LO4 **Explore own role in providing outpatient and community care to individuals**

*Role and responsibilities*

- Safeguarding and protection
- Harm reduction
- Duty of care
- Ongoing communication between individual, carers, family and other services
- Record-keeping
- Signposting
- Supporting specialist care
Partnership working
Liasing between family and professionals in sharing information in line with confidentiality policy
Respecting individuality, rights, choice, privacy, independence, dignity, diversity
Supporting others to make informed choices about the services they access
Supervision, roles and accountability
Adhering to quality assurance systems
Maintaining knowledge, competence and skills
Ongoing review and evaluation of service provision
Accessing funding/advising on budgeting

Challenges to effective outpatient and community care for individuals:
Reliance on co-operation
Patient expectations and demands on services
Involvement versus non-involvement of relatives and carers
Non-compliance with care/support plans
Non-attendance at appointments
At-risk individuals may require additional protections
Frequency of assessment or treatment regime may require substantial resources
Staffing levels may be inadequate to support effective outpatient or community care, funding and budgetary constraints
Ineffective partnership working can have unintended consequences for the individual, e.g. missed opportunities to intervene/support
Challenges in ensuring adequate supervision of individuals going into people's homes
The importance of rigorous vetting
Time constraints
Staff availability and competence in relation to role requirements
Access to resources
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Analyse key drivers underpinning outpatient and community care</td>
<td><strong>M1</strong> Critically review key drivers and their influence on the provision of outpatient and community care</td>
<td><strong>D1</strong> Critically evaluate the role of key drivers on service delivery in outpatient and community care</td>
</tr>
<tr>
<td><strong>P1</strong> Analyse different drivers impacting on service delivery for outpatient and community care</td>
<td><strong>P2</strong> Review the effect of key drivers on the provision of outpatient and community care</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Review the services provided by outpatient and community care</td>
<td><strong>M2</strong> Reflect on the role of outpatient and community care services in supporting individuals to live independently</td>
<td><strong>D2</strong> Critically evaluate the role of outpatient and community care services in enabling an effective national health service</td>
</tr>
<tr>
<td><strong>P3</strong> Discuss the role of outpatient and community care in healthcare service provision</td>
<td><strong>P4</strong> Compare different types of service provided by outpatient and community care</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Assess the benefits of outpatient and community care for individuals</td>
<td><strong>M3</strong> Evaluate the impact on different individuals' health and wellbeing of accessing and using outpatient and community care services</td>
<td><strong>D3</strong> Critically evaluate how the provision of outpatient and community care services benefits different individuals</td>
</tr>
<tr>
<td><strong>P5</strong> Discuss the benefits to different individuals of having access to different outpatient and community care services</td>
<td><strong>P6</strong> Discuss own role in the delivery of outpatient and community care services</td>
<td><strong>M4</strong> Reflect on the remit of own role in outpatient and community care in relation to the roles of other professionals in providing an effective service.</td>
</tr>
<tr>
<td><strong>LO4</strong> Explore own role in providing outpatient and community care to individuals</td>
<td><strong>P7</strong> Analyse the impact of own role on the individual receiving outpatient and community care services</td>
<td><strong>D4</strong> Critically review own role and responsibilities in relation to effective and efficient service delivery in outpatient and community care</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Reports and Articles
PUBLIC HEALTH ENGLAND (2014) *Developing the power of strong, inclusive communities*

Websites

www.cqc.org.uk Care Quality Commission (General reference)

www.nhs.uk NHS Choices Children and young people’s services (General reference)

www.gsdrc.org Governance and Social Development Resource Centre Social Exclusion (Topic Guide)

www.nice.org.uk National Institute for Clinical Excellence (General reference)

www.skillsforcare.org.uk Skills for Care (Tutorials)

www.scie.org.uk Social Care Institute for Excellence (General reference)

www.who.int World Health Organisation (General reference)
Links

Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 16: Supporting Adults in Residential Care
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 24: Health Psychology
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 28: Holistic Approaches to Health Promotion
Unit 30: Pharmacology and Medicine Management
Unit 36: End of Life Care Planning and Support
Unit 37: Complementary Therapies in Healthcare Practice

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P5, P6, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3</td>
<td>P1, P3, M2, D1, P4, M3, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3</td>
<td>P3, P4, M2, D1, P5, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3, LO4</td>
<td>M2, M4, D2</td>
<td></td>
</tr>
</tbody>
</table>
**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in outpatient and/or community care in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 32: Team and Individual Leadership: Mentoring and Coaching Others

<table>
<thead>
<tr>
<th>Unit code</th>
<th>T/616/1667</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

The purpose of this unit is to enable students to understand the role and contribution of mentorship in health and social care, which is to support the personal development and lifelong learning of staff. Mentorship is achieved through effective leadership, mentoring and/or coaching. Health and social care workers need to be able to differentiate between team and individual leadership, mentoring and coaching, and know how to apply these in their own practice.

This unit will support students’ understanding of mentoring as establishing and developing learning relationships that support people to take charge of their own development. The unit will enable students to develop their confidence and motivation, through self-reflection and improved understanding, and their interpersonal skills. Further, this unit aims to develop students’ practice in being able to lead, mentor and coach others in health and social care-related environments.

Students will review relevant theories, approaches and principles of leadership, mentoring and coaching, as well as considering the purposes and benefits of mentoring in health and social care practice. Further, students will plan, implement and review a period of mentoring in their own workplace.

The focus on personal and professional development through developing others will support students’ progress through lifelong learning and increase their capacity to develop as well-rounded practitioners in the sector. The learning gained from this unit can also provide the foundation for undertaking further professional qualifications in coaching.
Learning Outcomes

By the end of this unit students will be able to:

1. Review theories and principles of team and individual leadership, mentoring and coaching in health and social care
2. Explore how mentorship, through mentoring and coaching practices, can benefit individuals and organisations in care environments
3. Apply mentoring and coaching techniques to support mentorship of individuals in care environments
4. Review own leadership and mentoring practice in a care environment.
Essential content

LO1 **Review theories and principles of team and individual leadership, mentoring and coaching in health and social care**

*Leadership theory and research*

Theories of leadership in healthcare, e.g. emotional intelligence leadership theory, leader member exchange (LMX) theory, transformational change theory

*Principles of individual leadership*

Overarching leadership principles, ensuring direction, alignment and commitment within teams and organisations

*Leadership in healthcare*

Ensuring own care practices are safe, high-quality, compassionate and person-centred

Being a reflective practitioner

Taking responsibility for actions

Being responsible for own health and wellbeing, taking action to address health concerns

Showing initiative within the remit of own role

Providing support to other team members, emotional, physical and work-related

*Principles of team leadership*

Creating a strong sense of team identity

Implementing and measuring the effectiveness of staff development programmes

Leading self and others, being self-aware

Recognising impact of own actions on others

Providing clear objectives

Self- and people-management, e.g. conflict resolution

Enabling effective staff buy-in and engagement

Providing opportunities for learning and innovation
Team working
Identifying complementary skills
Encouraging co-operative and collaborative working practices
Effective and efficient practices: working towards and completing shared or common goals and tasks
Implementing and meeting quality improvement measures

Mentoring and coaching
Definitions
Relationship between coaching and mentoring
Facilitating individual and group personal and professional development
Commonalities e.g. supporting meaningful personal or professional transitions or development, applying the same underlying principles or skills
Differences e.g. coaching as short-term, task based vs mentoring as longer term relationship focused; coaching as questioning versus mentoring as advice-giving
Relationship between the mentor/s or coach/es and the mentee or student
Uses of coaching and mentoring in different contexts in health and social care practice

Models of mentorship applied in health and social care practice
Mentorship as mentoring, coaching and leading depending on setting, role and need
One to one e.g. supervising practitioner and student worker
Co-/peer mentoring e.g. experienced/more senior student workers supporting new student workers
Group e.g. Collaborative Learning in Practice (Real life learning wards) in nursing

Mentoring and coaching models and principles:
LO2 Explore how mentorship, through mentoring and coaching practices, can benefit individuals and organisations in care environments

The role and responsibilities of the workplace mentor
Supporting planning, training and assessment of mentees
Facilitation of tasks
Communication
Lines of reporting
Working within boundaries of own role
Support from senior staff
Similarities and differences between coaching and mentoring and professional talking therapies

Purpose and impact of mentorship practices on an organisation
Creating more inclusive environments for work, and support retention and progression of disadvantaged groups
Encouraging an environment of continuous improvement, development and learning
Sustainable processes e.g. identifying and addressing gaps to improve retention
Improved consistency across the team in terms of patient care
More cost-effective use of resources
Improved management of staff and staff morale
Personal and professional development of individuals and teams
Increased efficiency e.g. faster induction, identifying skills and potential to address specific gaps

Alternative strategies for developing and supporting employees
Counselling
Additional training courses
Workshops
Distance/flexible/e-learning
Webinars
Legal and organisational boundaries in mentorship

The health, safety and safeguarding of participants

Ensuring equality of access and opportunity, fairness, objectivity, understanding

Promoting and advocating diversity, difference and inclusion, e.g. non-discriminatory practice, sensitivity, cultural awareness, inclusive practice and procedures

Other ethical considerations

Concepts of power and authority, i.e. personal/positional, zero-sum power dynamics

Potential consequences power relationship between self and the coached or mentee, e.g. abuse of power and authority, personal intimacy, harassment

Requirements for supervision of mentors

Legal rights and professional boundaries of coaches and mentors

Contractual requirements

Professional conduct

Best and evidence-based practice

Regular supervision

Taking action according to organisational policy and procedure

Information handling, e.g. precise and clear recording and reporting, maintenance of legible and accurate records, sharing of information, consent, access to information and individuals especially when at risk, maintaining own health, wellbeing and safety

Escalating where necessary

Cultural issues in mentoring and coaching others

Working within a diverse workforce – awareness of impact of own personal beliefs and values, conscious and unconscious biases on attitudes and behaviours

Own role in promoting and advocating diversity and inclusive practices

Impact of stereotyping, e.g. of gender, religion, ethnicity, disability, sexual orientation, age, class and effect on individual and organisation
LO3 **Apply mentoring and coaching techniques to support mentorship of individuals in care environments**

*Mentoring practice*

Role modelling

Supporting the development of others, e.g. supervising, teaching, guiding and participating in the assessment of other staff – healthcare assistants or support workers new to the role

Peer mentoring

Arranging mentoring in own work placement or setting

Differences between supervised and unsupervised mentoring

Mentoring as a structured activity with ground rules established

Setting's expectations with regard to mentoring

Own experience of being mentored or coached

Undertaking practical supervised and unsupervised mentoring sessions with health or care assistants

*Communication*

Discourse analysis theories, relationship characteristics and contrasts between coaching and mentoring and the management of the coaching or mentoring relationship

The importance of rapport – trust, mutual respect and sensitivity

Active listening, encouraging mentee to own their own development

Ability to communicate complex, sensitive and undesired information

Keeping information confidential

Keeping records of formal meetings with mentee

*Organisational skills needed for mentoring and coaching*

e.g. Planning and structuring sessions, recording information and report-writing, time management, setting and maintaining boundaries, assessment and evaluation, action planning

*Interpersonal skills needed for mentoring and coaching*

e.g. demonstrating empathic understanding, self-awareness and transparent communication, effective questioning, being supportive, encouraging and motivating, non-confrontational yet clear and honest, reflective listening, non-prejudicial
**Appropriate physical environments for mentoring and coaching**

Comfortable
Private area
Suitable and culturally appropriate surroundings
Noise levels
Physically safe environments for both coach/mentor and coachee/mentee
Proximity

**Barriers to coaching and mentoring**

Time
Resources
Attitudes
Values
Perceived power differences/consequence
Ownership

**Strategies for overcoming barriers:**

Utilising strategic thinking, i.e. developing a logical, evidenced-based, cost-effective and practical plan to overcome barriers and challenges, e.g. finding an appropriate space to carry out sessions, awareness of mentees concerns or needs beforehand to support planning

Appropriate organisational planning
Action learning and planning
Mutually established goals/outcomes and boundaries
Self-reflection and self-awareness
Techniques for programme monitoring, review and evaluation
LO4 **Review own leadership and mentoring practice in a care environment**

*The cycle of reflection in relation to mentoring practice*

Gibbs Reflective Cycle (1988)

Reflection in action and reflection on action

Using reflection to inform future behaviour, particularly directed towards sustainable performance

*Structural considerations for language in reflective writing*

Avoiding generalisation

Adopting a critical and objective approach

Reflecting on own personal development in a critical and objective way

*Content of reflections*

Reflecting on own abilities, views, beliefs, attitudes and values and impact on own mentoring practice

Barriers experienced in mentoring practice for self and others

Recognising own needs and boundaries, level of competence

Knowing when to escalate and seek support from more experienced coaches or mentors

Own response to criticism

Identifying areas of own professional growth or development through mentoring others

Forward planning for improvement
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Review theories and principles of team and individual leadership, mentoring and coaching in health and social care</td>
<td><strong>P1</strong> Compare relevant theories of team and individual leadership in relation to practice in care environments</td>
<td><strong>D1</strong> Assess the impact of theories, and principles of team and individual leadership, on own style of coaching and mentoring as applied in practice</td>
</tr>
<tr>
<td></td>
<td><strong>M1</strong> Analyse own approach to coaching or mentoring other workers in a care environment in a leadership role</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Explore how mentorship, through mentoring and coaching practices, can benefit individuals and organisations in care environments</td>
<td><strong>P2</strong> Discuss models of coaching and mentoring in relation to supporting practice in care environments</td>
<td><strong>LO2 and LO3</strong></td>
</tr>
<tr>
<td><strong>P3</strong> Discuss the impact of mentorship strategies on practice in organisations</td>
<td><strong>M2</strong> Debate the benefits of coaching and mentoring for individuals and organisations in different care environments</td>
<td><strong>D2</strong> Critically review the effectiveness of own leadership and mentoring practice in supporting the development of workers in own care setting</td>
</tr>
<tr>
<td><strong>P4</strong> Discuss the impact of mentorship strategies on workers receiving this support</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Apply mentoring and coaching techniques to support mentorship of individuals in care environments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Create a plan for the delivery of a series of practical mentoring sessions within own work setting to support care assistants</td>
<td><strong>M3</strong> Implement a series of planned, informal mentoring sessions to support care assistants in own setting, using different theories of communication</td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Discuss how communication theories are reflected in the plan to provide effective support to care assistants</td>
<td><strong>M4</strong> Reflect on the impact of barriers on the experience of care assistants being mentored</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Review own leadership and mentoring practice in a care environment</td>
<td><strong>M4</strong> Review the impact of own leadership and mentoring style on own practice and that of others</td>
<td><strong>D3</strong> Critically reflect on the effectiveness of own leadership and mentoring practice in improving own development and the quality of provision in own workplace setting</td>
</tr>
<tr>
<td><strong>P7</strong> Discuss own leadership and or mentoring styles as applied in practice within own workplace setting</td>
<td><strong>P8</strong> Examine the impact of own leadership and mentoring on the practice of own mentee</td>
<td></td>
</tr>
<tr>
<td><strong>M4</strong> Review the impact of own leadership and mentoring style on own practice and that of others</td>
<td><strong>D3</strong> Critically reflect on the effectiveness of own leadership and mentoring practice in improving own development and the quality of provision in own workplace setting</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Reports and Journal Articles


Websites

www.ccl.org

Center for Creative Leadership
Collaborative Healthcare Leadership
A Six-Part Model for Adapting and Thriving during a Time of Transformative Change
(ebook)

www.hee.nhs.uk

Health Education England
Yorkshire and the Humber Leadership Academy Coaching and Mentoring Strategy
(General reference)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 10: Developing Operational Management Skills for Healthcare Practice
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 29: Human Resource Management in Healthcare

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>M1</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>P3, P4, M2</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>M3, M4, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>P5, P6, M3, M4, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3</td>
<td>D2</td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>D3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3</td>
<td>D2</td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>D3</td>
<td></td>
</tr>
</tbody>
</table>
**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 33: Psychophysiological Disorders

<table>
<thead>
<tr>
<th>Unit code</th>
<th>A/616/1668</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Healthcare workers must develop an understanding of psychophysiological disorders and how these disorders impact the individual. Psychophysiological disorders refer to physical disorders that are strongly influenced, induced or affected by psychological factors.

In studying this unit, particular emphasis is placed on students exploring the interaction between the biological, psychological and socio-environmental factors that may underlie the development of a psychophysiological disorder such as cardiovascular, gastro-intestinal, endocrine and nervous system disorders.

Students will develop their critical analysis and reporting skills in examining the range of issues that impact on the management of these conditions in healthcare practice. They will investigate the roles of a range of practitioners who are involved in research into, and professional practice regarding, psychophysiological disorders from psychologists through to biochemists and neurologists. Students will also consider the roles they can play in raising awareness of, or supporting individuals with these conditions.

This unit will also provide the opportunity to broaden students’ knowledge and develop the transferable skills needed to operate within a health environment with particular reference to the types and levels of care needed to support individuals with a psychophysiological disorder.
Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the differences between psychophysiological, psychological and physiological disorders
2. Examine current theoretical perspectives on psychophysiological disorders
3. Analyse the forms of assessments for psychophysiological disorders
4. Explore current professional practice in supporting individuals with psychophysiological disorders.
Essential Content

LO1 Discuss the differences between psychophysiological, psychological and physiological disorders

Difference in categories of disorders
Physiological disorders
Psychological disorders
Psychophysiological disorders

General types of psychophysiological disorders
Somatoform – the physical symptoms have no known cause
Or, the physical symptoms have a physical cause but are exasperated by psychological issues

Diagnostic and Statistical Manual (DSM) of Mental Disorders
DSM V or most current version of the Manual
Development and use of
Challenges in differentiating between physiological disorders with a psychological basis and psychological disorders with physiological symptoms

Characterised types of psychophysiological disorders
Psycho-physiological skin disorders: neurodermotosis, eczema, acne and hives
Psycho-physiological musculoskeletal disorders: backache, muscle cramps, tension headaches, migraines and arthritis
Psycho-physiological respiratory disorders: bronchial asthma, hyperventilation syndrome and recurring bronchitis
Psycho-physiological cardiovascular disorders: hypertension, vascular spasms, angina syndrome, thrombosis and heart attack
Psycho-physiological gastro-intestinal disorders: peptic ulcers, chronic gastritis and mucous colitis
Psycho-physiological endocrine disorders: hyperthyroidism and obesity
Psycho-physiological disorders of nervous system in which emotional factors may play a role – multiple sclerosis
LO2  **Examine current theoretical perspectives on psychophysiological disorders**

- Theory and models
- Medical
- Humanistic-existential
- Cognitive
- Socio-cultural
- Biosocial theory

*Interrelationship of the body and mind (psychological – physical)*

- Body and mind, the essential connection
- Memory and environmental triggers
- Emotions and effective bond in health and disease
- Fight/flight response to stress
- Neurological wiring through the influence of environmental and genetic factors over the course of, or during, a lifespan

LO3  **Analyse the forms of assessment for psychophysiological disorders**

*Professional organisations relevant to the diagnosis of, and research into, psychophysiological disorders*

- British Psychophysiological Society (BPS)
- Psychophysiological Disorders Association (PPDA)
- International Organisation of Psychophysiology (IOP)
- British Association for Cognitive Neuroscience (BACN)
- Society for Psychophysiological Research (SPR)
- British Association for Counselling and Psychotherapy (BACP)
- The Royal College of Psychiatrists (RCP)

*Tutors should deliver with reference to examples of professional organisations as relevant to own home nation*

*Diagnosis and treatment of different disorders listed in LO1*
Aim of intervention and professional practice
Examining the (bio-psycho-social) patterns inherent to the development of a psychophysiological disorder
Changing, managing and controlling psychophysiological disorders with a view to improvement of health and wellbeing

Roles of different practitioners involved in treating psychophysiological disorders
General, e.g. pharmaceutical
Psychotherapy and psychoanalytic, e.g. counselling
Psychiatric, counselling and pharmaceutical
Neurological and neuropsychological, e.g. rehabilitation
Psychiatry and neurology, e.g. pseudo-neurological

LO4 Explore current professional practice in supporting individuals with psychophysiological disorders

Professional practice
Ethical values – respect, competence, responsibility and integrity

Core skills
Assessment, establishment of agreement with the client
Formulation, of client's needs and problems
Intervention, implementation of solutions
Evaluation, of outcomes
Communication, reporting and reflecting on outcomes.
Long- and short-term solutions

Responsibilities and Boundaries of professional practice:
British Psychology Society, (BPS) Code of Ethics and Conduct
General Medical Council (GMC) Code of Conduct, or codes of practice relevant to home country
Competent and informed with effective and safe practice
Legal and ethical obligations of practice as relative to working with individuals with psychophysiological disorders

Ethical obligations, e.g. valuing and promoting diversity, difference and inclusion.

Legal obligations, aspects of the following legislation as applicable to working with people with psychophysiological disorders, e.g.

- Mental Capacity Act (2005), Mental Health Act (amended) (2007)

**OR** equivalent legislation and frameworks relevant to home country.
<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Discuss the differences between psychophysiological, psychological and physiological disorders</td>
<td><strong>LO1 and LO2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>P1</strong> Analyse the main features of different categories of disorder and their diagnosis</td>
<td><strong>M1</strong> Critically analyse the challenges with diagnosis of general psychophysiological disorder with reference to specific examples of characterised types</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Critically compare the characterised types of psychophysiological disorders</td>
<td><strong>D1</strong> Critically evaluate theoretical approaches to understanding and diagnosing different types of psychophysiological disorders</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Examine current theoretical perspectives on psychophysiological disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Review different theoretical perspectives on the origin and nature of psychophysiological disorders</td>
<td><strong>M2</strong> Critically analyse theoretical approaches to the origin and nature of different psychophysiological disorders</td>
<td></td>
</tr>
<tr>
<td><strong>P4</strong> Discuss different forms of assessment and how they are used to diagnose and plan interventions for different psychophysiological disorders</td>
<td><strong>M3</strong> Analyse assessments used to identify psychophysiological disorders in terms of their efficacy in diagnosis and treatment planning</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Analyse the forms of assessments for psychophysiological disorders</td>
<td><strong>LO3 and LO4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Review current professional practices involved in diagnosing and supporting individuals with psychophysiological disorders</td>
<td><strong>M4</strong> Analyse the influence of different types of assessment and professional intervention on the health and wellbeing of the individual with a psychophysiological disorder</td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Discuss ways in which support from professional practice can aid the individual with a psychophysiological disorder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

www.apa.org American Psychological Association (General reference)

www.bacn.co.uk British Association for Cognitive Neuroscience (General reference)

ihpe.org.uk Institute of Health Promotion and Education (General reference)

www.nice.org.uk National Institute for Health and Care Excellence (General reference)

www.nimh.nih.gov National Institute of Mental Health (General reference)

www.psychiatry.org American Psychiatric Association Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (Ebook)

www.ppdassociation.org Psychophysiological Disorders Association (General reference)
Links:
This unit links to the following related units:

Unit 8: Addressing Health Inequalities
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 11: Changing Perspectives in Public Health
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 14: Sociological and Psychological Perspectives on Health
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 22: Supporting Individuals through Significant Life Events
Unit 24: Health Psychology
Unit 28: Holistic Approaches to Health Promotion
Unit 37: Complementary Therapies in Healthcare Practice

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3 and 4</td>
<td></td>
<td>P5, P6, M3, M4, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO4</td>
<td></td>
<td>P5, P6, M4, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO4</td>
<td></td>
<td>P5, P6, M4, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO4</td>
<td></td>
<td>P3, P5, P6, M2, M4, D1, D2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3-LO4</td>
<td></td>
<td>P4-P6, M3, M4, D2</td>
</tr>
</tbody>
</table>
**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 34: Global Health and Wellbeing

<table>
<thead>
<tr>
<th>Unit code</th>
<th>F/616/1669</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Global health issues continue to remain important concerns throughout the world. For example, infectious diseases such as the Zika virus and Ebola have received vast media attention due to the morbidity and mortality rates affecting different populations around the globe. Without the effective epidemiological study of the causes and associations of these diseases, the consequences may have meant a global health crisis of escalating epidemic scale. In addition, there are a number of non-communicable diseases such as coronary heart disease, cancer, chronic respiratory diseases and diabetes which are recognised by the World Health Organisation as being responsible for a critical number of deaths per year around the world.

The aim of this unit is for students to explore the field of global health and wellbeing, through the investigation of epidemiological approaches to improving population health. While learning the underpinning processes of epidemiology, students will link these to real-world examples within their own area of healthcare practice.

Topics in this unit include epidemiology of global, national and local health issues, including contributory factors, incidence and prevalence, data analysis, researching global health issues, communicable and non-communicable diseases and the effectiveness of interventions, including the impact of own practice.

On successful completion of this unit, students will be able to assess the epidemiology of global health problems related to their own professional experience and practice. By completing this unit, students will have gained valuable analytical, research and health intervention skills that will support further study or support progression of their career within the health sector, particularly in health promotion and public health.
Learning Outcomes

By the end of this unit students will be able to:

1. Discuss global priorities for health and wellbeing in relation to healthcare priorities of own country
2. Analyse epidemiological data in relation to health and wellbeing
3. Examine the epidemiology of communicable and non-communicable diseases related to own health practice
4. Assess public health intervention programmes addressing global health priorities in relation to own practice.
Essential content

LO1 **Discuss global priorities for health and wellbeing in relation to healthcare priorities of own country**

*Contextualising public health and wellbeing priorities*

Health and wellbeing priorities

Definition of global health and wellbeing

Global versus national public health issues/diseases

Challenges in addressing issues affecting health and wellbeing on the global stage:

economic factors, e.g. government investment in health support or services

cultural factors, e.g. values, beliefs, systems of different countries

geographical factors, e.g. accessibility of health services

infrastructure, e.g. education and access to health education and services

environmental factors

availability of support networks

intervention and reporting, e.g. government media, campaign groups – control over what is reported

*Global health priorities:*

The World Health Organisation (WHO)'s European Health Policy Framework (Health 2020, 2012) four priority areas:

investing in a life-course approach and empowering citizens

tackling Europe's major disease burdens of noncommunicable and communicable diseases

strengthening people-centred health systems and public health capacity, including preparedness and response capacity for dealing with emergencies

creating supportive environments and resilient communities

Sustainable Development Goals (WHO, 2015)

e.g. end poverty in all its forms everywhere, end hunger, achieve food security and improved nutrition and promote sustainable agriculture, ensure healthy lives and promote well-being for all at all ages, ensure availability and sustainable management of water and sanitation for all, reduce inequality within and among countries, as developed from the Millennium Development Goals (WHO, 2000)
Personal factors
Competing personal priorities
Individual perceptions of health and illness
Differences in reporting and accessing services, e.g. gender, stereotypes, disclosing sensitive and potentially embarrassing information

LO2 Analyse epidemiological data in relation to health and wellbeing

Sources of evidence
Sources of specific statistical information, e.g. Office for National Statistics, Public Health Observatories, voluntary sector organisations involved with health and wellbeing priorities
Government influence within own country, e.g. Public Health England, Public Health Wales, NHS Scotland and Institute of Public Health Ireland
Relevant research studies related to specific health and wellbeing issues

Epidemiological principles
Principles of disease management, e.g. incidence and prevalence
Frequency analysis of data
Analysis of routine data on mortality and morbidity
Identification of risk in relation to a disease, association and cause of disease
The use of statistical data to determine health priorities in different countries and globally

Study methods
General overview of the different research methods used to obtain epidemiological data, e.g.: observational research, descriptive and analytical studies, experimental research, randomised controlled trials, field trials, community trials.
Reviewing sources of evidence
Assessing validity and reliability of sources, e.g., timeliness, relevance, accuracy of claims and scientific and other data
Critical analysis of sources of evidence, e.g., assessing advantages and disadvantages of using epidemiological data in determining appropriateness of public health strategy/priority applied to own country

LO3 Examine the epidemiology of communicable and non-communicable diseases related to own health practice

Definitions of communicable and non-communicable disease

Epidemics, pandemics, global threat

Methods of prevention, health protection, managing outbreaks and incidence

Impact of disease on a population

Epidemiology of communicable and non-communicable disease

Communicable diseases, e.g. tuberculosis, measles, human immunodeficiency virus, variants of the influenza virus, Ebola

Non-communicable diseases, e.g. coronary heart disease, chronic respiratory disease, diabetes, cancer

Infection control processes and regulations, e.g. Control of Substances Hazardous to Health (COSHH), handwashing, Personal Protective Equipment (PPE)

Evaluate sources of evidence applicable to own practice

National and local priorities for communicable and non-communicable diseases and their links to national and international concerns

Interpretations of sources of evidence applicable to own practice
LO4 **Assess public health intervention programmes addressing global health priorities in relation to own practice**

*Reviewing global public health intervention strategies in relation to own practice*

- Elements of intervention, e.g. identifying appropriate global priorities applicable to own country and practice
- Related interventions and communication methods using information from recognised health campaigners, e.g. WHO, Change 4 Life, British Heart Foundation, Diabetes UK, other campaigners in home country, producing materials and ideas as relevant to particular client group
- Assessing effectiveness of current interventions and types of evidence supporting intervention through impact on own practice, e.g. how it contributes to control and management of disease/illness
- Planning for own programme of intervention, e.g. identifying area, local priorities and impact on global priorities, organisations that could support plan, research evidence supporting programme of intervention

*Links to own practice and future directions*

- Defining ways knowledge of local, national and global public health interventions and priorities impacts on own daily practice and provision
- Reflecting on knowledge and skills and own future personal development and professional career pathway
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Discuss global priorities for health and wellbeing in relation to healthcare priorities of own country</td>
<td><strong>LO1 and LO2</strong></td>
<td><strong>D1</strong> Assess the challenges and issues in determining priorities for health and wellbeing using epidemiological research within own country in comparison to global concerns</td>
</tr>
<tr>
<td><strong>P1</strong> Summarise the key priorities for health and wellbeing within own country</td>
<td><strong>M1</strong> Analyse the links between global and local priorities for health and wellbeing</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Discuss the challenges and issues associated with addressing global health priorities in different countries</td>
<td><strong>LO1 and LO2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Analyse epidemiological data in relation to health and wellbeing</td>
<td><strong>M2</strong> Critique the effectiveness of methods used to obtain epidemiological data to determine global and local health priorities</td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Discuss epidemiological principles and sources of evidence applicable to health and wellbeing in own country</td>
<td><strong>LO3</strong> Examine the epidemiology of communicable and non-communicable diseases related to own health practice</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P4</strong> Analyse epidemiological data that have defined global health priorities</td>
<td><strong>M3</strong> Assess the impact of epidemiological evidence regarding one communicable and one non-communicable disease in controlling these diseases in own work setting</td>
<td><strong>D2</strong> Critically reflect on the impact of local and global public health improvement programmes on the epidemiology of different communicable and non-communicable diseases</td>
</tr>
<tr>
<td><strong>LO3</strong> Examine the epidemiology of communicable and non-communicable diseases related to own health practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Describe the epidemiology of one communicable and one non-communicable disease of relevance to own area of healthcare practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Demonstrate how own practice contributes to the control of communicable and non-communicable diseases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Assess public health intervention programmes addressing global health priorities in relation to own practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Produce a plan for health intervention relevant to own practice using a current public health intervention programme</td>
<td><strong>M4</strong> Assess own effectiveness in planning and implementing a public health intervention in relation to professional practice</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Implement a planned intervention relevant to own healthcare practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites
www.euro.who.int World Health Organisation
Health 2020
(Guidance and Reports)

www.publichealth.ie Institute of Public Health Ireland
(General reference)

www.healthscotland.scot NHS Scotland
(General reference)

www.gov.uk Public Health England
(General reference)

fingertips.phe.org.uk Public Health England
Health Profiles
(General reference)

www.publichealthwales.wales.nhs.uk Public Health Wales
(General reference)

www.who.int World Health Organisation
Sustainable Development Goals
(Guidance and Reports)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 5: Health Education in Action
Unit 8: Addressing Health Inequalities
Unit 11: Changing Perspectives in Public Health
Unit 14: Sociological and Psychological Perspectives on Health
Unit 18: Innovation and Improvement through Action Research
Unit 24: Health Psychology
Unit 28: Holistic Approaches to Health Promotion

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Requirements (Unit Content)</th>
<th>Assessment Requirements (Assessment Criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1: Law, Regulation and Ethical Practice</td>
<td>LO1, LO2, LO3</td>
<td>P1, P2, M1, D1, P3, P4, M2, P5, P6, M3, D3</td>
</tr>
<tr>
<td>Theme 2: Professional Values, Attitudes and Behaviours</td>
<td>LO1, LO4</td>
<td>P1, P2, M1, D1</td>
</tr>
<tr>
<td>Theme 3: Health, Safety and Safeguarding Through the Lifespan</td>
<td>All Learning Outcomes</td>
<td>All Assessment Criteria</td>
</tr>
<tr>
<td>Theme 4: Valuing and Promoting Diversity, Difference and Inclusion</td>
<td>All Learning Outcomes</td>
<td>All Assessment Criteria</td>
</tr>
<tr>
<td>Theme 5: Promoting Physical and Mental Health and Emotional Wellbeing</td>
<td>All Learning Outcomes</td>
<td>All Assessment Criteria</td>
</tr>
</tbody>
</table>
Essential requirements

Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 35: Project Management for Healthcare

<table>
<thead>
<tr>
<th>Unit code</th>
<th>T/616/1670</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

This unit will provide students with the opportunity to gain understanding and develop skills relating to project management principles, methodologies, tools and techniques. This includes undertaking independent research, managing and implementing a project. They will develop confidence and abilities in decision-making, problem-solving, consequential thinking, critical analysis and research activities within their chosen field. Further, they will be able to critically assess key concepts, systems, processes, and practices within a work-based context to determine appropriate outcomes and solutions, present evidence and make recommendations in an appropriate, clear and understandable way.

Project briefs will be set by the centres in partnership with participating organisations. The projects must allow flexibility for student input in project design, and must enable students to explore and examine relevant and current topics or other key aspects of business within the healthcare environment.

In completing this unit, students will have developed skills in project management, supporting continuing further education in healthcare related management degrees and enhancing employment opportunities in supervisory or junior management roles in healthcare.
Learning Outcomes

By the end of this unit students will be able to:

1. Apply theories of project management to management systems and practices in own work setting
2. Implement a planned small-scale project relevant to own workplace experience
3. Produce an end of project evaluation report, taking into account audience and stakeholders
4. Critically reflect on own performance and learning within the project management process.
Essential content

LO1  **Apply theories of project management to management systems and practices in own work setting**

*Project management*
Definitions of project and project management
Principles of project management
Role of the project manager
The project environment and the impact of external influences on projects
Project lifecycle (PLC) feasibility study/research
Theories and practice of project management e.g. Agile methodologies, PRINCE2 principles, five project management process groups, project management tools and project leadership

*Project management systems*
Procedures and processes, knowledge of project information support (IS) systems
Integrating human and material resources to achieve successful projects
Comparing project outcomes with organisation objectives
Reviewing systems and procedures in own service setting and challenging ineffective practice
Recommending proposals for improvements in systems and procedures in own service setting
LO2 **Implement a planned small-scale project relevant to own workplace experience**

*Measuring the success or failure of projects*
The need to meet operational, time and cost criteria
Define and measure successes, i.e. develop the project scope – defining objectives, scope, purpose and deliverables to be produced
Steps and documentation required in the initiation phase
Developing the project plan, e.g. project execution strategy and the role of the project team
Consideration of benefit analysis and viability of projects
Determining success/failure criteria
Preparation of project definition report

*Ethics, reliability and validity*
Examples of ethical practice considerations in project research
Reliability and validity

*Analysis of information and data*
Using data collection tools, e.g. interviews and questionnaires, using analytical techniques, e.g. trend analysis, coding or typologies

*Sources and types of research data*
Internal and external
Primary and secondary
Formal and informal
Team workers, customers and other stakeholders
Qualitative and quantitative research methods
Official and unofficial information
Policy and opinion
LO3 Produce an end of project evaluation report, taking into account audience and stakeholders

Evaluation
Method, e.g. written, verbal, and medium, e.g. report, online, presentation
Impact of content and type of research
Communicating with intended audience
Reflecting on stakeholder involvement
Evaluation of the trends and patterns, diagrams and text
Consistency and reliability
Currency and validity
Legal and ethical considerations including confidentiality

Consequential thinking in evaluating projects
Decision-making, e.g. critical thinking and emotional intelligence skills and techniques
Consequential thinking as a tool to assess choices, anticipate how people will react, and follow through on intentions

Critical analysis in evaluation
Recognising critical analysis as subjective writing
Skills for critical analysis, i.e. critical reading and critical writing
Applying theoretical perspectives
Logical sequencing of information

Evaluation of outcomes
An overview of the success or failure of the research project planning, implementation and management, e.g.:
aims and objectives
evidence and findings
validity, reliability
benefits, risks
difficulties
conclusion(s)
LO4 Critically reflect on own performance and learning within the project management process

The difference between reflecting on performance and evaluating a project
The cycle of reflection: to include reflection in action and reflection on action

Content of reflective writing in evaluation

Own performance
The advantages of using project management towards improving own career prospects
Importance of using project management tools and approaches in typical practice
Own management of risk when undertaking projects
Review of own rationale for methods, approaches and topic
Lessons learned in terms of own performance through the process
Action planning for future improvement towards own career aspirations
# Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Apply theories of project management to management systems and practices in own work setting</td>
<td><strong>P1</strong> Discuss different project management theories and models used in managing healthcare service provision</td>
<td><strong>D1</strong> Critically evaluate and review project management processes in own setting using different theories and models of project management</td>
</tr>
<tr>
<td><strong>P2</strong> Illustrate the different processes used in own setting to manage projects</td>
<td><strong>M1</strong> Analyse different project management theories and models in terms of their application to project management processes used in own setting</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Implement a planned small-scale project relevant to own workplace experience</td>
<td><strong>P3</strong> Create project management plan using different methods of communication for a self-selected project</td>
<td><strong>D2</strong> Evaluate and review own project management documentation for a small-scale healthcare project in own work setting</td>
</tr>
<tr>
<td><strong>P4</strong> Implement and manage a small-scale healthcare project in own work setting</td>
<td><strong>M2</strong> Apply detailed project management planning processes to the implementation and management of a small-scale healthcare project in own work setting</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Produce an end of project evaluation report, taking into account audience and stakeholders</td>
<td><strong>P5</strong> Produce a well-constructed end of project evaluation report</td>
<td><strong>D3</strong> Produce a critically reflective end of project evaluation report.</td>
</tr>
<tr>
<td><strong>P6</strong> Report on the value of undertaking the project to meet stated objectives</td>
<td><strong>M3</strong> Produce an analytical end of project evaluation report</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Discuss how consequential thinking and analysis was used in developing the report</td>
<td><strong>M4</strong> Reflect on the value of the project management process and use of quality research in developing own career prospects</td>
<td><strong>D4</strong> Action plan for own future learning and development through own experience of the project management and quality research processes</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks:

Websites
www.bbc.co.uk BBC
The Bottom Line
(Podcast)

www.leadershipacademy.nhs.uk Do OD Podcast
Episode 27 – Raising our ambition, deepening our practice
(Podcast)

www.managementhelp.org Free Management Library
All About Project Management
(General reference)

www.managers.org.uk Chartered Institute of Management
(General reference)

www.project-management-podcast.com PM Podcast
Episode 386: Interpersonal Skills for Project Success
(Podcast)
Journals


Links

This unit links to the following related units:

Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 4: Fundamentals of Evidence-based Practice
Unit 10: Developing Operational Management Skills for Healthcare Practice
Unit 15: Healthcare Technology in Practice
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 23: Managing Quality in Care Environments
Unit 25: Facilitating Change in Healthcare Environments
Unit 29: Human Resource Management in Healthcare
Unit 32: Team and Individual Leadership: Mentoring and Coaching Others

This unit maps to the qualification Practice Themes as below:

Links to qualification Practice Themes depend on the project chosen.

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 36: End of Life Care Planning and Support

<table>
<thead>
<tr>
<th>Unit code</th>
<th>A/616/1671</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Providing care for an individual at the end of their life is a sensitive and emotional period of care. Healthcare practitioners and support staff may be involved in supporting families in end of life care, at time of death and through bereavement. This can affect any individual at any life stage. Death can be sudden and this demands compassionate, supportive and empathetic skills from the carer. Some end of life care requires careful planning to support the individual and their family and friends effectively through this period.

In this unit, students will review local and national end of life guidelines as well as legislative processes in reporting death. Students will demonstrate skills in planning end of life care and providing support. It will be important for students to reflect upon periods of care and consider the development of their role as a part of the wider team providing palliative or end of life care. This unit will also give students the opportunity to explore cultural and social factors that influence approaches in end of life care.

Upon completion of this unit, students will have increased their knowledge and awareness of the impact of death and care up to and after loss, and be able to demonstrate skills in being able to support individuals through this challenging time. Providing end of life care can have a significant emotional impact upon all practitioners working in healthcare and it is important to address these issues and to develop awareness of sources of support and self-care. Students will consider these challenges in this unit, and be able to recognise when they need support and the support available to practitioners working in these environments.

The learning in this unit will support progression into continuing higher education courses for healthcare and allied health professions. Further, it can support progress to more senior support roles in healthcare environments and will enable students to consider specialising in palliative care or counselling roles.
Learning Outcomes
By the end of this unit students will be able to:

1. Discuss current national standards and guidelines in planning end of life care
2. Examine how cultural, religious and social factors influence end of life care planning and support
3. Explore own role in planning end of life care and providing support to individuals and their families
4. Review services available to support individuals and their families in planning end of life care.
Essential content

LO1 Discuss current national standards and guidelines in planning end of life care

National guidelines:

Common core principles and competences for social care and health workers working with adults at the end of life (Skills for Care and Skills for Health, 2014)

Ambitions for Palliative and End of Life Care, A national framework for local action 2015-2020 (National Palliative and End of Life Care Partnership, 2015)

The Gold Standards Framework (GSF, 2017)

Getting it right every time: Fundamentals of nursing care at the end of life (Royal College of Nursing, 2015)

Every moment counts: A new vision for coordinated care for people near the end of life calls for brave conversations (National Council for Palliative Care, 2015)

Care of dying adults in the last days of life NG31 (NICE, 2015)

National End of Life Strategy (Department of Health, 2008)

Challenges to implementing guidelines:

Needs of individuals relative to their age/stage of development, e.g. infancy, childhood, adolescence, early adulthood, middle adulthood, later adulthood

The different periods over which people may require care

Managing own emotional responses to practical considerations

Local availability of skills and services

The range of different individuals that may be involved, e.g. friends, families, representatives, legal and social advocates

Complexity of decision-making

Issues around transparency versus sensitive handling

Knowing where to get support
Legal and ethical issues with regard to end of life and palliative care:
Relevant aspects of:
Care Act (2014)
Equality Act (2010)
Human Rights Act (1998)
Mental Capacity Act (2005)
Mental Capacity Act (2005) – best interests
**OR** other related legislation as currently applicable in own home country
Advance care planning – advance directive/living will/advance refusal
Consent and capacity
The right for an individual to give someone else the legal authority to act on their behalf e.g. through Lasting Powers of Attorney (LPAs)
Controversies around the illegality of assisted dying

**LO2** Examine how cultural, religious and social factors influence end of life care planning and support

*Cultural *
- Customs relating to death
- Funeral preparations
- Family roles
- Preparing for death, last wishes
- Burial, cremation, natural burial
- Grieving processes and norms

*Religious factors *
- Different religious customs
- Wakes/celebrations of life
- Last rites
- Preparation of body
- Belief structures in after life, reincarnation
- Spirituality, rejoicing in past life, wanting to make amends, wanting to share
Social factors
Family/friends support networks, how they react to death and dying
Feelings of fear, guilt, anxiety about death process and what happens next
Preparing for death, wanting to support those left behind, wanting to make contact with lost friends/family
Making plans – wills, advance directives, paying funeral costs
Age, gender, sexuality, disability and influence on death
Effective communication between professionals, discussion regarding death
Taboos, superstitions
Organ donation

Barriers to effective planning
Sudden death
Fears of dying, lack of support
Death of a child, shock to family, trauma and criminal implications
Financial difficulties, unable to plan funeral, stress of not meeting last wishes
Denial, refusal to participate in planning
Family breakdown
Practitioners not recognising or respecting the cultural, religious and social factors impacting on the individual, their friends and family
Practitioners finding it difficult to manage their own emotional responses
Unwarranted variations in care plan

LO3 Explore own role in planning end of life care and providing support to individuals and their families

Role of healthcare assistant in planning end of life care
Supporting the individual through person-centred planning, involvement in planning with family and friends
Holistic planning, acknowledging all aspects of a person's life and respecting spiritual belief structures within planning
Dignity and respect, equality and anti-discriminatory practice
Actively listening to the individual, their family and friends
Adapting responses to each situation with regard to the age, ability, needs and circumstances of the individual

Appreciating the significance and respecting wishes and preferences of the individual, their family and friends

Supporting activities that promote value in life

Supporting symptom management and physical care, nutrition and hydration, pain relief, personal care

Anticipatory prescribing

Being a reliable and professional source of support for individuals experiencing end of life

Working closely with multidisciplinary teams and agencies to provide effective support

Recognising boundaries of role

**Advance care planning**

Identify wishes and preferences

Refusing specific treatments, putting a “do not resuscitate” order in place

Requesting an advocate

Making a lasting power of attorney

Support from medical team

Recording information

Open dialogue

**Communication**

Effective methods of communication, reading cues to talk, privacy, respect

Active listening skills

Confidentiality, sharing life experiences and appropriate self-disclosure

Record-keeping

Encouraging opportunities for individual to talk with family and friends

Effective communication across agencies, integrated planning

Building relationships based on trust and open dialogue

Communicating with individuals at different ages and stages

Effective exploration of children’s understanding of dying and death

Referral processes where grieving and bereavement is complex

Referral and communicating with relevant services
**Grieving process**

Loss, bereavement, grief and mourning, stages of grief (Kubler-Ross, 1965)
Bereavement, emotional and psychological impact
Complicated grieving, unable to move on
Support, counselling and cognitive behaviour therapy
Supporting individuals and families through process

**Issues for the healthcare assistant supporting care at end of life**

Own ability to cope with death and dying: emotional and psychological impact
Grief and grieving/stress and anxiety around death
Lack of experience/worries about what happens
Fear of own responses/self-awareness
Coping with grief of others
Links to personal experiences
Distinguishing between own and others’ responses, e.g. the individual, their family and friends
Maintaining own professionalism, e.g. demonstrating appropriate empathy
Recognition of the impact of own emotional state on the individual, their friends and family, colleagues and others
Recognition of the impact of own emotional response on other areas of working practice and home life

**Recognising when you need support**

Seeking and accessing support, and supporting other colleagues, adhering to policies and procedures
Sources of support e.g. manager/supervisor, mentor, colleagues, counselling services, support groups in person and online
LO4 **Review services available to support individuals and their families in planning end of life care**

*Holistic considerations in measuring the quality of end of life care planning and provision*

Overall quality of life of the individual
Physical, psychological, social and spiritual dimensions of comfort and wellbeing
The individual’s own perception of their care
The wellbeing and perception of family and/or social networks involved in the individual’s life
Keeping the choices and priorities of the individual at the centre of planning and delivery
Helping keep individuals, families and friends well informed about the range of options and resources available to them to be involved with care planning.

*Services supporting end of life care*

Palliative care teams, Hospice care, Social care services, voluntary support agencies

*Multidisciplinary approaches*

Shared communication
Closely integrated support and planning, interagency working
Support for families
Practical support- finances, benefits, planning funerals
Best interests meetings, advance planning directives
Community-based support and engagement

*Roles of professionals*

e.g. Macmillan nurses, hospice staff, consultants/GP, pharmacists, palliative care workers, social workers, psychologists, grief counsellors, funeral directors, staff counselling services
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Discuss current national standards and guidelines in planning end of life care</td>
<td><strong>D1</strong> Critically analyse how effective different national standards and guidelines are in providing benchmarks for planning and supporting end of life care for individuals and families</td>
</tr>
<tr>
<td><strong>P1</strong></td>
<td>Review national standards and guidelines for planning and supporting end of life care</td>
<td><strong>M1</strong> Critically discuss possible ethical issues that can arise when planning end of life care across different stages of the lifespan in terms of safeguarding the individual receiving care</td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Discuss the challenges to effectively implementing guidelines in end of life care across different stages of the lifespan</td>
<td><strong>P3</strong> Discuss the cultural and religious influences on planning end of life care. <strong>P4</strong> Analyse social factors that can affect the way the individual and family respond to planning and support in end of life care</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>Examine how cultural, religious and social factors influence end of life care planning and support</td>
<td><strong>D2</strong> Critically evaluate the importance of taking into account the contribution different factors when planning and providing end of life care for different individuals</td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>Discuss the cultural and religious influences on planning end of life care.</td>
<td><strong>M2</strong> Critically discuss how to address potential barriers to effective end of life care and support, taking into account different influential factors</td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td>Analyse social factors that can affect the way the individual and family respond to planning and support in end of life care</td>
<td><strong>M3</strong> Reflect own professional skills and behaviour as part of a team in planning and providing person-centred care for individuals towards end-of-life</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>Explore own role in planning end of life care and providing support to individuals and their families</td>
<td><strong>D3</strong> Critically reflect upon own provision of care and impact on care processes involved in supporting individuals, friends and families coping with end of life care</td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td>Communicate sensitively to different individuals, their friends and family in a setting where end of life care is provided</td>
<td><strong>P6</strong> Review the procedures and practices in place in the setting to ensure care planning is responsive to preferences and needs of individuals and their families requiring end of life care and support</td>
</tr>
<tr>
<td><strong>M3</strong> Reflect own professional skills and behaviour as part of a team in planning and providing person-centred care for individuals towards end-of-life</td>
<td><strong>M4</strong> Reflect own professional skills and behaviour as part of a team in planning and providing person-centred care for individuals towards end-of-life</td>
<td></td>
</tr>
<tr>
<td><strong>D3</strong> Critically reflect upon own provision of care and impact on care processes involved in supporting individuals, friends and families coping with end of life care</td>
<td><strong>P7</strong> Review the procedures and practices in place in the setting to ensure care planning is responsive to preferences and needs of individuals and their families requiring end of life care and support</td>
<td></td>
</tr>
<tr>
<td><strong>M4</strong> Reflect own professional skills and behaviour as part of a team in planning and providing person-centred care for individuals towards end-of-life</td>
<td><strong>P7</strong> Review the procedures and practices in place in the setting to ensure care planning is responsive to preferences and needs of individuals and their families requiring end of life care and support</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Review services available to support individuals and their families in planning end of life care</td>
<td><strong>M5</strong> Critically review own contribution to teamwork as a part of the multidisciplinary approach to planning end of life care</td>
<td><strong>D4</strong> Critically evaluate the impact of multidisciplinary planning and support in end of life care for the individual and family and friends</td>
</tr>
<tr>
<td><strong>P7</strong> Research local and national support groups available to support end of life care</td>
<td><strong>P8</strong> Discuss the role of different health and care professionals involved in supporting end of life care</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

endoflifecareambitions.org.uk The National Palliative and End of Life Care Partnership
Ambitions for Palliative and End of Life Care (Guidance)

www.rcgp.org.uk Royal College of General Practitioners Palliative and End of Life Care Toolkit (Training)

www.scie.org.uk Social Centre Institute of Excellence End of Life Care (Report)

www.who.int World Health Organisation Global Atlas of Palliative Care at the End of Life (Guidance)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 6: Supporting Dementia Care
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 13: Supporting Individuals with Specific Needs
Unit 14: Sociological and Psychological Perspectives on Health
Unit 15: Healthcare Technology in Practice
Unit 16: Supporting Adults in Residential Care
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 22: Supporting Individuals through Significant Life Events
Unit 24: Health Psychology
Unit 26: Supporting Team and Partnership Working Across Health and Social Care Services
Unit 30: Pharmacology and Medicine Management
Unit 31: Providing Outpatient and Community Care
Unit 37: Complementary Therapies in Healthcare Practice
### Learning Requirements (Unit Content)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 1: Law, Regulation and Ethical Practice</td>
<td>LO1, LO2, M1</td>
</tr>
<tr>
<td>THEME 2: Professional Values, Attitudes and Behaviours</td>
<td>LO2, LO3, M2, M3, M4, D4</td>
</tr>
<tr>
<td>THEME 3: Health, Safety and Safeguarding Through the Lifespan</td>
<td>LO2, LO4, D2, D3, D4</td>
</tr>
<tr>
<td>THEME 4: Valuing and Promoting Diversity, Difference and Inclusion</td>
<td>LO2, LO3, P2, P3, P4, P6</td>
</tr>
<tr>
<td>THEME 5: Promoting Physical and Mental Health and Emotional Wellbeing</td>
<td>LO2, LO3, LO4, D1, D2, D3, D4</td>
</tr>
</tbody>
</table>

### Assessment Requirements (Assessment Criteria)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 1: Law, Regulation and Ethical Practice</td>
<td>P1, P2, M1, D1</td>
</tr>
<tr>
<td>THEME 2: Professional Values, Attitudes and Behaviours</td>
<td>P3, P4, M2, P5, M6</td>
</tr>
<tr>
<td>THEME 3: Health, Safety and Safeguarding Through the Lifespan</td>
<td>P4, M2, M3, M4, D3</td>
</tr>
<tr>
<td>THEME 4: Valuing and Promoting Diversity, Difference and Inclusion</td>
<td>P2, P3, P4, P6</td>
</tr>
<tr>
<td>THEME 5: Promoting Physical and Mental Health and Emotional Wellbeing</td>
<td>D2, D3, D4</td>
</tr>
</tbody>
</table>

### Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

### Delivery

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

### Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

### Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 37: Complementary Therapies in Healthcare Practice

<table>
<thead>
<tr>
<th>Unit code</th>
<th>F/616/1672</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

Complementary therapies have been in use across the globe for centuries. They are now rapidly becoming acceptable alternatives or additions to some conventional treatments for illness and disease as well as in the promotion of health and wellbeing for the individual. As our society aims for the individual to take more responsibility for their health and wellbeing, complementary therapies are becoming more readily available to users of health, care and support services.

This unit will enable students intending to become healthcare practitioners to explore a variety of complementary therapies and assess their benefits in relation to providing a holistic approach to health and wellbeing.

Students will review how complementary therapies are regulated for use in health and care provision and provide an analysis of how effective complementary therapies may be in addition to orthodox treatments on the long-term health and wellbeing of the individual.

This unit will support students’ progression in healthcare related continuing higher education and in employment in healthcare related fields.
Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the principles of providing complementary therapies in a healthcare setting
2. Assess the regulations affecting complementary therapies in healthcare settings
3. Investigate the use of complementary therapies in a healthcare setting
4. Analyse the role of complementary therapies in maintaining health and wellbeing.
Essential content

LO1 Discuss the principles of providing complementary therapies in a healthcare setting

*Definition of complementary therapy as distinct from alternative therapy*

*The history of complementary therapies*

Therapies e.g. aromatherapy, reflexology, massage, reiki, acupuncture, hypnotherapy, neurolinguistic programming (NLP), art therapy, homeopathic remedies

Classification of complementary therapies:

Physical therapies e.g. acupuncture, massage, reflexology, yoga

Cognitive therapies e.g. Neuro-Linguistic Programming (NLP), cognitive behaviour therapy, hypnotherapy

Expressive therapies e.g. art, music

Plant-based therapies e.g. homeopathy, flower remedies, herbalism

*Role of complementary therapies*

As a form of pain relief during procedures rather than analgesics

To alleviate the side effects of a conventional medicine

To relieve emotional responses and stress related to anxiety to illness or treatment

For use in preventative measures

For relaxation

Alongside conventional medicines in healthcare practice

*Personal skills required of practitioners providing complementary therapies*

Communication

Being hands on with patients

Being caring and reassuring

Working as part of a team and willing to work alongside other professionals

Working with service users of all ages

Advocacy skills

Ability to articulate and support the use of conventional therapies
LO2 Assess the regulations affecting complementary therapies in healthcare settings

*Professional standards, guidelines and advisory organisations relevant to the provision of complementary therapies*

Complementary therapy professional and support bodies, e.g. Complementary and Natural Healthcare Council (CNHC), General Council for Massage Therapy (GCMT), Reflexology Forum (RF), Complementary Health Professionals, International Federation of Reflexologists (IFR), Complementary Therapists Association (CThA), Federation of Holistic Therapists (FHT)

Medical regulatory bodies and guidance, e.g. General Medical Council regulations and guidance (GMC), Nursing and Midwifery Council (NMC), Health and Care Professions Council (HCPC), General Osteopathy Council (GOsC), General Chiropractic Council (GCC), NICE guidance

Additional standards, e.g. National Occupational Standards (NOS)

Other regulatory bodies, e.g. The General Regulatory Council for Complementary Therapies

Additional requirements, e.g. the Disclosure and Barring Service (DBS)

Professional standards, guidance and advisory organisations in home country

*Self-regulation*

*The therapist's professional responsibilities regarding consent for complementary therapies in the healthcare setting*

*Confidentiality when working in a healthcare setting*

*Professional codes of ethics*

*Legislation affecting the provision of complementary therapy treatments in the healthcare settings*

Local and national policy of relevance to the provision of complementary therapies in healthcare settings. Impact of regulation, legislation and policy on access to complementary therapies including considerations of funding and availability

Public sector

Private sector

Voluntary sector
LO3 Investigate the use of complementary therapies in a healthcare setting

**Use of complementary therapies alongside orthodox medicines as treatments for diseases and physical health conditions**
e.g. in surgery, dosage

**Effectiveness of complementary therapies**
The importance of touch as used in complementary therapies, e.g. connection to others, reduction of anxiety, bonding, rapport, lower blood pressure, sensory input
Physiological effects of different therapies, i.e. impact on different body systems, e.g. alleviation of physiological symptoms
Psychological or behavioural effects of different therapies, e.g. the placebo effect, psychosomatic results, behaviour change
Maintenance of ongoing health status
Personal socio-cultural benefits: comfort, familiarity, choice, confidence
Attitudes towards complementary therapies

**Risks**
Associated with using or advising the use of complementary therapies as alternatives to conventional medicines
Risks to the individual receiving support or treatment
Risks to the organisation providing the service
Personal and professional consequences of errors in advice or treatment provided to service users requesting complementary therapies
Contraindications

**Raising own knowledge and awareness regarding efficacy of complementary therapies**
Identifying valid and reliable research that supports the use of complementary therapies
The difference between using complementary therapies to treat conditions with a psychological basis compared to physical health conditions
Differences in the scientific approach used to test conventional medicines and research that supports the efficacy of complementary therapies in treating physical health conditions
Recognising the ongoing nature of research to understand and identify the efficacy of complementary therapies in treating different conditions
Sources of information for research into complementary therapies related to own setting

e.g. complementary therapy practitioners, healthcare practitioners, individuals using complementary therapies, scientific studies, systematic research, commercial sources

LO4 Analyse the role of complementary therapies in maintaining health and wellbeing.

Use of complementary therapies
As a form of pain relief during procedures rather than analgesics
To alleviate the side effects of a conventional medicine
To relieve emotional responses such as anxiety to illness or treatment
Preventative uses
Therapeutic for different disorders

Impact on physiological function
Musculo-skeletal e.g. bones, joints, muscles, mobility, pain
Metabolic e.g. digestive and eliminatory processes, dermatological, endocrine functions, immune function, reproductive function
Cardio-respiratory e.g. pulmonary functioning, cardiovascular functioning
Central and peripheral nervous system

Psychological effects
Impact on mental health, e.g. relief of stress, depression, mood improvement and enhanced wellbeing
Impact with regard to learning difficulties or disabilities e.g. Attention Deficit Hyperactivity Disorder (ADHD), autism
# Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Discuss the principles of providing complementary therapies in a healthcare setting</td>
<td><strong>P1</strong> Discuss the purpose and historical context of different complementary therapies currently used by healthcare practitioners</td>
<td><strong>D1</strong> Critically evaluate the effectiveness of current policy and practice requirements on regulating the use of complementary therapies in healthcare provision across different settings</td>
</tr>
<tr>
<td><strong>LO2</strong> Assess the regulations affecting complementary therapies in healthcare settings</td>
<td><strong>M1</strong> Analyse the relevance of the healthcare practitioners’ personal skills in providing different complementary therapies in healthcare practice</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Investigate different professional practice requirements for complementary therapists</td>
<td><strong>M2</strong> Critically analyse the impact of current legislative and policy environment on the use of complementary therapies in healthcare practice</td>
<td></td>
</tr>
<tr>
<td><strong>P3</strong> Assess how the use of complementary therapies is regulated in health and care settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Investigate the use of complementary therapies in a healthcare setting</td>
<td><strong>P4</strong> Compare and contrast different complementary therapies and orthodox treatments used in healthcare settings</td>
<td><strong>D2</strong> Critically reflect on the effectiveness of the use of complementary therapies alongside orthodox treatments versus orthodox treatments alone in improving the health and wellbeing of individuals with different conditions</td>
</tr>
<tr>
<td><strong>LO4</strong> Analyse the role of complementary therapies in maintaining health and wellbeing</td>
<td><strong>M3</strong> Critically discuss the effectiveness of, and risks associated with, complementary therapies in use in a specific healthcare setting</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong> Assess the impact of complementary therapies on different physiological functions</td>
<td><strong>M4</strong> Examine the role of different complementary therapies in maintaining physiological and psychological health and wellbeing</td>
<td></td>
</tr>
<tr>
<td><strong>P6</strong> Assess psychological effects of complementary therapies on individuals presenting with different behaviours in a healthcare setting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
www.nhs.uk National Health Service
Livewell – pages on Complementary alternative-medicine
(General reference)
www.cnhc.org.uk Complementary and Natural Healthcare Council
(General reference)
www.nice.org.uk National Institute for Health and Care Excellence (NICE)
(General reference)
www.gcc-uk.org The General Chiropractic Council
(General reference)
www.rccm.org.uk The Research Council for Complimentary Medicine
(General reference)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 5: Health Education in Action
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 14: Sociological and Psychological Perspectives on Health
Unit 16: Supporting Adults in Residential Care
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 24: Health Psychology
Unit 28: Holistic Approaches to Health Promotion
Unit 30: Pharmacology and Medicine Management
Unit 31: Providing Outpatient and Community Care
Unit 33: Psychophysiological Disorders
Unit 36: End of Life Care Planning and Support

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P3, P4, M2, D1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOIRS</th>
<th>LO1</th>
<th>P1, M1, D1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LO2, LO3</th>
<th>P3, P4, M2, D1, M3</th>
</tr>
</thead>
</table>

524
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION

<table>
<thead>
<tr>
<th>LO</th>
<th>P1, M1, D1</th>
</tr>
</thead>
</table>

THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING

<table>
<thead>
<tr>
<th>LO</th>
<th>P6, P7, M4, D2</th>
</tr>
</thead>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 38: Nursing – Principles and Fundamentals of Practice

<table>
<thead>
<tr>
<th>Unit code</th>
<th>J/616/1673</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

**Introduction**

Nurses need a wide variety of skills and knowledge, from physical personal support techniques to knowledge of illnesses, medication and patient monitoring, from emotional and social support of service users and their friends and families, to dealing with bereavement.

This unit provides an overview of the underpinning principles, values and basic practice requirements for roles in nursing, giving students an insight into the profession and supporting progression to nursing or related roles. It focuses on four areas: the underpinning principles of care, factors that impact quality of care, health, safety and safeguarding responsibilities of the healthcare practitioner, and providing effective support to service users using health and care services. Students will consider not only the framework that underpins nursing care, but their role in developing their skills and knowledge towards entering the nursing profession. Students will also consider the different roles and responsibilities of nursing staff and the impact on service user outcomes.

Throughout the unit, students will be made aware of safe practices relating to staff roles and responsibilities, and the relationship to service user health, wellbeing and outcomes. Students will be able to demonstrate this awareness through the provision of care for service users that reflects this approach.

On completion of this unit, students will be able to carry out basic nursing techniques, assess the impact of health environments on recovery, and work to provide effective support of service users of different ages. They will have a developed understand of nursing and nursing care, influences on service delivery, the positive outcomes for individuals accessing services and the impact of their own role on achieving quality service provision.
Learning Outcomes

By the end of this unit students will be able to:
1. Relate the principles of effective nursing practice to own personal and professional development
2. Explore the impact of environmental factors on the service user experience
3. Analyse health and safety policy underpinning safe nursing procedures and practice
4. Provide appropriate care for service users in different life stages.
Essential content

**LO1** Relate the principles of effective nursing practice to own personal and professional development

*National Standards*
- Code of Practice for Nurses and Midwives
- Codes and Standards of Conduct, Standards of Proficiency for health, allied health and social care workers
- Relevant higher apprenticeship standards for healthcare related occupations

*National Principles of Nursing Practice*

*Values underpinning nursing practice (Nursing Associate Standard, 2017)*
- Care, compassion, honesty, conscientiousness, commitment

*Behaviours underpinning nursing practice (Nursing Associate Standard, 2017)*
- Treating people with dignity
- Demonstrating respect for an individual’s diversity, culture, beliefs, needs, values, privacy and preferences
- Demonstrating respect and empathy for colleagues and other staff
- Having the courage to challenge areas of concern
- Demonstrating leadership
- Adaptability
- Resilience and self-awareness
- Reliability and consistency
- Discretion

*Roles in nursing practice and allied health*

*Own personal and professional development*
- Current skills, knowledge and experience
- Strengths
- Areas for development
- Strategies to develop personal and professional skills
- Career progression pathways, mapping and planning
- Training and development opportunities
Work experience
Reflective practice
Services worked in
Diversifying work experience
Patterns of work, voluntary, placement, employment, contract-based, apprenticeships
Matching opportunities for work experience with gaps in own experience or skills
Developing interpersonal communication skills to support personal and professional development, e.g. body language, tone of voice (written, electronic and verbal)

Dealing with others
Impact of own appearance
Admittance and release procedures
Referral
Routine and emergency situation techniques
Dealing with complaints
Professionalism and resilience
Working within own remit

Regulatory and professional bodies for nursing and healthcare
Nursing and Midwifery Council
Health and Care Professions Council
Royal College of Nursing
Skills Sector Councils

LO2 Explore the impact of environmental factors on the service user experience

Structural environmental factors
Impact of location of service in relation to local community, transport services and other available linked services
Impact of aspects of design and accessibility of the building, e.g. egress, exit and signage, cost of access, parking
Impact of aspects of layout and accessibility of service areas, and rooms including design requirements, e.g. fire and safety, access and location, signage
Access to outside areas if inpatient or residential service, e.g. windows
**Situational environmental factors**

Impact of aspects of interior design of service areas and rooms, e.g. aesthetics, space, lighting

Distinction between office/work spaces, storage areas and service areas

Efficiency of use of different areas and visual impressions

Other aspects of design and layout which relate to service user recovery

Health and safety considerations

Maintenance for hygiene reasons, e.g. ventilation

Radiation considerations and isolation facilities

Waste disposal, e.g. clinical waste, chemicals, medicines and sharps

Cleaning and disinfection

Impact of people traffic and noise on service users

Scheduling activities in appropriate areas and at appropriate times

Engaging service users in the design of their environment

**LO3 Analyse health and safety policy underpinning safe nursing procedures and practice**

Health and Safety legislation, e.g. Health and Safety at Work Act (1974), Medicines Act (1968), Environmental Protection Act (1990)


Legislation, standards and regulations regarding safe use of medicines e.g. The Human Medicines Regulations (2012)

**OR** other equivalent legislation, regulation and standards as currently applicable in own home country

Relationship between health and safety and safeguarding legislation

**Infection prevention and control**

The principles of infection prevention and control

Causes and spread of infection

Cleaning, decontamination and waste management

Wound and wound management, e.g. tissue viability

Personal and protective equipment (PPE)
Medication administration, monitoring and management
Tools to support administration, monitoring and management
Administration, monitoring, management, recording
Procedure in dealing with errors

Invasive and non-invasive procedures
Definitions and distinction
Occupational competency requirements
Staff roles and responsibilities
Use of medical devices and equipment
Invasive procedures, e.g. taking blood samples for testing, catheterisation, if in scope of own role
Assisted feeding techniques, fluids
Current technological and pharmaceutical interventions
Procedures associated with specific medical disorder or
Recording and reporting
Isolation and barrier nursing
Laboratory procedures
Sterilisation and storage of equipment

Administrative responsibilities
Record keeping and management
Rotas
Registers
Filing
Team meetings, handovers and exchange of information – verbal, written or electronic
Liaising between different departments or teams
Time keeping and time management
Safety in the physical environment, e.g. dealing with spills and obstructions
LO4 **Provide appropriate care for service users in different life stages**

*Life stages*
Infancy, childhood, adolescence, early adulthood, middle adulthood, late adulthood

*Applying person-centred and holistic approaches to care*

*Physical care provision*
Signs of health and ill health
Detecting and responding to early signs of deterioration
Common illnesses and health conditions
Diagnosis, assessment and planning techniques and tools
Infection prevention and control
Observation and monitoring techniques
Personal care
Meeting nutrition and hydration needs
Providing physical support
First aid techniques
Record keeping
Equipment used, e.g. assistive technologies
Administering and management of medication within own remit
Working with other staff
Respecting rights to dignity, privacy, choice and consent
Managing tensions in balancing a service user’s rights with own duty of care
Facilitating self-care
Providing intellectual, emotional and social support

Awareness of environmental factors impacting on effectiveness of communication

Use of case histories and care plans in engaging in conversations

Compassionate communication

Coproduction in care planning

Safeguarding and duty of care

Brave and difficult conversations

Involving carers, family and friends

Unconditional positive regard in care

Duty of candour and own personal role in being transparent and honest

Adapting communication according to the needs of the individual

Strategies to support individuals with different intellectual, emotional and social support needs

Signposting or connecting individuals and their families or carers to appropriate resources/services and support

Data protection policies and procedures

Health and safety and risk assessment

Lines of reporting and interprofessional, team communication

Supporting and mentoring other staff

Reflecting on own practice using feedback from service users, colleagues and supervisors

Inclusive practice

Celebrating and promoting diversity

Safeguarding

Safe working
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Relate the principles of effective nursing practice to own personal and professional development</td>
<td><strong>P1</strong> Analyse own skills in relation to the skills required for nursing practice</td>
<td><strong>M1</strong> Critically compare own skills, behaviours and experience to the skills, behaviours and experience required to effectively support professionally qualified nursing staff</td>
</tr>
<tr>
<td><strong>LO2</strong> Explore the impact of environmental factors on the service user experience</td>
<td><strong>P3</strong> Assess structural environmental factors that impact on service user experience of own workplace setting</td>
<td><strong>M2</strong> Recommend strategies to improve the service user experience of own workplace setting through addressing environmental challenges</td>
</tr>
<tr>
<td><strong>LO3</strong> Analyse health and safety policy underpinning safe nursing procedures and practice</td>
<td><strong>P5</strong> Analyse the relationship between the health and safety policy and the safeguarding of service users using health and care services</td>
<td><strong>M3</strong> Critically examine the role of staff supporting professionally qualified nurses in safeguarding and maintaining the health and safety of service users</td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Provide appropriate care for service users in different life stages</td>
<td><strong>P6</strong> Carry out informal welfare and wellbeing consultations with service users of different ages, taking into account cultural, physical and mental health considerations, and record outcomes</td>
<td><strong>D3</strong> Produce a critically reflective plan to further develop own practice in providing care for individuals of different ages and stages, taking into account service user and supervisor feedback</td>
</tr>
<tr>
<td><strong>P7</strong> Carry out service user health monitoring techniques, taking into account the physical and emotional needs of the service user under the supervision of a registered nurse</td>
<td><strong>M4</strong> Justify decisions taken when providing care for service users of different ages, referring throughout to their relationship to relevant professional code of conduct and the needs of the individual</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Accurately record results of observations and monitoring, demonstrating regard for data handling policies and procedures in own setting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Reports and articles

Websites
www.skillsforhealth.org.uk Skills for Health
Code of Conduct for Healthcare Support Workers and Adult Social Care Workers (Guidance)

www.nmc.org.uk Nursing and Midwifery Council
UK regulator for nurses and midwives
1. The Code of Practice for Nurses and Midwives (Guidance)
2. Principles of Nursing Practice (Guidance)

www.legislation.gov.uk UK-wide government website on legislation, effective both within the UK as a whole and for each of its four countries (Guidance)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 7: Effective Healthcare Practice using Maths
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 13: Supporting Individuals with Specific Needs
Unit 15: Healthcare Technology in Practice
Unit 17: Effective Reporting and Record-keeping in Health and Social Care Services
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 26: Supporting Team and Partnership Working across Health and Social Care Services
Unit 30: Pharmacology and Medicine Management
Unit 31: Providing Outpatient and Community Care

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>P1, M1, D1</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>P5, M3, D2</td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>P8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>P1, P2, M1, D1</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>P3, P4, M2, D2</td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>P6, P7, P8, M4, D3</td>
<td></td>
</tr>
</tbody>
</table>
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN

<table>
<thead>
<tr>
<th>LO3</th>
<th>LO4</th>
<th>P5, M3, D2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P6, P7, P8, M4</td>
</tr>
</tbody>
</table>

THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION

<table>
<thead>
<tr>
<th>LO2</th>
<th>LO4</th>
<th>P3, P4, M2, D2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P6, M4, D3</td>
</tr>
</tbody>
</table>

THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING

<table>
<thead>
<tr>
<th>LO2</th>
<th>LO4</th>
<th>P4, M2, D2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P6, P7, P8, M4</td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the nursing or nursing-related health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 39: Supporting Operating Department Practice

<table>
<thead>
<tr>
<th>Unit code</th>
<th>L/616/1674</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

This unit is only for students currently in a healthcare assistant (or related) role supporting Operating Department Practitioners in settings that help individuals requiring surgical procedures or operations.

Operating departments are an integral and busy part of hospital activity. The theatre team will include surgeons, anaesthetists, operating department practitioners, theatre support workers and porters. Supporting operating department practice is a diverse role and includes a wide range of skills across the entire perioperative patient journey. Practitioners support operating theatre staff and provide care to patients at all stages of an operation. Practitioners usually work within an anaesthetic, surgical or recovery team, but might also work in accident and emergency, intensive care, day surgery clinics, maternity units or resuscitation teams, for example.

This unit covers the knowledge, understanding and skills needed when working in an operating department delivering safe and effective perioperative care. The unit focuses on a holistic, patient-centred approach, exploring the fundamental principles that underpin care within the National Health Service (NHS). Evidence-based practice is key to providing the best possible care for patients, and the importance and relevance of this to the role is explained.

On completion of this unit, students will be able to understand how operating departments function, the roles of practitioners working as part of the theatre team, what influences service delivery and the impact of evidence-based practice and their own role in achieving quality service provision within an operating department.

It is crucial that this unit is available only to students already supporting Operating Department provision who are supervised throughout their practice by Operating Department Practitioners and who agree its appropriateness for their own service delivery needs.
Learning Outcomes

By the end of this unit students will be able to:

1. Analyse principles of perioperative practice
2. Review the roles played by professionals involved in operating department practice
3. Examine the phases of perioperative care
4. Explore own role in providing perioperative care to individuals.
Essential content

LO1 Analyse principles of perioperative practice

*Three main phases of perioperative care*
Anaesthetics: preparation and administration of anaesthetic
Surgical phase: patient monitored, operation is performed
Post-anaesthetic care: monitoring and observation in recovery room, ongoing recovery

Anatomy and physiology of the respiratory system
Anatomy and physiology of the cardiovascular system

Anaesthesia
Definition
Anaesthetic techniques
The triad of anaesthesia
Anaesthetic agents, their actions and side effects
Monitoring, reporting and recording
Emergency and problem anaesthetics
Principles of ventilation
Principles of airway management
Gas laws and safety
Safety during the use of anaesthetic equipment
Management of shock
Massive blood transfusion
Stress response to anaesthesia/surgery
Haemodynamic monitoring
ECGs and principles of Advanced Life Support (ALS)
Management of spinals and epidurals
Management of complications/conditions during anaesthesia
LO2 Review the roles played by professionals involved in operating department practice

Operating department workforce
Surgeons
Consultants/specialist
Operating department practitioners
Anaesthetists
Theatre manager
Practitioner support:
theatre nurses
senior/scrub practitioners
senior/theatre support worker/practitioners
porters
administrative staff.

Responsibilities
Consent
Safe systems of work, care plans, checklists, communication
Collaboration
Team working, ongoing, consistent sharing and exchange of information
Monitoring patient wellbeing
Safeguarding and protection
Harm reduction
Infection prevention and control
Duty of care
Ongoing communication between practitioners, individual, carers, family and other services
Report and record-keeping
Supporting specialist care
Partnership working
Liaising between family and professionals in sharing information in line with confidentiality policy
Respecting individuality, rights, choice, privacy, independence, dignity, diversity
Supervision, roles and accountability
Adhering to quality assurance systems
Ongoing review and evaluation of service provision
Working as part of a team
Making informed decisions

LO3 **Examine the phases of perioperative care**

*Anaesthetics phase*
- Prevention of pain and discomfort during surgical procedures/tests
- Types of anaesthetic: local, general, regional, epidural, spinal, sedation
- Drugs administered: sedatives, dissociative, analgesic
- Preparation
- Induction
- Maintenance
- Recovery
- Routes
- Side effects
- Risks and complications

*Surgical phase*
- Ongoing monitoring and assessment
- Breathing-respiratory rate and rhythm, oxygen administration
- Vital signs
- Intravenous fluids
- Other tubes: Foley, NG tube, suction, amount and type of drainage
- Circulation
- Circulatory complications
- Temperature
- Neurological assessment
- Comfort
- Support
- Reassurance
Post-anaesthetic care
Risk factors
Risk score
Pain management
Checks, maintenance and monitoring of the individual:
easily arousable and oriented
maintain adequate ventilation
protect airway
nausea and pain control adequate
voiding
ambulant
adequate oral intake
no excess bleeding or drainage
received written discharge instructions and prescriptions.

LO4 Explore own role in providing perioperative care to individuals

Patient support as applicable to own role
Supporting patients through each stage of perioperative care
Monitoring a patient's physiological parameters
Observation of patients
Communicating between individual, carers, family and other services
Respecting individuality, rights, choice, privacy, independence, dignity, diversity
Supporting others to make informed choices about the services they access
Measuring and recording routine physiological observations: temperature, pulse, blood pressure, breathing
Applying appropriate principles of sterility and disinfection
Ventilation, keeping theatre doors closed
Restricting personnel
Traceability of instruments
Moving patients on trolleys
Reassuring family members
Preparing patients for anaesthetic
Setting out instruments and equipment ready for surgery
Making sure the department has stocks of items needed
Cleaning and tidying theatre areas after surgery
Taking blood/other samples for testing, if in scope of own role

**Practitioner support as applicable to own role**
Manual dexterity
Implementation of reporting and recording strategies
Team collaboration
Supporting teamwork
Supervision, roles and accountability
Reflective practice
Maintaining knowledge, competence and skills
Updating records, collecting statistics, keeping records up to date and making sure that procedures are followed
Preparing the necessary instruments and equipment for the operations, e.g. microscopes, lasers and endoscopes, within own level of competence
Responsibility for surgical instruments, equipment and swabs during the operation, within own level of competence
Reporting concerns to senior/person in charge
Applying clinical reasoning skills to meet patient needs

**Health, safety and security as applicable to own role**
Safeguarding and protection
Harm reduction
Duty of care
Implementing safe, evidence-based practice
Handwashing and basic hygiene
Maintenance of a sterile field
Use of masks
Scrub technique
Gowning and gloving
Pre-op shaving
Antiseptic skin preparation
Referring to infection control team policy
Knowledge of specific organisms
Prophylactic antibiotics
The implementation of universal precautions
Avoidance of needlestick/sharps injury

Challenges to effective operating department practice
Staffing levels may be inadequate to support effective perioperative care
Practitioner competence and skills at the appropriate level
Patient expectations and demands on services
Non-attendance at appointments/elective surgery
Funding and budgetary constraints
Staff availability and competence in relation to role requirements

Essentials of evidence-based practice
Integration of best and safe research evidence with clinical expertise and patient values

The effect of evidence-based practice on own role
The provision of safe, current, effective and efficient care
Implementation of theories/models
Utilising knowledge in decision-making
Prevention/reduction in harm
More efficient and effective use of resources
Consistency with current knowledge and practice
Quality improvement in service delivery and practice
Responding to the public and professional demand for accountability in safety and quality improvement in healthcare provision
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1 Analyse principles of perioperative practice</strong></td>
</tr>
<tr>
<td><strong>LO2 Review the roles played by professionals involved in operating department practice</strong></td>
</tr>
<tr>
<td><strong>LO3 Examine the phases of perioperative care</strong></td>
</tr>
<tr>
<td><strong>P4</strong> Discuss the role of assessment and monitoring throughout perioperative care</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 6: Effective Reporting and Record-keeping in Healthcare Practice
Unit 7: Effective Healthcare Practice using Maths
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 14: Supporting Individuals with Specific Needs
Unit 15: Healthcare Technology in Practice
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 22: Supporting Individuals through Significant Life Events
Unit 28: Holistic Approaches to Health Promotion
Unit 30: Pharmacology and Medicine Management
Unit 31: Providing Outpatient and Community Care
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P5, P6, D2, D4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3</td>
<td>P1, P3, M2, D1, P4, M3, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3</td>
<td>P3, P4, M2, D1, P5, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3, LO4</td>
<td>M2, M4, D2</td>
<td></td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in the nursing or nursing-related health and social care sector to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 40: Working with People Affected by Drug and Alcohol Addiction

Unit code  | R/616/1675
---|---
Unit type  | Specialist Assistant Practice Unit
Unit level  | 5
Credit value  | 15

Introduction

This unit is for students currently in a healthcare assistant (or related) role working in settings that help individuals affected by drug and/or alcohol addiction.

Historically, misconceptions surrounding why or how other people become addicted to drugs and/or alcohol has meant many of these individuals experience marginalisation, worsening of their condition and social exclusion, and even a lack of access to appropriate services to meet their needs. People often assume that individuals who use these substances lack willpower or do not have the sense or moral principles to stop their addiction just by choosing to. Addiction, however, is a complex health issue, and giving up usually takes more than good intentions or a strong will. Drugs and alcohol change the brain chemistry and thought processes in ways that make stopping hard, no matter how much the individual wants to give up.

In addition, there is often a range of social and psychological processes that are involved in the experience of addiction. Through decades of extensive research, our understanding of the impact of these substances on the physiology and psychology of individuals experiencing addiction has led to a range of treatments and support mechanisms in health and care services that can aid recovery.
This unit introduces students to the specialist area of drug and alcohol addiction and the personal and professional skills required as a healthcare practitioner when supporting a person with drug and/or alcohol addiction. Students will explore the causes, signs and symptoms, therapies and treatments associated with drug and alcohol addiction. The unit will enable students to identify strategies that will facilitate a person-centred ethos in the delivery of effective care services to address the needs of people affected by addiction. The unit will also enable students to be aware of the challenges faced when delivering services to ensure the rights and choices of people with an addiction are upheld.

On completion of this unit, students will have developed their knowledge and skills in being able to be involved in the delivery of services which meet the wide and varied needs of individuals with an addiction to drugs and/or alcohol.

**Learning Outcomes**

By the end of this unit students will be able to:

1. Discuss the indicators of drug addiction and alcohol addiction
2. Review the treatments and support systems utilised to meet the needs of people affected by addiction
3. Contribute to the support of people affected by addiction
4. Reflect on the challenges involved in providing services which support people affected by addiction.
Essential content

LO1 Discuss the indicators of drug addiction and alcohol addiction

Key terminology

Addiction and dependency

Psychological, emotional and social risk factors
Trauma/traumatic life events, e.g. bereavement
Experience of abuse, e.g. domestic violence
Social deprivation and homelessness
Workload/academic demands, pressure or stress
Self-perception, insecurity
Peer or social attitudinal pressure
Relationship breakdown
Mental ill health, e.g. depression, anxiety, psychoses
Learned behaviour, e.g. parental/caregiver influence
The availability of and ease of access to substances

Biological and physiological
Injury or illness requiring prescription pain relief leading to continued reliance on prescribed medication to manage or ‘block’ pain
The substance used and how addictive it is
Theory of genetic predisposition
Lifestyle choices such as consumption of dietary supplements, e.g. steroids, appetite suppressants, alcohol, smoking

Statistical differences in drug and alcohol addiction
Gender
Socio-economic status
Cultural variances
Levels of education
Categories of drugs
Class A and examples
Class B and examples
Class C and examples

Methods of drug use
Topical, e.g. insufflation and smoking
Enteral, e.g. oral and suppositories
Parenteral, e.g. injecting into blood vessels

Types/categories of alcohol
Beer, cider, wine, spirits
Alcohol units

Methods of alcohol use
Oral

Patterns of drug and alcohol use/misuse/dependency
Experimental, recreational, situational, intensive, dependent use
The Jellinek Curve

Indicators of drug addiction
Distinguishing between indicators of addiction and conditions for diagnosis
Uncontrollable urge to consume the relevant substance(s)
Physical, e.g. glassy or watery eyes, dilated pupils, involuntary muscle twitching, shaking or teeth clenching, chills and sweating, trouble sleeping or sleeping more than usual
Psychological, e.g. mood swings, paranoia, hallucinations
Social, e.g. increasing isolation, neglecting personal hygiene and appearance, loss of interest in activities and hobbies, financial instability, behaviour changes, reduced inhibitions
Indicators of alcohol addiction

Distinguishing between indicators of addiction and conditions for diagnosis

Physical, e.g. flushed skin, broken capillaries on the face, trembling hands, bloody or black/tarry stools or vomiting blood, withdrawal symptoms when stopping or significantly reducing alcohol intake, e.g. ranging from sweating and nausea to anxiety, seizures and delirium tremens, drinking to excess, blackouts or memory loss, increasing tolerance of alcohol

Psychological, e.g. irritability, depression, or mood swings, uncontrollable desire or need to drink alcohol, even on waking

Social, e.g. drinking alone or in secret, neglect of responsibilities, self and others, increased risk taking and aggression, financial instability, use of alcohol to function on a daily basis

Impact of addiction on family, friends, carers

Loss of role
Mistrust
Loss of income
Eviction/homelessness
Insecurity
Stigma attached to addiction
Anxiety
Frustration
 Interruption to routines/plans

Impact on wider society:
Costs involved in treatment centres, staffing and ongoing support
Impact on urgent treatment or accident and emergency services
Rates of petty crime
Costs associated with crime solving and reduction
The risk of the spread of illness or disease through discarded needles and paraphernalia
Time lost from work
Addiction related accidents and injuries
LO2 Review the treatments and support systems utilised to meet the needs of people affected by addiction

**Complexities of diagnosis**
- Individual acknowledging their addiction
- Overwhelming family/carer involvement
- Hiding indicators/symptoms
- Refusal to divulge
- Reluctance to be assessed
- Symptoms confused/linked to other illness/disease
- Practitioner knowledge of specific indicators

**Biochemical processes involved in becoming dependent:**
- Neurotransmission through the central nervous system pathways
- Speed of transmission determines the intensity of feeling or state of arousal, affecting tolerance to substances
- Usage increases to achieve desired outcomes, ultimately resulting in dependence and addiction

**Treatments and approaches to support**
- Referral/self-referral
- Care planning – identifying medical and psychological needs
- Screening to ascertain level of use of drugs/alcohol
- Risk assessment of immediate/long-term needs on individual and others
- Identification of the dangers of substance used: methods of use, quantity, frequency, purity of the substances, polydrug use, length of recovery, financial implications for assessment and planning
- Signposting to other services and resources
- Multidisciplinary approaches to support
- Psychopharmacology (drug therapy), medications to help with cravings and discourage further use, medications to treat psychiatric illnesses
- Psychological therapies, e.g. person-centred counselling, cognitive behavioural therapy
- Social support, e.g. peers, support groups
- Residential treatment or inpatient rehabilitation
- Outpatient treatment programmes
Self-help programmes, lifestyle changes
Therapeutic community living
The 12 Steps Programme
Motivational interviewing
Coaching

_Agencies involved in managing drug/alcohol addiction_
GP surgery
Hospitals
Treatment centres
Support groups and networks, e.g. National Treatment Agency
Addaction, Community for Recovery, Narcotics Anonymous, Cocaine Anonymous, Alcoholics Anonymous
Criminal justice system: policy, probation services

_Environmental and physical barriers to treatment_
The impact of certain medication on awareness and the ability to interact
Medication currently prescribed affecting interactions
The environment and how it facilitates communication and interaction
Pain or discomfort
The use of body language
Distractions

_Intellectual and emotional barriers to treatment:_
Acknowledgement that treatment is necessary
Acceptance of support
Anxiety
Embarrassment
Interactions and communication – cognitive ability
Understanding and comprehension
Use of jargon/terminology/dialect
The communication approach used
Failing to understand what is being said
Confidence
Addressing barriers to treatment

Staff training
Staff knowledge, skills and competence
Funding and resources
Service availability
Family/carer involvement
Reducing stigma
Support at the individual's own level and pace

Adopting a person-centred approach, applying Rogers (1951) core conditions, i.e. empathic understanding, unconditional positive regard and congruence

LO3 Contribute to the support of people affected by addiction

Treatment and support

Distinguishing between own role and responsibilities and others in providing treatment and support
Working only within the scope of own role
Referral processes
Recognising the limits and boundaries of own role and responsibilities
Utilising reporting and recording mechanisms
Reporting concerns
Supporting individuals to raise concerns or make complaints
Whistleblowing
Knowledge of substance misuse issues and their impact on people

Initial treatment:
Assessment and evaluation of symptoms and accompanying lifestyle issues
Making treatment choices and developing a plan
Detoxification – stopping use
Working with specialist nurses in an addiction clinic
Providing advice about health protection
Talking about options for support
Arranging/attending appointments with individuals
Contributing to the holistic assessment of needs, preferences and priorities
Involvement in crisis planning, if in scope of own role
Communicating with and supporting service users, their friends and family
Signposting to appropriate services
Supporting individuals with benefit/funding queries and applications

Active treatments
Visiting substance users and helping with immediate needs
Arrest referral work
Helping individuals access education and training services
Needle exchange—providing clean sharps and giving advice on how to use substances safely
Health promotion and prevention advice and guidance
Responsibility, if in scope of own role, for ensuring individuals are meeting food, fluid and nutritional needs
Discharge/transfer of service/referral to specialists
Supporting the development and maintenance of individuals’ life skills
Risk identification and management
Contributing to the assessment of capacity, as per role and responsibilities
Supporting people with self-care deficits
Supporting the development of self-help strategies to maximise independence

Types of service provision and levels of support required
Services in the individual's own home or in a supported living home
Services in hospital and primary care
Services available in the community, e.g. clinics, self-help groups, outreach services
Multidisciplinary approaches to service provision

Ensuring person-centred practice
Dignity, respect, inclusion, empowerment, choice
Offering choice according to the person's ability
Providing an inclusive, empathic, non-judgmental environment
The ability to build trusting relationships
Supporting independence and self-management
Partnership working: with the individual, their family and social networks, additional services the individual may require
Support with life skills and daily living tasks
Empathic, calm, caring approach
Non-judgemental attitude
Awareness of other services for signposting and referral

LO4 Reflect on the challenges involved in providing services which support people affected by addiction

Challenges
Stigma attached to addiction
Staff skills, knowledge, understanding and competence
Resource allocation
Communication difficulties
Ongoing changes to individual’s abilities and condition
The effect of medication on individual’s abilities
Carer input
Risk
Access
Partnership working and collaboration

Addressing challenges and providing compassionate care
Staff training and development
Adherence to quality standards
Reflective practice
Supervision, mentoring
Advocates or interpreters to support individuals
Psychological interventions
Positive risk-taking
Ensuring the environment is quiet and conducive to effective communication
Information in the preferred language and/or in an accessible format
Reduce distractions
Repeat things if the person doesn’t understand
Ongoing assessment and review
Currency of knowledge and practice

Capacity
Mental health and mental capacity legislation
Carer’s assessment
Involvement of relatives and carers, as appropriate
Integrated working
Allocation of named health and/or care staff to implement and review the care plan
Access to memory assessment service
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Discuss the indicators of drug addiction and alcohol addiction</td>
<td><strong>M1</strong> Analyse the differences between drug and alcohol dependency and the physical, social and psychological impact of each</td>
<td><strong>D1</strong> Evaluate the relationship between risk factors, indicators and impact of drug and alcohol addiction on the individual and wider society</td>
</tr>
<tr>
<td><strong>P1</strong> Discuss the indicators of drug addiction and alcohol and their use in supporting clinical diagnoses of the different types</td>
<td><strong>P2</strong> Discuss the risk factors associated with drug and alcohol addiction</td>
<td><strong>D2</strong> Critically examine the complexities of diagnosing, treating and supporting individuals experiencing alcohol and drug addiction</td>
</tr>
<tr>
<td><strong>LO2</strong> Review the treatments and support systems utilised to meet the needs of people affected by addiction</td>
<td><strong>P3</strong> Compare treatments and support systems available to meet the needs of individuals affected by addiction</td>
<td><strong>P4</strong> Discuss the impact of different barriers to treatment on the ability of services to meet the needs of individuals affected by addiction</td>
</tr>
<tr>
<td><strong>M2</strong> Analyse the relationship between different approaches to treatment and support in meeting the range of needs of individuals with drug or alcohol addiction</td>
<td><strong>M2</strong> Analyse the relationship between different approaches to treatment and support in meeting the range of needs of individuals with drug or alcohol addiction</td>
<td><strong>D2</strong> Critically examine the complexities of diagnosing, treating and supporting individuals experiencing alcohol and drug addiction</td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO3</strong> Contribute to the support of people affected by addiction</td>
<td><strong>M3</strong> Analyse the drug and non-drug approaches used to treat addiction and their impact on individuals in own setting</td>
<td><strong>D3</strong> Critically reflect on own role as part of a service in utilising different strategies to address challenges to providing effective support for individuals affected by addiction</td>
</tr>
<tr>
<td><strong>P5</strong> Provide a period of person-centred support in a service that provides treatment or support to individuals affected by drug or alcohol addiction</td>
<td><strong>LO3 and LO4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Reflect on the challenges involved in providing services which support people affected by addiction</td>
<td><strong>P6</strong> Discuss the challenges to be addressed when delivering services which promote the rights and choices of people affected by drug or alcohol addiction</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Compare the roles of different services in enabling the active and informed participation of individuals accessing treatment and support for alcohol or drug addiction</td>
<td><strong>M4</strong> Evaluate the effectiveness of different strategies to uphold the rights and choices of people affected by addiction during service delivery</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Reports

Websites
www.intervene.org.uk Intervene
(General reference)

www.nice.org.uk National Institute for Health and Care Excellence
Alcohol-use disorders: diagnosis, assessment and management of harmful drinking and alcohol dependence
(General reference)

www.drugwise.org.uk Drugwise
(General reference)

www.eata.org.uk European Association for the Treatment of Addiction (UK)
(General reference)

www.fdap.org.uk Federation of Drug and Alcohol Professionals
(General reference)

www.gov.uk Department of Health
Drug and alcohol addiction, and obesity: effects on employment outcomes
(Report)

www.who.int World Health Organisation
Guidance on substance abuse
(General reference)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 5: Health Education in Action
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 13: Supporting Individuals with Specific Needs
Unit 17: Effective Reporting and Record-keeping in Healthcare Practice
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 22: Supporting Individuals through Significant Life Events
Unit 24: Health Psychology
Unit 28: Holistic Approaches to Health Promotion
Unit 30: Pharmacology and Medicine Management
Unit 31: Providing Outpatient and Community Care
Unit 33: Psychophysiological Disorders
Unit 37: Complementary Therapies in Healthcare Practice

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P5, P6, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3</td>
<td>P1, P3, M2, D1, P4, M3, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3</td>
<td>P3, P4, M2, D1, P5, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3 LO4</td>
<td>M2, M4, D2</td>
<td></td>
</tr>
</tbody>
</table>
Essential requirements
Case study material is essential and can be provided by the tutor or based on students’ work situations.

Delivery
Tutors must be appropriately qualified and experienced in nursing, social work or healthcare/social-work related fields environments, with specific experience of work with individuals, affected by addiction to cover the principles and skills development aspects of this unit.

Assessment
Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts
A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 41: Healthcare Practice with Children and Young People

Unit code | Y/616/1676
---|---
Unit type | Specialist Assistant Practice Unit
Unit level | 5
Credit value | 15

Introduction

This unit is for students currently in a healthcare assistant (or related) role working in settings that support children and young people receiving healthcare. This could include minor injuries, exploratory tests, or more severe conditions and illnesses such as cancer, mental health illness or physical disability.

Significant progress has been made in improving the health and wellbeing of children and young people and this is largely due to the recognition that children and young people are key stakeholders in the provision of services and their interests must be at the centre of all healthcare provision. It is vital that practitioners have an understanding of the needs children and young people have in relation to healthcare and that they are aware of the issues and challenges children and young people may face.

In this unit students will learn how practitioners delivering healthcare are guided through policy and legislation to ensure the best interests of the child or young person they are supporting are a priority. Students will explore the existing healthcare provision available to monitor and support the health and wellbeing of children and young people. Students will demonstrate skills in the provision of healthcare for children and young people and consider their role as a part of the wider team providing healthcare. This unit will give students the opportunity to explore issues and barriers to healthcare provision, which often involves working with others to ensure the child or young person’s needs are met.

Upon completion of this unit, students will have developed increased knowledge and awareness of the healthcare available, what underpins service delivery, and the importance of person-centred practice when delivering healthcare to children and young people.
Learning Outcomes

By the end of this unit students will be able to:

1. Discuss the healthcare services available to children and young people
2. Explore current legislative frameworks and national standards underpinning healthcare practice for children and young people
3. Explore own role in providing healthcare to children and young people
4. Demonstrate person-centred practice when delivering healthcare to children and young people.
Essential content

LO1 Discuss the healthcare services available to children and young people

Services to monitor and support the health and wellbeing of children and young people
Assessing children and young people's health, educational or social care needs
General healthcare services
Services specific to the support of children and young people:
children and young people clinics in different areas of healthcare service provision
Child and Adolescent Mental Health Services (CAMHS)
paediatric services
psychological therapy – child psychotherapy, family psychotherapy, play therapy and creative arts therapies
children, young people and family services
The role of social work
Delivery approaches, specific service provision to meet needs, funding, roles/responsibilities, partnership working, lines of reporting
Assessment of needs to determine the support required by the child or young person

Barriers to the effective provision of children's healthcare services
Communication – age of the child and ability to understand information or instruction, sensory impairment, speech and language difficulties, English as a second language
Attitudinal barriers – the child or young person, carers, self, practitioners, other children and young people
Organisational barriers – policies and procedures, discrimination, resources and funding, knowledge, skills and competence of staff, access to the setting, e.g. geographical location and availability of appointments or appropriate staff
Overcoming barriers to accessing healthcare
Adapting the environment and resources
Knowledge of child or young person's needs, stage of development and abilities
Using interpreters
Advocacy
Adaptation of materials and resources
Specialist aids and equipment
Partnership working: engaging the support of family/loved ones, engaging the support of experienced colleagues, effective communication between services
Personal skills in communicating with children

LO2 Explore current legislative frameworks and national standards underpinning healthcare practice for children and young people

Aspects of current and related legislation as relevant:
Duty of care
Health and safety
Safeguarding and protection of children and young people
Equality and diversity
Disability
Human rights
Health and care service provision
Staffing levels/competence/pre-employment checks

National standards regarding access to and provision of services for children and young people:
The Children’s National Service Framework
Education standards
Healthcare standards for children and young people
Looked-after children and young people public health guidelines
Inspection guidelines and standards
Guidance relating to capacity and consent
Staffing qualifications and competence
Safeguarding and protection standards
Children and young people's rights
Advocacy standards
Inclusion
Multi-agency working
Social and emotional wellbeing and ensuring positive outcomes

LO3 Explore own role in providing healthcare to children and young people

Physical support
Responsibility, if in scope of own role, for ensuring individuals are meeting food, fluid and nutritional needs
Discharge/transfer of service/referral to specialists
Measuring and recording routine physiological observations: temperature, pulse, blood pressure, breathing (within own level of competence)
Taking blood samples for testing if in scope of own role
Supporting children and young people with additional personal care needs

Social support
Support through person centre planning
Involvement in planning with children and young people, family and carers
Contributing to the holistic assessment of a child or young person's needs, preferences and priorities
Accompanying children and young people going to appointments, consultations, health assessments, care planning meetings
Transition planning
Involvement in crisis planning if in scope of own role
Communicating with and supporting children and young people, carers, friends and family
Holistic planning, acknowledging all aspects of a child or young person's life
Dignity and respect
Actively fostering and inclusive environment, equality and anti-discriminatory practice
Teamwork, interagency practice and protocols
Effective methods of communication, reading cues to talk, privacy, respect
Effective communication across agencies, integrated planning
Recognising boundaries of role
Working with others when assessing and planning for the needs of children and young people

*Safeguarding, health and safety*
Risk identification, management and monitoring
Supporting children and young people to raise concerns or make complaints
Reporting concerns
Reporting concerns to senior/person in charge
Whistleblowing
Utilising reporting and recording mechanisms
Updating records, collecting statistics, keeping records up to date and making sure that procedures are followed
Helping to prepare, implement and review care plans within scope of own role
Health promotion and prevention advice and guidance
Confidentiality in relation to record-keeping and information management
Referral and signposting to other provision

*Emotional and psychological support*
Positive role modelling
Advising and supporting children and young people, family and carers
Explaining the process of and reasons for consultations, health assessments, care planning meetings
Transition planning
Communicating with and supporting children and young people, carers, friends and family
Listening to child or young person and family
Effective methods of communication, reading cues to talk, privacy, respect
Listening skills
Building relationships based on trust
Supporting the development of self-help strategies to maximise independence
Reporting concerns and referral to additional support services
Recognising the limits and boundaries of own role and responsibilities
Adherence to the principles and values involved in working with children and young people
Promoting the wellbeing of individual children and young people
Keeping children and young people safe
Putting the child and young person at the centre
Taking a whole child approach
Building on strengths and promoting resilience
Promoting opportunities and valuing diversity
Providing additional help that is appropriate, proportionate and timely
Supporting informed choice
Working in partnership with families and carers
Respecting confidentiality and sharing information
Promoting the same values across all working relationships
Bringing together and sharing each worker's expertise
Co-ordinating help

LO4 Demonstrate person-centred practice when delivering healthcare to children and young people

Features of person-centred approaches to healthcare delivery for children and young people
Contributing to identifying a child or young person’s needs in the care pathway
Differences in existing assessment planning, implementation and review processes
Professional accountability within safeguarding policies and procedures
Methods of engagement to ensure the child or young person is central to the delivery of healthcare

Children and young people setting and being aware of ground rules, written contributions, video/audio contributions

Offering choice according to the child or young person's ability while acknowledging that too much choice may be overwhelming

Providing an inclusive environment where individual differences are respected and taken into account

Legal and ethical considerations when planning and providing services, the quality standards for healthcare practice, influence in care planning, assessment and delivery

Adherence to confidentiality protocols

Safeguarding

Empowerment and supporting independence

Communicate using the child or young person's preferred approach, e.g. the use of pictures, symbols and memory aids

Partnership working: with the child or young person, their family and social networks, additional services they require
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Discuss the healthcare services available to children and young people</td>
<td><strong>P1</strong> Compare ways in which healthcare provision in own locale supports integrated care working to meet the healthcare needs of children and young people</td>
<td><strong>D1</strong> Evaluate the effectiveness of healthcare provision in own locale in supporting integrated healthcare services in maintaining a child or young person's wellbeing</td>
</tr>
<tr>
<td><strong>M1</strong> Analyse methods of overcoming barriers to healthcare provision in own locale in relation to meeting the needs of the child or young person accessing services</td>
<td><strong>D2</strong> Critically analyse tensions between implementing the requirements of legislation and standards and the increasing demands on service delivery in healthcare for children and young people</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Explore current legislative frameworks and national standards underpinning healthcare practice for children and young people</td>
<td><strong>P3</strong> Discuss the impact of legislation on service delivery for healthcare for children and young people</td>
<td><strong>M2</strong> Evaluate the role of legislation and standards in enabling the provision of high-quality healthcare services to children and young people</td>
</tr>
<tr>
<td><strong>P4</strong> Review the effect of national standards on the provision of healthcare practice for children and young people</td>
<td><strong>D3</strong> Critically reflect on the effectiveness of own practice in enabling a person-centred approach to healthcare service provision for children and young people</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Explore own role in providing healthcare to children and young people</td>
<td><strong>P5</strong> Discuss how own role and responsibilities in a healthcare setting promote effective interprofessional team working to safeguard and meet the needs of children or young people</td>
<td><strong>LO3 and LO4</strong></td>
</tr>
<tr>
<td><strong>P6</strong> Compare different forms of support in terms of their meeting the needs of an identified child or young person accessing healthcare services</td>
<td><strong>M3</strong> Analyse the relationship between different aspects of own work and the principles and values required of healthcare practitioners working with children and young people</td>
<td><strong>D3</strong> Critically reflect on the effectiveness of own practice in enabling a person-centred approach to healthcare service provision for children and young people</td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Demonstrate person-centred practice when delivering healthcare to children and young people</td>
<td><strong>P7</strong> Participate in different activities in the delivery of services for children and young people accessing healthcare that takes into account their needs, choices and preferences</td>
<td><strong>M4</strong> Analyse own role in developing trusting and supportive relationships when providing healthcare services to children and young people</td>
</tr>
<tr>
<td><strong>P8</strong> Demonstrate effective communication with children and young people to ensure services are responsive to their needs and preferences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks
ROYAL COLLEGE OF PAEDIATRICS AND CHILD HEALTH (2010) Not just a phase: a guide to the participation of children and young people in health services. Epub

Websites
www.rcpch.ac.uk Royal College of Paediatrics and Child Health (General reference)

Links
This unit links to the following related units:
Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 13: Supporting Individuals with Specific Needs
Unit 17: Effective Reporting and Record-keeping in Healthcare Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 24: Health Psychology
Unit 31: Providing Outpatient and Community Care
Unit 37: Complementary Therapies in Healthcare Practice
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th></th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</strong></td>
<td>LO2</td>
<td>P3, P4, M2, D2</td>
</tr>
<tr>
<td><strong>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</strong></td>
<td>LO3, LO4</td>
<td>P5, P6, M3, D3, P7, M4</td>
</tr>
<tr>
<td><strong>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</strong></td>
<td>LO3</td>
<td>P5, P6, M3, D3</td>
</tr>
<tr>
<td><strong>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</strong></td>
<td>LO1, LO3, LO4</td>
<td>P1, P2, M1, D1, P6, M3, D3, P6, P7, M4, D4</td>
</tr>
<tr>
<td><strong>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</strong></td>
<td>LO3, LO4</td>
<td>P6, M3, D3, P6, P7, M4, D4</td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in nursing, social work or healthcare/social-work related fields, with specific experience of working with children/young people, to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 42: Supporting Practitioners in Maternity Care

<table>
<thead>
<tr>
<th>Unit code</th>
<th>D/616/1677</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit type</td>
<td>Specialist Assistant Practice Unit</td>
</tr>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

This unit is for students currently in a healthcare assistant (or related) role working in settings supporting practitioners in maternity care. Maternity care healthcare assistants help bring babies into the world. They also support midwives in providing care to pregnant women before, during and after childbirth and work alongside families in maternity wards and theatres.

Pregnancy is an exciting time, but first-time mothers can be unsure of what happens and when or when to call the midwife or maternity unit. The role of a healthcare assistant in maternity care includes assisting midwives in caring for women and their babies through the vital stages of pregnancy, childbirth and the first few days of birth. They also provide support in post-natal wards in hospitals and in the community.

Birth centres and maternity units must be responsive able to provide high-quality, personalised care and support that meets the needs of mothers and their babies. Birth centres are small maternity units that are usually staffed by midwives. They aim to offer a homely, rather than clinical, environment. Maternity units vary, whether they are in hospitals or midwifery units and have medical facilities and doctors on hand if they are needed. They are sometimes called a delivery suite or an obstetric unit.

In this unit, students will explore how maternity care supports mothers and babies, and others during pregnancy and childbirth, to ensure that the care provided promotes mother and baby health and wellbeing effectively.
On completion of this unit, students will have demonstrated the application of knowledge, understanding and skills in providing person-centred care for mother and baby. This unit develops understanding of the values and principles that underpin the practice of those who work in maternity care.

Learning Outcomes

By the end of this unit students will be able to:

1. Examine maternity care services
2. Assess the impact of legislation, regulation, codes of practice and standards on maternity care
3. Explore own role in supporting maternity care services
4. Contribute to the provision of maternity care services which are underpinned by a holistic approach to person-centred practice.
Essential content

LO1  **Examine maternity care services**

*Stages of pregnancy and labour*
Conception and implantation
Trimesters in pregnancy
Three stages of labour

*Antenatal care*
Tests to check on the health of the developing baby, e.g. ultrasound
Monitoring of mother, e.g. pre-eclampsia monitoring, weight gain, loss, general health and wellbeing
Temperature measurement, urinalysis, body mass index (BMI), gestational diabetes, respiration, infection control, fluid balance, nutritional needs
Advice and guidance on healthy eating and lifestyle
Support and advice from practitioners e.g. midwife, GP, consultant, specialist input, dietician, smoking cessation practice nurse, advocate, interpreter, translator, social worker, support accessing benefits

*Types of delivery*
Vaginal delivery
Caesarean section
Vacuum extraction
Forceps delivery
Vaginal delivery following caesarean section

*During labour*
Technology to support labour and birth
Early labour support
Inducement
Clinical measurements and monitoring, e.g. contractions
Pain relief, management and support
Emotional support, e.g. encouragement of different positions and mobilisation, touch, massage, instruction on breathing
Information on progress and procedures
Assisting the mother to make informed choices
Policies on involving significant other(s)
Monitoring and support from midwife, consultant, advocate, interpreter, translator

Complications and emergency intervention
Impact of health conditions e.g.- anaemia, gestational diabetes, pre-eclampsia
Pre-term labour
Post-term pregnancy
Failure to progress
Episiotomy
Premature rupture of membranes (prom)
Umbilical cord prolapse or compression
Forceps/ventouse delivery
Abnormal presentation, e.g. breech births
Miscarriage
Stillbirth
Impact on mother, child, family, members of the care team

Postnatal support
Newborn screening tests
Support with baby care, breastfeeding, nappy changing, bathing
Advice and guidance in relation to nutrition, hygiene, infection control
The management of common and serious health problems in women and their babies after birth
Lochia
Skin-to-skin
Bottle-feed demonstration
Temperature measurement, urinalysis, body mass index (BMI), gestational diabetes, respiration, infection control, fluid balance
Blood pressure and pregnancy
Monitoring, guidance and advice from midwife, consultant, advocate, interpreter, translator
Grief counselling
Post-natal depression support
Stillbirth and neonatal death support
Coping strategies

Birthing options
Labour ward in the maternity unit of a hospital, with medical facilities and doctors and specialist help available
Home birth when midwives support the mother in her own home
Birth centre, midwife-led unit where the environment is designed to be relaxed and homely, with a focus on birth without medical intervention

Influences on birth choice
Personal wishes and preference
Previous experience of birthing facilities
Support available from partner, relatives, friends to care for other children during mother’s absence
Care needs post-childbirth
Doctor or midwife recommendations
Location/catchment area
Resource availability
Risk of complications
Low/high risk
First, second or subsequent baby and history of pregnancy and childbirth
Possibility of transfer during labour due to complications/safety of mother and/or baby

LO2 Assess the impact of legislation, regulation, codes of practice and standards on maternity care

Roles of professionals involved in maternity care
GP, midwife, radiographer, sonographer, obstetrician, perinatologist, anaesthetist, paediatrician, neonatal nurse, health visitor
Aspects of current and related legislation as relevant to maternity care:
Health and safety
Safeguarding
Equality and diversity
Disability
Human rights
Health, care and support service provision

Regulations:
Regulations regarding access to and provision of mental health services

Codes of practice:
Relevant professional codes of practice

Standards and guidance:
Inspection and regulation standards
Health and Social Care National Occupational Standards (NOS) as applicable in own home nation
National and international health strategies and implementation frameworks

Challenges to implementation
Resources
Geographical location of services
Risk to mother and unborn baby should there be complications
Postcode lottery in relation to service delivery and availability
Waiting times for appointments/consultations
Physically accessing services
Transport in rural areas
Appropriate service for individual needs
Knowledge of service provision/roles and responsibilities
The availability of aftercare support for mother and baby
Impact
Duty of care
Protocols for safety, safeguarding and protection
Approaches to confidentiality
Support provided for mothers, babies and relatives
Adherence to regulatory requirements
Inspection regimes
Consistency and continuity of service delivery
Quality procedures and outcomes
Monitoring and evaluation of service
Identification of roles and responsibilities
The requirement for qualifications, skills and competence

LO3 Explore own role in supporting maternity care services

Prenatal care
Care of the mother and unborn baby
Respecting individuality, rights, choice, privacy, independence, dignity, respect and partnership
Making routine observations: temperature, pulse, blood pressure, breathing
Updating records, collecting statistics, keeping records up to date and making sure that procedures are followed
Educating parents one-to-one or in groups
Taking blood and urine samples for testing
Preparing equipment
Reporting problems to a registered midwife or nurse
Sharing information with midwives about the condition of mothers and babies
Helping to prepare, implement and review care plans
Providing women with support to help them look after themselves and their unborn babies
Helping with parenting classes
During labour
Helping to care for mothers and babies during labour
Making routine observations: temperature, pulse, blood pressure, breathing, contractions, pain, etc.
Keeping records up to date
Preparing, checking, maintaining and cleaning equipment
Reporting problems to a registered midwife or nurse
Sharing information with midwives about the condition of mothers and babies
Providing support to families in labour wards and maternity theatres

Postnatal care
Helping to care for mothers and babies
Keeping records up to date
Educating parents one-to-one or in groups
Updating information to share with midwives about the condition of mothers and babies
Providing women with support to help them look after themselves and their newborn babies
Providing advice and support re: feeding, caring for newborn babies, ongoing needs
Signposting to support available

LO4 Contribute to the provision of maternity care services which are underpinned by a holistic approach to person-centred practice

Considerations
Roles and responsibilities: midwife, consultant, nursing staff, senior care assistant/team leader, care assistant, catering, administration
Safety and wellbeing of mother and baby
Monitoring and review of service delivery
Lines of reporting
Effective communication and interaction
Specific roles and responsibilities: supervision, accountability
Confidentiality protocols, the sharing of information as per agreed ways of working
Maintaining competence, knowledge and skills
Support networks and professional registration
Compliance with policies and procedures of the work setting
Identifying and meeting individual's preferences, wishes and needs
Inclusion, collaboration and involvement of individuals and others at all times
Assessment of needs and ongoing review
Supporting mother, partner, relevant others
Housekeeping and maintenance
Respecting diversity, different cultures and values
Providing care, support and guidance for mothers, babies, partners, family, friends
Confidentiality protocols
Ensuring privacy and dignity
Supporting mothers to make informed choices in relation to their care
Protection from risk of harm
Assessing risk to self and others, right of individuals to take risks
Risk management
Collaboration with practitioners, mothers, partners, family
<table>
<thead>
<tr>
<th>Learning Outcomes and Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass</strong></td>
</tr>
<tr>
<td><strong>LO1 Examine maternity care services</strong></td>
</tr>
<tr>
<td><strong>LO2 Assess the impact of legislation, regulation, codes of practice and standards on maternity care</strong></td>
</tr>
<tr>
<td><strong>LO3 Explore own role in supporting maternity care services</strong></td>
</tr>
<tr>
<td><strong>P4 Discuss how own role contributes to team-working to ensure mothers and babies are at the centre of maternity care service delivery</strong></td>
</tr>
<tr>
<td><strong>P5 Interrogate how own role in maternity care facilitates inclusive and person-centred working, ensuring efficient team working practice</strong></td>
</tr>
<tr>
<td><strong>M3 Analyse the approaches used to ensure practice in maternity care is inclusive and person-centred</strong></td>
</tr>
<tr>
<td>Pass</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td><strong>LO4</strong> Contribute to the provision of maternity care services which are underpinned by a holistic approach to person-centred practice</td>
</tr>
<tr>
<td><strong>P6</strong> Participate in different activities in service delivery to ensure a mother’s needs, choices and preferences are met through the use of effective communication and interaction</td>
</tr>
<tr>
<td><strong>P7</strong> Discuss different aspects of own practice which are underpinned by principles and values required of workers in maternity care</td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites

www.rcm.org.uk Royal College of Midwives
Clinical-practice-and-guidelines
(General reference)

www.nmc.org.uk Nursing and Midwifery Council
Standards and Code of Practice
(General reference)

www.nhs.uk NHS Choices
Pregnancy and baby guide
(General reference)

Links

This unit links to the following related units:

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

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

*Unit 3: Supporting the Individual Journey through Integrated Health and Social Care*

*Unit 7: Effective Healthcare Practice using Maths*

*Unit 13: Supporting Individuals with Specific Needs*

*Unit 17: Effective Reporting and Record-keeping in Healthcare Practice*

*Unit 19: Reflective Approaches in Implementing Person-centred Practice*

*Unit 20: Care Planning Processes in Healthcare Practice*
Unit 22: Supporting Individuals through Significant Life Events
Unit 24: Health Psychology
Unit 28: Holistic Approaches to Health Promotion
Unit 31: Providing Outpatient and Community Care
Unit 37: Complementary Therapies in Healthcare Practice

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P3, M2, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td>P4, M2, D2, P5, P6, M3, D3, P7, M4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3, LO4</td>
<td>P3, M2, D2, P5, P6, M3, D3, P7, M4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td>P4, P5, P6, M3, D3, P7, M4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td>P4, P5, P6, M3, D3, P7, M4</td>
<td></td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in midwifery, health visiting or nursing with specific experience of working in maternity to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 43: Supporting Practitioners in Urgent Care Environments

<table>
<thead>
<tr>
<th>Unit code</th>
<th>H/616/1678</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit type</td>
<td>Specialist Assistant Practice Unit</td>
</tr>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

**Introduction**

This unit is for students currently in a healthcare assistant (or related) role working in urgent care settings. This does not always involve inpatient or emergency hospital care, often patients can be treated using local community services or out-of-hospital facilities.

Students will learn the role of urgent care, in that is does not replace GP care but is an option when someone is not able to access their GP or surgery, or is concerned that they might need further treatment or a hospital admission. Urgent care offers an alternative to waiting for hours in accident and emergency, and plays a significant role in enabling the efficient function and accessibility of healthcare services.

Urgent and emergency care has been under significant pressure for some time, prompting a review of service delivery and, in this unit, students will explore how different pressures impact on urgent care services and the approaches used to address these in healthcare. Students will also consider how patient understanding can be developed to ensure health services are used to good effect, as well as the role of urgent care services in reducing patient visits to accident and emergency.

In this unit, students will also explore the remit of the variety of urgent care environments that patients can access, assessing the role of each service in the provision of urgent care.

Students will demonstrate the application of knowledge, understanding and skills in providing person-centred care in an urgent care environment. This unit develops understanding of the values and principles that underpin the practice of those who work in urgent care settings.
Learning Outcomes

By the end of this unit students will be able to:

1. Examine the services provided in urgent care environments
2. Assess the impact of legislation, regulation, codes of practice and standards on urgent care provision
3. Analyse factors that can impact on services provided by urgent care settings
4. Contribute to the provision of urgent care services which are underpinned by person-centred practice.
Essential content

**LO1  Examine the services provided in urgent care environments**

*Remit*

Using an algorithm (flow chart) of specific symptoms to treat medical issues that, while not emergencies, may require care within 24 hours

Treating an illness that is not life-threatening

Giving advice or directing patients to the best local service to treat their injury

Dealing with minor illnesses and injuries, e.g. infections and rashes, sprains, strains and fractures, lacerations and minor cuts and bruises

Do not treat conditions likely to require hospital admission

*Services*

General practitioner

NHS advice lines

Local community services

Urgent care walk-in services (WIC)

Minor injuries units and urgent care centres- initial assessment, clinical assessment, triage

*Practitioners*

Paramedic

General practitioner (GP)

Nurses

Practice nurse

Healthcare assistant

Radiographer

Call handlers
LO2 Assess the impact of legislation, regulation, codes of practice and standards on urgent care provision

Aspects of current and related legislation as relevant to own role in urgent care environments:
- Health and safety
- Safeguarding
- Equality and diversity
- Disability
- Human rights
- Health, care and support service provision

Regulations
Regulations regarding access to and provision of urgent care services

Codes of practice
Relevant professional codes of practice

Standards and guidance
Inspection and regulation standards
Health and Social Care National Occupational Standards (NOS)
National and international mental health strategies and implementation frameworks

Impact of legislation, regulation, codes of practice and standards on urgent care provision
- Duty of care
- Protocols for safety, safeguarding and protection
- Approaches to confidentiality
- Support provided for individuals, families and carers
- Adherence to regulatory requirements
- Inspection regimes
- Consistency and continuity of service delivery
- Quality procedures and outcomes
- Monitoring and evaluation of service
Identification of roles and responsibilities
The requirement for qualifications, skills and competence

**LO3 Analyse factors that can impact on services provided by urgent care settings**

*Accessibility*
Demand
Demographics
Funding and resourcing of services
Physical access to services
Transport in rural areas
Appropriate service for individual needs
Location of services
Resourcing for services
Availability and recruitment of staff for roles

*Use of services*
Patient understanding of service provision
Patients acknowledging support is needed
Overuse of services
Peak time for demand
Accepting diagnosis/ill health
Waiting times for appointments/consultations
Knowledge of service provision/roles and responsibilities
Ensuring progress after treatment
Staff roles and responsibilities
Staff competence, knowledge and skills
Patient understanding of roles and remits of services
Hours services are open
Services at capacity
Level of demand on service
Injury/illness to be treated
Time taken for recovery, diagnosis, treatment
Strategies to overcome barriers
Examining roles, remits and responsibilities to ensure effective service delivery
Recruitment of sufficient, qualified staff
Restructuring of service provision
Distribution of expertise and services
Patient information and advice
Additional resourcing
Location of services
The provision of clear guidance and information to the public
Ongoing communication with patients
Clarification of GP roles and responsibilities
Sharing of resources between services
Reduction in duplication of service delivery

LO4 Contribute to the provision of urgent care services which are underpinned by person-centred practice

Patient support
The need for urgency of assessment, diagnosis and observation, within scope of own role
Contributing to assessment, diagnosis, monitoring and management of patients from first point of contact through to discharge or referral, within scope of own role
Speedy dissemination of findings from initial assessment
Initial assessment of need
Prioritising of care, next stage of treatment
Administering medication and supporting treatments according to agreed procedures and within scope of own role
Making routine observations: temperature, pulse, blood pressure, breathing, etc
Updating records, collecting statistics, keeping records up to date and making sure that procedures are followed
Providing holistic healthcare for patients
Respecting individuality, rights, choice, privacy, independence, dignity, respect and partnership
Helping to care for patients and significant others
Recognising the limits and boundaries of own role and responsibilities
Maintain and promote dignity and respect to patients and their carers through communicating effectively
Specific roles and responsibilities: supervision, accountability
Identifying and meeting individual’s preferences and needs
Inclusion, collaboration and involvement of individuals and others at all times

Practitioner support
Prioritising patient’s needs, within scope of own role
Reporting concerns to senior/person in charge

Health, safety and safeguarding
Preparing/cleaning/replacing equipment
Reporting concerns
Supporting individuals to raise concerns or make complaints
Raise adult and child safeguarding and other concerns through the appropriate policies, procedures and protocols
Work collaboratively with other healthcare professionals
Whistleblowing
Safety and wellbeing of patients
Monitoring and review of service delivery
Confidentiality protocols, the sharing of information as per agreed ways of working
Maintaining competence, knowledge and skills
Support networks and professional registration
Compliance with policies and procedures of the work setting
Supporting patients to make informed choices in relation to their care
Protection from risk of harm
Assessing risk to self and others, right of individuals to take risks
Risk management
<table>
<thead>
<tr>
<th></th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td>Examine the services provided in urgent care environments</td>
<td></td>
<td>D1 Critically evaluate the options available to patients requiring urgent care, using case study examples to illustrate key points</td>
</tr>
<tr>
<td><strong>P1</strong></td>
<td>Discuss the current scope of provision of services for patients requiring urgent care</td>
<td>M1 Evaluate the services available to patients accessing urgent care provision</td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong></td>
<td>Analyse the services available locally for a patient with a given injury or illness requiring urgent care</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>Assess the impact of legislation, regulation, codes of practice and standards on urgent care provision</td>
<td></td>
<td>D2 Evaluate the impact of legislation, regulation, codes of practice and standards on urgent care service provision in own locality</td>
</tr>
<tr>
<td><strong>P3</strong></td>
<td>Assess how effectively legislation protects patients accessing urgent care provision</td>
<td>M2 Critically discuss how regulation, codes of practice and standards underpin effective service delivery in urgent care environments</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>Analyse factors that can impact on services provided by urgent care settings</td>
<td></td>
<td>D3 Review different methods and measures used to address barriers to urgent care service delivery in own setting</td>
</tr>
<tr>
<td><strong>P4</strong></td>
<td>Discuss barriers to implementing urgent care</td>
<td>M3 Analyse the effects barriers to urgent care service delivery have on patients</td>
<td></td>
</tr>
<tr>
<td><strong>P5</strong></td>
<td>Interrogate the challenges faced by staff delivering urgent care</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td>Contribute to the provision of urgent care services which are underpinned by person-centred practice</td>
<td></td>
<td>D4 Evaluate the effectiveness of own contribution to service delivery which fosters principles and values underpinning best practice in urgent care settings</td>
</tr>
<tr>
<td><strong>P6</strong></td>
<td>Participate in different activities in urgent care service delivery that takes into account an individual's needs, choices and preferences</td>
<td>M4 Actively promote the principles and values required of workers in urgent care when supporting individuals accessing urgent care services</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong></td>
<td>Discuss different aspects of own practice which are underpinned by principles and values required of workers in urgent care</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Reports
NATIONAL HEALTH SERVICE. (2014) NHS England, Five Year Forward View

Websites
www.rcem.ac.uk The Royal College of Emergency Medicine
(General reference)
www.kingsfund.org.uk The King’s Fund Projects: Urgent and Emergency Care
(General reference)

Links
This unit links to the following related units:
Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 17: Effective Reporting and Record-keeping in Healthcare Practice
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 31: Providing Outpatient and Community Care
This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 1: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P3, M2, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO4</td>
<td>P7, M4, D4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3, LO4</td>
<td>P3, M2, D2, P4, M3, D3, P6, M4, D4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td>P4, M3, D3, P6, M4, D4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1, LO2, LO3, LO4</td>
<td>P1, M1, D1, M2, D2, P4, P5, M3, D3, P6, D4</td>
<td></td>
</tr>
</tbody>
</table>

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in nursing or healthcare related fields, with specific experience of work in urgent-care environments to cover the principles and skills development aspects of this unit.
Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 44: Supporting Rehabilitation Services

<table>
<thead>
<tr>
<th>Unit code</th>
<th>K/616/1679</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit type</td>
<td>Specialist Assistant Practice Unit</td>
</tr>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

This unit is for students currently in a healthcare assistant (or related) role working in settings that help individuals accessing rehabilitation services. Rehabilitation involves the use of appropriate medical treatments, therapies, prosthetics, social and environmental supports, and often requires the collaboration of health, social services and other public agencies.

A responsive healthcare system must do more than treat people's illnesses, injuries and diseases. It must also equip them to fulfil their potential, remain independent and continue to be involved in and contribute to family life, their community and society as a whole.

In this unit, students will explore the key role rehabilitation plays in supporting and developing an individual's independence, by focusing on the impact that the health condition, developmental difficulty or disability has on the person's life, rather than focusing just on their diagnosis. Students will also examine how the partnership between healthcare practitioners and the service user enables individuals to maximise their potential and independence, and have choice and control over their lives. They will consider the impact of this approach in supporting people to continue to be valued and included in their communities, employment and education rather than being isolated and losing their confidence and independence.

Students will consider the range of rehabilitation care, from supporting an individual to develop new skills after an unexpected illness or accident to supporting individuals to manage and self-manage a long-term condition. Rehabilitation covers an enormous range of needs and abilities and students will explore these and their own role in the delivery of person-centred care and support.
On completion of this unit, student will have advanced their understanding of the requirements for working within rehabilitation services. Students will have developed their communication skills to improve care and achieve better outcomes for individuals within their role in rehabilitation services.

**Learning Outcomes**

By the end of this unit students will be able to:

1. Discuss how rehabilitation services facilitate an individual's recovery and wellbeing
2. Assess the challenges and benefits of accessing rehabilitation services for individuals
3. Contribute to the provision of rehabilitation services
4. Reflect on the challenges involved in implementing rehabilitation services which maximise the rights and choices of individuals.
Essential content

LO1 Discuss how rehabilitation services facilitate an individual’s recovery and wellbeing

Purpose of providing rehabilitation services
Reducing health inequalities, supporting inclusion, improving outcomes
Preventing the loss of function
Slowing the rate of loss of function
Improving or restoring function
Compensating for lost function
Maintaining current function

Conditions that may require rehabilitative intervention
Physical or movement problems
Mental health conditions
Sensory problems
Cognitive or behavioural problems
Communication problems
Psychosocial and emotional problems
Medically unexplained symptoms
Complex conditions involving two or more of the above

Range of settings
Primary care
In hospital
In the community
Services provided

Occupational therapy – scope and breadth
Physiotherapy – scope and breadth
Dietary services – scope and breadth
Speech and language therapy – scope and breadth
Chiropody and podiatry – scope and breadth
Orthoptics – scope and breadth
Clinical psychology/psychiatry – scope and breadth
Orthotics and prosthetics – scope and breadth
Specialist social work – role in supporting individuals to access rehabilitation services
Alternative therapies – art therapy, music therapy, drama therapy, acupuncture, aromatherapy
Relationships between different aspects of rehabilitative services
Accessing services, procedure e.g. referral
Scheduling appointments
Consequences on service of missed appointments
Partnership, multiagency and collaborative working across services, with services users and friends and family
Service commissioning – challenges
Social prescribing

Local unmet need and the reasons this occurs
Lack of services, staffing and resources
Issues with rural supply and demand
Staffing recruiting and retaining
Staffing competence and skills
Resource availability
Funding availability
Eligibility criteria
LO2 **Assess the challenges and benefits of accessing rehabilitation services for individuals**

*Challenges*

- Service availability
- Cost of treatment not publically funded
- Unsure of services offered
- Support provided for aftercare
- Missed appointments/cancelled appointments
- Waiting times for appointments/consultations
- Physically accessing services
- Transport in rural areas
- Appropriate service for individual needs
- Knowledge of service provision/roles and responsibilities
- Ensuring progress after treatment
- Motivation to carry on with exercises/activities/routine

*Benefits*

- Return to employment/studying/social activities
- Learning new skills
- Less pressure and demand on careers and relatives
- Optimising opportunities for inclusion
- Making the most of existing abilities
- Remain in own home
- Consistency of support
- Greater control of own care – inclusion and involvement with treatment plan
- Meeting individual needs
- Harm and risk reduction through skills and activities developed
- Administration of treatments
- Maintaining independence
- Empowerment, independence, autonomy, respect, power sharing
- Making informed choices
Holistic approach to care, supporting the integration of physical and mental health and wellbeing
Reduction in reliance on acute health services

*Supporting the role of the individual in their rehabilitative care:*
Partnership-working
Re-ablement
Self-management
Capacity
Activation
Co-production

LO3 **Contribute to the provision of rehabilitation services**

*Assessment of ability and need:*
Assessing current level of abilities in home, workplace, the community
Identifying and accessing equipment and support
Supervising assessment, planning and treatment, if in scope of own role
Responding to questions, areas of concern
Safeguarding and protection
Harm reduction
Duty of care
Ongoing communication between individual, carers, family and other services
Record keeping
Recognising the limits and boundaries of own role and responsibilities
Liaising between family and professionals in sharing information in line with confidentiality policy
Utilising reporting and recording mechanisms
Support and treatment
Facilitating the use of aids, adaptations and equipment
Support for individuals arranging appointments/during appointments
Recording observations/changes/progress
Guidance in relation to follow up exercises/activity/treatment
Supporting people with self-care deficits
Supporting the development of self-help strategies to maximise independence
Reporting concerns
Supporting individuals to raise concerns or make complaints
Signposting
Partnership working
Respecting individuality, rights, choice, privacy, independence, dignity, diversity
Supporting others to make informed choices about the services they access
Supervision, roles and accountability
Adhering to quality assurance systems
Maintaining knowledge, competence and skills
Ongoing review and evaluation of service provision
Accessing funding/advising on budgeting

LO4 Reflect on the challenges involved in implementing rehabilitation services which maximise the rights and choices of individuals

Service challenges
Availability of services to meet needs
Local versus regional or national priorities
Geographical differences in funding of rehabilitation services
Funding and commissioning rehabilitation services
Ensuring services are delivered in a person-centred way to promote an individual's wellbeing
Practitioner challenges

Defining own contribution to identifying an individual's abilities and needs

Recognising and acting on own developmental and training needs to effectively support the individual and services being provided

Supporting an individual to balance their rights and choices with delivering duty of care

Empowering the individual to report their changing needs, preferences and abilities

Supporting an individual to raise concerns regarding the ongoing delivery of their care

Ensuring own professional values encompass the 6 Cs (care, compassion, courage, communication, commitment and competence)

Adapting communication according to the needs of the individual

Respecting the need for privacy and dignity when communicating with individuals accessing services

Duty of candour and own personal role in being transparent and honest

Balancing an individual's rights and choices for empowerment and autonomy with duty of care
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Discuss how rehabilitation services facilitate an individual's recovery and wellbeing</td>
<td><strong>P1</strong> Discuss how different rehabilitative services can support the recovery and wellbeing of individuals with different conditions</td>
<td><strong>M1</strong> Analyse the purposes of a multiagency approach to rehabilitation services provided to individuals with complex conditions to meet their individual needs</td>
</tr>
<tr>
<td><strong>D1</strong> Critically evaluate local provision in terms of its effectiveness in meeting the needs of an identified individual requiring different rehabilitation services</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P2</strong> Describe current local unmet need related to rehabilitation provision in own locale</td>
<td><strong>M2</strong> Evaluate the impact of the strategies used to support an individual's active participation in their care on the individual themselves</td>
<td><strong>D2</strong> Critically evaluate the effectiveness of rehabilitation services in enabling the benefits of rehabilitation to outweigh the challenges for the individual</td>
</tr>
<tr>
<td><strong>LO2</strong> Assess the challenges and benefits of accessing rehabilitation services for individuals</td>
<td><strong>P3</strong> Analyse the challenges and benefits of the statutory provision of rehabilitation services</td>
<td><strong>P4</strong> Discuss the role of rehabilitation services in supporting an individual's active participation in their own care</td>
</tr>
<tr>
<td><strong>M3</strong> Analyse the effectiveness of own role in enabling a positive experience of rehabilitation services for different individuals</td>
<td><strong>D3</strong> Critically reflect on own success in supporting rehabilitation service provision to meet the needs of individuals with different rehabilitative needs</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Contribute to the provision of rehabilitation services</td>
<td><strong>P5</strong> Apply appropriate communication strategies in identifying and responding to the needs and preferences of individuals using a rehabilitation service</td>
<td><strong>P6</strong> Discuss the impact of own role on the delivery of rehabilitation services</td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Reflect on the challenges involved in implementing rehabilitation services which maximise the rights and choices of individuals</td>
<td><strong>M4</strong> Analyse own capacity to overcome challenges faced by practitioners and rehabilitation services to support the maintenance of an individual’s rights and choices</td>
<td></td>
</tr>
<tr>
<td><strong>P7</strong> Discuss challenges faced by practitioners in delivering rehabilitation services in meeting the care needs of different individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Examine the challenges rehabilitation services face in providing care to individuals to effectively meet their needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites
www.csp.org.uk Chartered Society of Physiotherapy
The Falls Prevention Economic Model (Report)

www.gov.uk GOV.UK
Care and support statutory guidance
Care Act 2014 (General reference)

www2.rcn.org.uk Royal College of Nursing (General reference)

Links
This unit links to the following related units:
Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 7: Effective Healthcare Practice using Maths
Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health
Unit 12: Supporting Independent Living
**Unit 13: Supporting Individuals with Specific Needs**
**Unit 17: Effective Reporting and Record-keeping in Healthcare Practice**
**Unit 19: Reflective Approaches in Implementing Person-centred Practice**
**Unit 20: Care Planning Processes in Healthcare Practice**
**Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions**
**Unit 31: Providing Outpatient and Community Care**

*This unit maps to the qualification Practice Themes as below:*

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</strong></td>
<td>LO3</td>
<td>P4, P5, M3, D3</td>
</tr>
<tr>
<td><strong>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</strong></td>
<td>LO1</td>
<td>D1</td>
</tr>
<tr>
<td></td>
<td>LO2</td>
<td>P4, M2, D2</td>
</tr>
<tr>
<td></td>
<td>LO4</td>
<td>P6, P7, M4, D3</td>
</tr>
<tr>
<td><strong>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</strong></td>
<td>LO1</td>
<td>P1, M1, D1</td>
</tr>
<tr>
<td></td>
<td>LO3</td>
<td>P4, M3, D3</td>
</tr>
<tr>
<td></td>
<td>LO4</td>
<td>P6, M4</td>
</tr>
<tr>
<td><strong>THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</strong></td>
<td>LO1, LO3, LO4</td>
<td>All criteria</td>
</tr>
</tbody>
</table>
**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in nursing, social work or healthcare/social-work related fields with specific experience of rehabilitation to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 45: Supporting Orthopaedic Care

<table>
<thead>
<tr>
<th>Unit code</th>
<th>D/616/1680</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit type</td>
<td>Specialist Assistant Practice Unit</td>
</tr>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

This unit is for students currently in a healthcare assistant (or related) role working in settings supporting practitioners working in, and patients accessing, orthopaedic care services. This aspect of healthcare involves the treatment of conditions involving the musculoskeletal system. Orthopaedic practitioners use surgical and nonsurgical methods to treat musculoskeletal trauma, sports injuries, degenerative diseases and congenital disorders.

Students will learn about the roles of practitioners working in orthopaedic services, and the functions carried out. Students will also examine how orthopaedic services are driven by legislation, frameworks and guidelines, informing policy and practice.

In this unit, students will develop the knowledge, skills and understanding required when working with individuals accessing orthopaedic care services. Orthopaedic treatments and support evolve on a fast and regular basis; students working in orthopaedic environments will need to ensure they update their knowledge and skills to facilitate the work of practitioners caring for individuals requiring orthopaedic services. The work of orthopaedic practitioners encompasses a wide range of needs and abilities. Students will familiarise themselves with these and explore their role in the delivery of person-centred care and support.

On completion of this unit, students will have expanded their knowledge and understanding of working within orthopaedic services. Students will have developed their communication skills to improve care and achieve better outcomes for individuals accessing orthopaedic care.
Learning Outcomes

By the end of this unit students will be able to:

1. Examine legislation, frameworks and guidelines underpinning orthopaedic care services
2. Discuss the function and purpose of orthopaedic services
3. Explore the benefits and challenges of orthopaedic service provision for individuals
4. Contribute to the provision of orthopaedic services to maximise the rights and choices of individuals.
Essential content

LO1  **Examine legislation, frameworks and guidelines underpinning orthopaedic care services**

*Aspects of current and related legislation as relevant to own role in orthopaedic care:*
- Health and safety
- Safeguarding
- Equality and diversity
- Disability
- Human rights
- Health, care and support service provision

*Frameworks and guidelines:*
- Frameworks regarding access to and provision of orthopaedic care services
- Inspection and regulation standards
- Health and Social Care National Occupational Standards (NOS)
- Clinical guidance
- Commissioning guidance
- Consent guidance
- Diabetic food guidance
- Medico-legal code of practice
- Prophylaxis in orthopaedic surgery guidelines
- Orthopaedic Standards for Trauma
- Guidance on the provision of anaesthesia
- Follow up for patients after surgery
- Management of fractures
Impact
Duty of care
Protocols for safety, safeguarding and protection
Approaches to confidentiality
Support provided for individuals, families and carers
Adherence to regulatory requirements
Inspection regimes
Consistency and continuity of service delivery
Quality procedures and outcomes
Monitoring and evaluation of service
Identification of roles and responsibilities
The requirement for qualifications, skills and competence

LO2 Discuss the function and purpose of orthopaedic services

Function
Treat conditions involving the musculoskeletal system
Surgical and nonsurgical interventions

Conditions treated
Musculoskeletal trauma
Spine diseases
Sports injuries
Degenerative diseases
Infections
Tumours
Congenital disorders

Practitioners’ roles in diagnosis
Orthopaedic specialists/consultants
Senior practitioner/expert nurse
Consultant nurses
Senior/healthcare support workers
Roles of other practitioner involved treatment or assessment
Occupational therapists
Orthotists
Physiotherapists

Roles of other practitioners involved in aftercare
Prosthetists
Specialist social workers

Challenges to effective function of orthopaedic services, e.g. local unmet need and the reasons this occurs
Patient demand and expectations
Issues with rural supply and demand
Staffing recruiting and retaining
Staffing competence and skills
Resource availability
Funding availability
Eligibility criteria

LO3 Explore the benefits and challenges of orthopaedic service provision for individuals

Benefits
Pain reduction/relief
Clarification of injury/illness/diagnosis/prognosis
Improved movement/mobility/function
Learning new skills
Optimising opportunities for inclusion
Making the most of existing abilities
Remain in own home/reduction in hospital appointments/stays
Consistency of support
Inclusion and involvement with treatment plan
Meeting individual needs
Administration of treatments
Maintaining independence
Empowerment, independence, autonomy, respect, power sharing,
Making informed choices

**Challenges**

Waiting times for appointments/consultations
Physically accessing services
Transport in rural areas
Fear and uncertainty about treatment and prognosis
Appropriate service for individual needs
Knowledge of service provision/roles and responsibilities
Ensuring progress after treatment
Motivation to carry on with exercises/activities

**Impact of challenges**

Deterioration in health and wellbeing
Unemployment
Psychological impact
Impact on family, carers
Loss of or reduction in benefits received
Access to community and resources
Impact on daily living skills
LO4 **Contribute to the provision of orthopaedic services to maximise the rights and choices of individuals**

*Providing person-centred care*

Helping to prepare, implement and review care plans within scope of own role
Adapting communication according to the needs of the individual
Respecting the need for privacy and dignity when communicating with individuals accessing services
Ensuring own professional values encompass the 6 Cs (care, compassion, courage, communication, commitment and competence)
Balancing an individual's rights and choices for empowerment and autonomy with duty of care
Respecting individuality, rights, choice, privacy, independence, dignity, diversity
Supporting individuals to make informed choices about the services they access
Supporting the development and maintenance of individuals’ life skills

*Ethical practice*

Booking in patients/discharging patients
Responding to questions, areas of concern
Recording observations/changes/progress
Updating records, collecting statistics, keeping records up to date and making sure that procedures are followed
Taking blood samples for testing, if in scope of own role
Reporting concerns to senior/person in charge
Signposting to appropriate services
Risk identification and management
Contributing to the assessment of capacity, as per role and responsibilities
Harm reduction
Risk assessment and risk management
Liaising between family and professionals in sharing information in line with confidentiality policy
Duty of candour and own personal role in being transparent and honest
Promoting recovery

Measuring and recording routine physiological observations: temperature, pulse, blood pressure, breathing within own level of competence
Responsibility, if in scope of own role, for ensuring individuals are meeting food, fluid and nutritional needs
Guidance in relation to follow up exercises/activity/treatment
Monitoring patients pre-and post-operative
Supporting patients with mobility/exercises
Support for patients in arranging appointments/during appointments

Personal development and learning
Areas of strength and areas for development
Specific roles and responsibilities: supervision, accountability
Maintaining competence, knowledge and skills
Support networks and professional registration
Quality procedures and outcomes
Monitoring, review and evaluation of service
### Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Examine legislation, frameworks and guidelines underpinning orthopaedic care services</td>
<td><strong>P1</strong> Review the legislation supporting orthopaedic care</td>
<td><strong>D1</strong> Critically analyse the effectiveness of legislation, frameworks and guidelines in providing practical solutions for the safe and efficient provision of orthopaedic care</td>
</tr>
<tr>
<td><strong>P2</strong> Discuss the ways in which legislation affects the development of guidelines to support the delivery of orthopaedic care</td>
<td><strong>M1</strong> Assess how service delivery in orthopaedic care is driven by frameworks and guidelines</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Discuss the function and purpose of orthopaedic services</td>
<td><strong>P3</strong> Discuss the current range of service provision for patients accessing orthopaedic services</td>
<td><strong>D2</strong> Critically evaluate local provision in terms of meeting the needs of an identified individual requiring orthopaedic services</td>
</tr>
<tr>
<td><strong>P4</strong> Analyse current local unmet need related to orthopaedic provision in own locale</td>
<td><strong>M2</strong> Evaluate the options available to patients requiring orthopaedic care in own locale</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Explore the benefits and challenges of orthopaedic service provision for individuals</td>
<td><strong>P5</strong> Discuss the benefits of orthopaedic service provision to an individual’s wellbeing</td>
<td><strong>D3</strong> Critically evaluate the benefits gained by individuals accessing orthopaedic services in relation to the challenges faced</td>
</tr>
<tr>
<td><strong>P6</strong> Analyse the relationship between benefits and challenges to accessing orthopaedic care from a patient’s perspective</td>
<td><strong>M3</strong> Propose a series of measures to address the impact of challenges on individuals accessing orthopaedic services</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO4</strong> Contribute to the provision of orthopaedic services to maximise the rights and choices of individuals</td>
<td></td>
<td><strong>D4</strong> Critically reflect on own role and practice in facilitating and empowering different individuals accessing orthopaedic services</td>
</tr>
<tr>
<td><strong>P7</strong> Participate in different activities in the delivery of services for individuals accessing orthopaedic services to ensure their needs, choices and preferences are met.</td>
<td><strong>M4</strong> Evaluate how effectively own practice is informed by the principles and values required of workers in orthopaedic services</td>
<td></td>
</tr>
<tr>
<td><strong>P8</strong> Apply appropriate communication strategies in providing support to individuals in identifying and responding to their needs in orthopaedic services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks


Websites
www.arthritisresearch.org Arthritis Research UK
(General reference)

www.steps-charity.org.uk STEPS, the national association for children with lower limb abnormalities
(General reference)

www.orthopaedic-institute.org The Orthopaedic Institute
(General reference)

www.boa.ac.uk British Orthopaedic Association
(General reference)

www.gov.uk GOV.UK
Care and support statutory guidance
(General reference)

Links
This unit links to the following related units:

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

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

Unit 7: Effective Healthcare Practice using Maths

Unit 9: Fundamentals of Anatomy and Physiology for Health and Ill health

Unit 12: Supporting Independent Living
**Unit 13: Supporting Individuals with Specific Needs**

**Unit 17: Effective Reporting and Record-keeping in Healthcare Practice**

**Unit 19: Reflective Approaches in Implementing Person-centred Practice**

**Unit 20: Care Planning Processes in Healthcare Practice**

**Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions**

**Unit 31: Providing Outpatient and Community Care**

**Unit 37: Complementary Therapies in Healthcare Practice**

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th><strong>THEME 1:</strong> LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1, LO4</td>
<td></td>
<td>P1, P2, M1, D1, P7, M4, D4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>THEME 2:</strong> PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td></td>
<td>M3, D3, P7, P8, M4, D4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>THEME 3:</strong> HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1, LO3, LO4</td>
<td></td>
<td>P1, P2, M1, D1, P4, P5, M3, D3, P6, M4, D4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>THEME 4:</strong> VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td></td>
<td>P4, P5, M3, D3, P6, M4, D4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>THEME 5:</strong> PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1, LO2, LO3, LO4</td>
<td></td>
<td>D1, P3, D2, P5, P6, M3, D3, P7, P8, M4, D4</td>
</tr>
</tbody>
</table>
**Essential requirements**
Case study material is essential and can be provided by the tutor or based on students’ work situations.

**Delivery**
Tutors must be appropriately qualified and experienced in nursing, social work or healthcare/social-work related fields, with specific experience of orthopaedic care to cover the principles and skills development aspects of this unit.

**Assessment**
Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**
A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
Unit 46: Supporting Mental Health Services

<table>
<thead>
<tr>
<th>Unit code</th>
<th>H/616/1681</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit type</td>
<td>Specialist Assistant Practice</td>
</tr>
<tr>
<td>Unit level</td>
<td>5</td>
</tr>
<tr>
<td>Credit value</td>
<td>15</td>
</tr>
</tbody>
</table>

Introduction

This unit is for students currently in a healthcare assistant (or related) role working in settings that help individuals experiencing acute mental ill health conditions such as acute anxiety and stress-related illness, to more severe, chronic conditions and illnesses such as drug and alcohol abuse, eating disorders and psychoses.

We are all familiar with the idea of looking after our physical health, but how often do we look after our mental health? Our mental health is not stagnant and can change as circumstances change and as we move through different stages of our life. As a result of this, most of us have experienced times when we feel down or stressed or anxious and generally those feelings pass. Sometimes, however, they develop into more serious longer-term issues that require some form of intervention, additional support or treatment. There is still a negative stigma that surrounds mental ill health that healthcare practitioners should challenge as a normal part of their practice.

Mental health services are there to provide the additional support, guidance and treatment that individuals experiencing mental health difficulties may need. These services are often accessed on a professional referral basis, though there are some mental health services that will allow people to refer themselves, including services for drug and alcohol use or misuse, as well as some psychological therapies.

In studying this unit, students will consider how treatment and care delivery in mental health services have evolved over time, for example the shift from institutionalisation and exclusion towards building resilience, wellbeing, inclusion and person-centred care. Further, students will explore the range of services available for people with mental health issues and conditions, including the legislation underpinning these services. Students will also develop their understanding of the values and principles that underpin the practice of those who work in mental healthcare.
This unit requires students working in these services to demonstrate the application of knowledge, understanding and skills in providing person-centred care for people accessing mental health services. Completing this unit will support students working in mental health services to develop a more thorough understanding of the wider scope of mental health services to inform their practice in their role as healthcare assistants.

**Learning Outcomes**

By the end of this unit students will be able to:

1. Examine approaches to mental ill health in healthcare service provision
2. Assess the impact of legislation, regulation, codes of practice and standards on people accessing mental health services
3. Examine roles of professionals in the mental health workforce
4. Contribute to the provision of mental healthcare services which are underpinned by person-centred practice.
Essential content

LO1 Examine approaches to mental ill health in healthcare service provision

Key concepts

Mental health and wellbeing: emotional, psychological, psycho-social wellbeing, relationship between these aspects of health
Impact on cognition and behaviour, health and ill health
Interrelationship between physical and mental health

Factors that influence mental wellbeing and mental health
Biological factors: genetics, stress, abuse, traumatic event, deficiencies of certain vitamins, drug/alcohol misuse
Economic and environmental factors: inequalities in geographical and home environment, poverty, income and employment, access to opportunities, education, lifestyle, diet
Social factors: support networks, advice, peers, social isolation, quality of social relationships
Psychological factors: past/current traumatic experiences such as abuse, bereavement, divorce, resilience, physical wellbeing, e.g. drug and alcohol addiction
Appropriateness and availability of mental health services, e.g. with regard to detection, diagnosis and early intervention

Classification of mental health disorders
The Diagnostic and Statistical Manual of Mental Disorders (DSM), American Psychiatric Association (APA)
The International Statistical Classification of Diseases and Related Health Problems (ICD), World Health Organisation (WHO)

Types of mental ill health
Disorders e.g. Mood, Dissociative, personality, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders

Signs and symptoms of mental ill health
Emotional, cognitive and physical signs and symptoms
Behavioural indicators
Impact of mental ill health
Social and emotional impact, e.g. loss/lowering of confidence/self-esteem, isolation
Physical impact, e.g. dependence on medication and treatment
Socio-economic impact, e.g. on earnings, employment and housing
Intellectual impact, e.g. lack of or restricted access to education and training opportunities

Public attitudes towards mental health
Issues regarding perception of mental health, understanding, stigma, discrimination, fear, anxiety, mental ill health as a burden, avoidance
Changing attitudes towards mental ill health
Positive conceptions and action towards understanding and supporting individuals
Proactive monitoring and assessment of mental health
Parity between mental and physical health
Mental ill health as disability
Organisations working to challenge stigma of mental ill health

Management and treatment approaches to support individuals with mental ill health
Medical treatment: medications, e.g. antidepressants, antipsychotics, benzodiazepines, mood stabilisers, electroconvulsive therapy
Talking treatments and complementary therapies
Social care assessment and eligibility, direct payments
Support planning
GP support and intervention, social prescribing
Hospital admission
Programme approaches, e.g. the care programme approach (CPA)
Improvements in health, care and support service provision for individuals experiencing mental ill health

Historical approaches, e.g. asylums, limited inspection and regulation
Person-centred practice, assessment and inclusion
Greater use of community-based services to support individuals with mental ill health, provision for partnership working/collaboration
Shorter lengths of stay in inpatient treatment
Respite care/holiday relief
Improved quality of accommodation and service delivery, rehabilitation
Increased involvement of the private sector
Legislative changes to empower individuals experiencing mental ill health, e.g. changes to employment legislation, care standards, monitoring of service provision, equality and diversity
Changes to funding mechanisms, e.g. eligibility criteria for accessing and using mental health services, deferred payments, market shaping and commissioning
Holistic, person-centred approaches to support, duty of care and candour and safeguarding protocols
Improved staff training and development, e.g. recognition of the need for qualifications and registration

Support available
Statutory, independent, private sector services and support
Informal support mechanisms
Partnership provision

Service types
Adult, older adult, child and adolescent, learning disability services
Substance misuse services
Crisis services
Day and respite care, community resources, self-help groups, networks
Rehabilitation
Characteristics of improvements in mental health
Reduction in, or alleviation of, symptoms associated with specific conditions
Increasingly positive lifestyle choices
Increased family, social, work, community participation and interaction
Improved physical wellbeing
More effective coping strategies when dealing with life and changes
Feelings of being valued and respected
Feelings of meaningfulness and purpose in relation to life
Increased optimism

LO2 Assess the impact of legislation, regulation, codes of practice and standards on people accessing mental health services

Legislation underpinning Mental Health Service provision
Mental health and mental capacity legislation

Aspects of current related legislation as relevant
Health and safety, safeguarding, equality and diversity, disability, human rights, health, care and support service provision

Regulations
Regulations regarding access to and provision of mental health services

Codes of practice
Relevant professional codes of practice

Standards and guidance
Inspection and regulation standards
Health and Social Care National Occupational Standards (NOS)
National and international mental health strategies and implementation frameworks
Challenges to implementation
Funding and commissioning of services and treatment, cost
Stigma
Accepting diagnosis/ill health
Waiting times for appointments/consultations, delayed transfers of care
Physically accessing services, transport in rural areas
Appropriate service for individual needs
Knowledge of service provision/roles and responsibilities
Ensuring progress after treatment

Impact of legislation, regulation and codes of practice
Establishment of a duty of care of individuals working in the health and social care sector
Protocols for safety, safeguarding and protection
Approaches to confidentiality
Support provided for individuals, families and carers
Challenges and benefits of adherence to regulatory requirements
Challenges and benefits of inspection regimes
Issues regarding consistency and continuity of service delivery
Quality procedures and outcomes, monitoring and evaluation of service
Identification of roles and responsibilities
Qualifications, skills and competence requirements

LO3 Examine roles of professionals in the mental health workforce
10 essential shared capabilities for mental health practice
Working in partnership
Respecting diversity
Practising ethically
Challenging inequality
Promoting recovery, wellbeing and self-management
Identifying people's needs and strengths
Providing person-centred care
Making a difference
Promoting safety and risk enablement
Personal development and learning

Mental health workforce roles and responsibilities

Psychiatrists
Primary care, e.g. general practitioners
Care and support, e.g. social workers
Mental health nursing, e.g. community psychiatric nurses
Nursing support staff, e.g. mental health support workers

Psychologists
Complementary therapists
Community mental health teams

Other practitioners, e.g. youth and community workers, police, advocates

Partnership working with other professionals, individuals in receipt of services and their family, friends or representatives

Care pathways

Own roles and responsibilities in relation to others

Inclusion, collaboration and involvement of individuals and others at all times, e.g. formal and informal carers, advocates and friends and family as appropriate

Assessment of needs and ongoing review

Roles and responsibilities of different workers: psychiatrist, general practitioners, occupational therapists, general and mental health nursing staff, psychologists, social workers, independent advocates, senior care assistants/team leaders, care assistants/support workers, administration

Challenges faced by individuals working in mental health services

Stigma attached to mental ill health
The individual acknowledging they need support
Staff skills, knowledge, understanding and competence
Resource allocation, limits
Communication difficulties and language barriers
Ongoing changes to individual’s abilities and condition
Effects of medication on individual’s abilities
Carer input
Risk
Access
Challenges of partnership working and collaboration

Addressing challenges and providing compassionate care
Ensuring the environment is quiet and conducive to effective communication
Information in the preferred language and/or in an accessible format
Reduce distractions
Repeat things if the person doesn’t understand
Staff training and development
Adherence to quality standards
Reflective practice
Supervision, mentoring
Advocates or interpreters to support individuals
Psychological interventions
Positive risk-taking
Ongoing assessment and review
Currency of knowledge and practice

LO4 Contribute to the provision of mental healthcare services which are underpinned by person-centred practice

Work in partnership
Own role as part of a multidisciplinary team providing care, support and guidance for individuals, partners, family, friends
Communicating with and supporting service users, their friends and family to engage with their care
Collaboration with practitioners, individuals, partners, family
Own and others roles, responsibilities and boundaries as part of a multidisciplinary team
Own interaction and communication skills
Respect diversity

Non-discriminatory approaches to practice – respecting individuality, choice, privacy and confidentiality, independence, dignity, respect and partnership

Treating others fairly regardless of disability, age, gender identity, sexual orientation, language, religion or national, ethnic or socio-economic status

Practise ethically

Recognition and respect for the rights of individuals within the law

Assessment of capacity, as per role and responsibilities and within the law and organisational policy

Confidentiality protocols, the sharing of information as per agreed ways of working

Keeping records up to date and making sure that procedures are followed within the law and according to organisational policy

Challenge inequality

Appropriate and non-discriminatory language when communicating with, or about, others, e.g. service users

Appropriately challenge others’ discriminatory or stigmatising language or behaviour

Reporting protocols

Supporting individuals to raise concerns or make complaints

Whistleblowing

Promote recovery

Assisting in the preparation, implementation and review of care plans within scope of own role

Measuring and recording routine physiological observations: temperature, pulse, blood pressure, breathing within own level of competence

Supporting people with self-care deficits

Active listening

Meeting individuals’ food, fluid and nutritional needs

Signposting individuals to appropriate services

Supporting the development and maintenance of individuals’ life skills

Development of self-help strategies to maximise independence
**Identify people’s needs and strengths**

Acknowledging the personal, social, cultural and spiritual strengths and needs of the individual

Working in partnership with the individual's friends and family to collect information to assist understanding of their strengths and needs

Supporting individuals who need assistance e.g. signposting or supporting individuals with benefit/funding queries and applications as appropriate

**Provide service user-centred care**

Contribute to the holistic assessment and care of individuals' needs, preferences and priorities

**Make a difference**

Compliance with best practice guidelines for working in a setting

Supporting the consistency and continuity of service delivery

Arranging, initiating or taking part in person-centred care and activities, e.g. therapeutic interventions, group support, discussion groups to maximise an individual's recovery

**Promote safety and positive risk-taking**

Monitoring and review of service delivery

Lines of reporting

Ensuring the safety and wellbeing of self and others

Protection of self and others from risk of harm

Assessing risk to self and others, right of individuals to take risks

Risk management

**Personal development and learning**

Areas of strength and areas for development

Specific roles and responsibilities: supervision, accountability

Maintaining competence, knowledge and skills

Support networks and professional registration

Quality procedures and outcomes

Monitoring and evaluation of service

Identification of roles and responsibilities

The requirement for qualifications, skills and competence
## Learning Outcomes and Assessment Criteria

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1 Examine approaches to mental ill health in healthcare service provision</strong></td>
<td><strong>P1 Analyse the interrelationship between different factors that can influence the development of a mental ill health condition</strong></td>
<td><strong>D1 Critically evaluate the effectiveness of health and care services available to individuals requiring mental healthcare in own locale</strong></td>
</tr>
<tr>
<td><strong>P2 Discuss how different types of health and care services available in own nation support individuals experiencing mental ill health</strong></td>
<td><strong>M1 Evaluate the impact of effective and ineffective care services and social support on individuals experiencing mental ill health</strong></td>
<td><strong>M2 Review the impact of legislation, regulation, codes and standards of practice on service delivery for individuals accessing mental health services</strong></td>
</tr>
<tr>
<td><strong>LO2 Assess the impact of legislation, regulation, codes of practice and standards on people accessing mental health services</strong></td>
<td><strong>P3 Discuss different pieces of legislation that underpin service delivery in mental healthcare</strong></td>
<td><strong>D2 Evaluate the challenges faced by the implementation of legislation, regulation, codes and standards of practice in mental healthcare service provision</strong></td>
</tr>
<tr>
<td><strong>P4 Compare different regulations, codes and standards of practice in terms of their relationship to high quality and safe service delivery in mental healthcare</strong></td>
<td><strong>M2 Review the impact of legislation, regulation, codes and standards of practice on service delivery for individuals accessing mental health services</strong></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>Merit</td>
<td>Distinction</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LO3</strong> Examine roles of professionals in the mental health workforce</td>
<td><strong>M3</strong> Evaluate the challenges faced by different professionals in the mental health workforce in meeting all the essential shared capabilities</td>
<td><strong>D3</strong> Critically reflect on own role in relation to others working in partnership to provide person-centred and compassionate care to individuals experiencing mental ill health</td>
</tr>
<tr>
<td><strong>P5</strong> Analyse own role in facilitating inclusive and person-centred working as part of a wider mental health workforce</td>
<td><strong>P6</strong> Analyse the value of the essential shared capabilities of mental health practice in supporting individuals with mental ill health</td>
<td></td>
</tr>
<tr>
<td><strong>LO4</strong> Contribute to the provision of mental healthcare services which are underpinned by person-centred practice</td>
<td><strong>M4</strong> Evaluate how effectively different aspects of own practice reflect essential shared capabilities for mental health practice</td>
<td><strong>D4</strong> Produce a reflective account of own practice in mental health that includes a development plan that embeds the essential shared capabilities for mental health practice</td>
</tr>
<tr>
<td><strong>P7</strong> Participate in different activities that demonstrate respect for the individual being cared for as a consensual and equal partner in the planning and delivery of their care</td>
<td><strong>P8</strong> Analyse the relationship between different aspects of own work and the essential shared capabilities of mental healthcare practice</td>
<td></td>
</tr>
</tbody>
</table>
Recommended resources

Textbooks

Websites
www.nhs.uk NHS Choices
Livewell pages on mental health
(General reference)

www.mind.org.uk Mind (mental health charity)
(General reference and training material)

www.instituteofhealthequity.org Fair Society, Healthy Lives
The Marmot Review (General reference)

www.mentalhealth.org.uk Mental Health Foundation
(General reference)

www.gov.uk UK Government website
1. Future in Mind – Promoting, protecting and improving our children and young people’s mental health and wellbeing
2. Mental Capital and Wellbeing
(Reports)

www.nes.scot.nhs.uk NHS Education Scotland
The 10 Essential Shared Capabilities for Mental Health Practice: Learning Materials
(Training)
Links

This unit links to the following related units:

Unit 1: Law, Policy and Ethical Practice in Health and Social Care
Unit 2: Demonstrating Professional Principles and Values in Health and Social Care Practice
Unit 3: Supporting the Individual Journey through Integrated Health and Social Care
Unit 5: Health Education in Action
Unit 12: Supporting Independent Living
Unit 13: Supporting Individuals with Specific Needs
Unit 19: Reflective Approaches in Implementing Person-centred Practice
Unit 20: Care Planning Processes in Healthcare Practice
Unit 21: Recognising and Meeting the Needs of Individuals with Long-term Health Conditions
Unit 22: Supporting Individuals through Significant Life Events
Unit 24: Health Psychology
Unit 28: Holistic Approaches to Health Promotion
Unit 30: Pharmacology and Medicine Management
Unit 31: Providing Outpatient and Community Care
Unit 33: Psychophysiological Disorders

This unit maps to the qualification Practice Themes as below:

<table>
<thead>
<tr>
<th>THEME 2: LAW, REGULATION AND ETHICAL PRACTICE</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>P3, P4, M2, D2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3, LO4</td>
<td>P5, P6, M3, D3, P7, P8, M4, D4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2, LO3, LO4</td>
<td>P3, P4, M2, D3, P5, P6, M3, D3, P7, P8, M4, D4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION</th>
<th>LEARNING REQUIREMENTS (UNIT CONTENT)</th>
<th>ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1, LO2, LO3, LO4</td>
<td>All criteria</td>
<td></td>
</tr>
</tbody>
</table>
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING

| LO1, LO2, LO3, LO4 | All criteria |

**Essential requirements**

Case study material is essential and can be provided by the tutor or based on students' work situations.

**Delivery**

Tutors must be appropriately qualified and experienced in nursing, social work or healthcare/social-work related fields to cover the principles and skills development aspects of this unit.

**Assessment**

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in health, care and/or support services. Evidence against practice-based criteria can be collated in the Practical Learning and Development Portfolio (PLAD).

**Employer engagement and vocational contexts**

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is given in the PLAD that accompanies this specification.
11 Appendices
### Appendix 1: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Analyse            | Present the outcome of methodical and detailed examination, either:  
  ● breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts, and/or  
  ● of information or data to interpret and study key trends and interrelationships.  
  Analysis can be through activity, practice, written or verbal presentation. |
| Apply              | Put into operation or use.  
  Use relevant skills/knowledge/understanding appropriate to context.                                                                                                                                  |
| Arrange            | Organise or make plans.                                                                                                                                                                                   |
| Assess             | Offer a reasoned judgement of the standard/quality of a situation or a skill informed by relevant facts.                                                                                                 |
| Calculate          | Generate a numerical answer with workings shown.                                                                                                                                                          |
| Compare            | Identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.  
  This is used to show depth of knowledge through selection of characteristics.                                                                                                                        |
| Compose            | Create or make up or form.                                                                                                                                                                                 |
| Communicate        | Convey ideas or information to others.  
  Create/construct skills to make or do something, for example a display or set of accounts.                                                                                                          |
<p>| Create/Construct   | Skills to make or do something, for example a display or set of accounts.                                                                                                                                   |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyse</td>
<td>Separate information into components and identify characteristics with depth to the justification.</td>
</tr>
<tr>
<td>Critically evaluate</td>
<td>Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.</td>
</tr>
<tr>
<td>Define</td>
<td>State the nature, scope or meaning.</td>
</tr>
<tr>
<td>Describe</td>
<td>Give an account, including all the relevant characteristics, qualities and events.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show knowledge and understanding.</td>
</tr>
<tr>
<td>Design</td>
<td>Plan and present ideas to show the layout/function/workings/object/system/process.</td>
</tr>
<tr>
<td>Develop</td>
<td>Grow or progress a plan, ideas, skills and understanding.</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Recognise or determine what makes something different.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Give an account that addresses a range of ideas and arguments.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Work draws on varied information, themes or concepts to consider aspects, such as: - strengths or weaknesses - advantages or disadvantages - alternative actions - relevance or significance. Students’ enquiries should lead to a supported judgement, showing relationship to its context. This will often be in a conclusion. Evidence will often be written but could be through presentation or activity.</td>
</tr>
<tr>
<td>Explain</td>
<td>To give an account of the purposes or reasons.</td>
</tr>
<tr>
<td>Explore</td>
<td>Skills and/or knowledge involving practical research or testing.</td>
</tr>
<tr>
<td>Identify</td>
<td>Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Make clear by using examples or providing diagrams.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Indicate</td>
<td>Point out, show.</td>
</tr>
<tr>
<td>Interpret</td>
<td>State the meaning, purpose or qualities of something through the use of images, words or other expression.</td>
</tr>
<tr>
<td>Investigate</td>
<td>Conduct an enquiry or study into something to discover and examine facts and information.</td>
</tr>
<tr>
<td>Justify</td>
<td>Students give reasons or evidence to:</td>
</tr>
<tr>
<td></td>
<td>● support an opinion</td>
</tr>
<tr>
<td></td>
<td>● prove something is right or reasonable</td>
</tr>
<tr>
<td>Outline</td>
<td>Set out the main points/characteristics.</td>
</tr>
<tr>
<td>Plan</td>
<td>Consider, set out and communicate what is to be done.</td>
</tr>
<tr>
<td>Produce</td>
<td>To bring into existence.</td>
</tr>
<tr>
<td>Reconstruct</td>
<td>To assemble again/reorganise/form an impression.</td>
</tr>
<tr>
<td>Report</td>
<td>Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.</td>
</tr>
<tr>
<td>Review</td>
<td>Make a formal assessment of work produced.</td>
</tr>
<tr>
<td></td>
<td>The assessment allows students to:</td>
</tr>
<tr>
<td></td>
<td>● appraise existing information or prior events</td>
</tr>
<tr>
<td></td>
<td>● reconsider information with the intention of making changes, if necessary.</td>
</tr>
<tr>
<td>Show how</td>
<td>Demonstrate the application of certain methods/theories/concepts.</td>
</tr>
<tr>
<td>Stage and manage</td>
<td>Organisation and management skills, for example running an event or a Healthcare Practice pitch.</td>
</tr>
<tr>
<td>State</td>
<td>Express.</td>
</tr>
<tr>
<td>Suggest</td>
<td>Give possible alternatives, produce an idea, put forward, for example an idea or plan, for consideration.</td>
</tr>
<tr>
<td>Undertake/ carry out</td>
<td>Use a range of skills to perform a task, research or activity.</td>
</tr>
</tbody>
</table>
This is a key summary of the types of evidence used for Pearson BTEC Higher Nationals.

<table>
<thead>
<tr>
<th>Type of evidence</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case study</td>
<td>A specific example to which all students must select and apply knowledge.</td>
</tr>
<tr>
<td>Project</td>
<td>A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.</td>
</tr>
<tr>
<td>Independent research</td>
<td>An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.</td>
</tr>
<tr>
<td>Written task or report</td>
<td>Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions, giving information.</td>
</tr>
<tr>
<td>Simulated activity/role play</td>
<td>A multi-faceted activity mimicking realistic work situations.</td>
</tr>
<tr>
<td>Work placement activity</td>
<td>Completion of planned, observed and assessed practice-based tasks, supported by signed and witnessed work logs, witness testimony and/or assessor records</td>
</tr>
<tr>
<td>Team task</td>
<td>Students work together to show skills in defining and structuring activity as a team.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Oral or through demonstration.</td>
</tr>
<tr>
<td>Production of plan/observation record</td>
<td>Students produce a plan as an outcome related to a given or limited task.</td>
</tr>
<tr>
<td>Reflective journal/log</td>
<td>Completion of a journal from work experience, detailing skills acquired for employability.</td>
</tr>
<tr>
<td>Video/audio recording of a professional discussion</td>
<td>Completion of a planned and recorded professional discussion, a holistic assessment of a student's development of specific work-related skills, experience and behaviours</td>
</tr>
<tr>
<td>Poster/leaflet</td>
<td>Documents providing well-presented information for a given purpose.</td>
</tr>
</tbody>
</table>
## Appendix 2: Assessment methods and techniques for Higher Nationals

<table>
<thead>
<tr>
<th>Assessment technique</th>
<th>Description</th>
<th>Transferable skills development</th>
<th>Formative or summative</th>
</tr>
</thead>
</table>
| Academic graphic display | This technique asks students to create documents providing well-presented information for a given purpose. Could be a hard or soft copy. | Creativity  
Written communication  
Information and communications technology  
Literacy | Formative  
Summative |
| Case study | This technique presents students with a specific example to which they must select and apply knowledge. | Reasoning  
Critical thinking  
Analysis | Formative  
Summative |
| Discussion forum | This technique allows students to express their understanding and perceptions about topics and questions presented in the class or digitally, for example online groups, blogs. | Oral/written communication  
Appreciation of diversity  
Critical thinking and reasoning  
Argumentation | Formative |
| Independent research | This technique is an analysis of research organised by the student from secondary sources and, if applicable, primary sources. | Information and communications technology  
Literacy  
Analysis | Formative |
<table>
<thead>
<tr>
<th>Assessment technique</th>
<th>Description</th>
<th>Transferable skills development</th>
<th>Formative or summative</th>
</tr>
</thead>
</table>
| Oral/viva                             | This technique asks students to display their knowledge of the subject via questioning.                                                                                                                                                                                                                                                     | Oral communication  
Critical thinking  
Reasoning                                                                 | Summative          |
| Peer review                           | This technique asks students to provide feedback on each other's performance. This feedback can be collated for development purposes.                                                                                                                                                                                                                             | Teamwork  
Collaboration  
Negotiation                                                                                   | Formative  
Summative          |
| Presentation                          | This technique asks students to deliver a project orally or through demonstration.                                                                                                                                                                                                                                                                      | Oral communication  
Critical thinking  
Reasoning  
Creativity                                                                 | Formative  
Summative          |
| Production of an artefact/ performance or portfolio | This technique requires students to demonstrate that they have mastered skills and competencies by producing something. Some examples are Care or activity plans, using a piece of equipment or a technique, developing, interpreting, and using assessment tools. | Creativity  
Interpretation  
Written and oral communication  
Interpretation  
Decision-making  
Initiative  
Information and communications technology  
Literacy.                                                                                       | Summative          |
<table>
<thead>
<tr>
<th>Assessment technique</th>
<th>Description</th>
<th>Transferable skills development</th>
<th>Formative or summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>This technique is a large-scale activity requiring self-direction, planning, research, exploration, outcome and review.</td>
<td>Written communication</td>
<td>Summative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initiative</td>
<td></td>
</tr>
<tr>
<td>Role playing</td>
<td>This technique is a type of case study, in which there is an explicit situation established, with students playing specific roles, understanding what they would say or do in that situation.</td>
<td>Written and oral communication</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initiative</td>
<td></td>
</tr>
<tr>
<td>Self-reflection</td>
<td>This technique asks students to reflect on their performance, for example to write statements of their personal goals for the course at the start and what they have learned at the end of the course, including their assessment of their performance and contribution; completion of a reflective journal/log from work experience, detailing skills acquired for employability.</td>
<td>Self-reflection</td>
<td>Summative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decision-making</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical thinking</td>
<td></td>
</tr>
<tr>
<td>Assessment technique</td>
<td>Description</td>
<td>Transferable skills development</td>
<td>Formative or summative</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>---------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Simulated activity</td>
<td>This technique is a multi-faceted activity based on realistic work situations.</td>
<td>Self-reflection, Written communication, Initiative, Decision-making, Critical thinking</td>
<td>Formative, Summative</td>
</tr>
<tr>
<td>Team assessment</td>
<td>This technique asks students to work together to show skills in defining and structuring an activity as a team. All team assessment should be distributed equally, with each of the group members performing their role before the team collates the outcomes and submits them as a single piece of work.</td>
<td>Collaboration, Teamwork, Leadership, Negotiation, Written and oral communication</td>
<td>Formative, Summative</td>
</tr>
<tr>
<td>Tiered knowledge</td>
<td>This technique encourages students to identify their gaps in knowledge. Students record the main points they have captured well and those they did not understand.</td>
<td>Critical thinking, Analysis, Interpretation, Decision-making, Oral and written communication</td>
<td>Formative</td>
</tr>
<tr>
<td>Assessment technique</td>
<td>Description</td>
<td>Transferable skills development</td>
<td>Formative or summative</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Time-constrained assessment</td>
<td>This technique covers all assessment that needs to be done within a centre-specified time-constrained period on-site.</td>
<td>Reasoning</td>
<td>Summative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written communication</td>
<td></td>
</tr>
<tr>
<td>Top ten</td>
<td>This technique asks students to create a ‘top ten’ list of key concepts presented in the assigned reading list.</td>
<td>Teamwork</td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaboration</td>
<td></td>
</tr>
<tr>
<td>Written task or report</td>
<td>This technique asks students to complete an assignment in a structured written format, for example a report on procedures in a setting, an analytical case study of a service user in their care, a set of instructions, giving information.</td>
<td>Reasoning</td>
<td>Summative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpretation</td>
<td></td>
</tr>
<tr>
<td>Assessment technique</td>
<td>Description</td>
<td>Transferable skills development</td>
<td>Formative or summative</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Observation of workplace practice</td>
<td>This provides students with the opportunity to demonstrate they have genuinely acquired the skills, knowledge and behaviour to be able to perform specific (usually planned) tasks in their workplace setting, and is formally observed and assessed by a qualified tutor-assessor. This technique is typically started and ended with a debrief, or professional discussion with</td>
<td>Reasoning, Critical thinking, Creativity, Interpretation, Decision-making, Initiative, Oral communication</td>
<td>Formative, Summative</td>
</tr>
<tr>
<td>Professional discussion</td>
<td>A planned, structured in-depth discussion between the student and their tutor-assessor designed to provide a holistic approach to enabling students to demonstrate complex knowledge and behaviour.</td>
<td>Reasoning, Critical thinking, Interpretation, Decision-making, Initiative, Oral communication</td>
<td>Summative</td>
</tr>
</tbody>
</table>
## Appendix 3: Mapping of HND in Healthcare Practice for England against FHEQ Level 5

<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KU</td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td>CS</td>
<td>Cognitive Skills</td>
</tr>
<tr>
<td>AS</td>
<td>Applied Skills</td>
</tr>
<tr>
<td>TS</td>
<td>Transferable Skills</td>
</tr>
</tbody>
</table>

The qualification will be awarded to students who have demonstrated:

<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Healthcare Practice for England HND Programme Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</td>
<td>KU1 Knowledge and understanding of the fundamental principles and practices of the contemporary healthcare practice environment.</td>
</tr>
<tr>
<td></td>
<td>KU2 Understanding and insight into person-centred practice and compassionate care, including the impact of these approaches on professional practice, the experience of users of services and the structure and function of health and social care.</td>
</tr>
<tr>
<td></td>
<td>KU3 A critical understanding of the evolving concepts, theories and models within the study of healthcare practice across a range of practical and hypothetical scenarios.</td>
</tr>
<tr>
<td></td>
<td>KU4 An ability to evaluate and analyse a range of concepts, theories and models to make appropriate decisions.</td>
</tr>
<tr>
<td></td>
<td>KU5 An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.</td>
</tr>
<tr>
<td></td>
<td>KU6 Knowledge and understanding of vital concepts, principles and theories relating to the role of law, policy and professional regulation in health and social care.</td>
</tr>
<tr>
<td>FHEQ Level 5 descriptor</td>
<td>Healthcare Practice HND Programme Outcome</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>KU7</td>
<td>Critical understanding of the multidisciplinary nature of healthcare practice and how health and social care organisations, professionals and services communicate with one another, support processes and lead to collaborative, informed solutions to a problem.</td>
</tr>
<tr>
<td>KU8</td>
<td>Understanding of the application of appropriate mathematical techniques in the observation, assessment and monitoring of service users in health and care.</td>
</tr>
<tr>
<td>KU9</td>
<td>Critical understanding of the use of industry standard technical documentation and practices.</td>
</tr>
<tr>
<td>KU10</td>
<td>Deploy appropriate tools, theories, principles and methodologies to analyse, specify, construct and evaluate care plans and care planning in health and social care contexts towards the provision of high quality care.</td>
</tr>
<tr>
<td>KU7</td>
<td>Critical understanding of the multidisciplinary nature of healthcare practice and how health and social care organisations, professionals and services communicate with one another, support processes and lead to collaborative, informed solutions to a problem.</td>
</tr>
<tr>
<td>KU8</td>
<td>Understanding of the application of appropriate mathematical techniques in the observation, assessment and monitoring of service users in health and care.</td>
</tr>
<tr>
<td>KU9</td>
<td>Critical understanding of the use of industry standard technical documentation and practices.</td>
</tr>
<tr>
<td>KU11</td>
<td>Deploy appropriate tools, theories, principles and methodologies to analyse, specify, construct, test and evaluate care plans and care planning in health and social care contexts.</td>
</tr>
<tr>
<td>KU12</td>
<td>An ability to apply industry standard methods in assessment and care planning to inform the development of appropriate and consistent health and care services.</td>
</tr>
<tr>
<td>FHEQ Level 5 descriptor</td>
<td>Healthcare Practice HND Programme Outcome</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</td>
<td>AS1 Evidence the ability to show client relationship management and develop appropriate policies and strategies to meet stakeholder expectations.</td>
</tr>
<tr>
<td></td>
<td>AS2 Apply innovative ideas to develop and create new systems or services that respond to the changing nature of organisations.</td>
</tr>
<tr>
<td></td>
<td>AS3 Integrate theory and practice through the investigation and examination of practices in the workplace.</td>
</tr>
<tr>
<td></td>
<td>AS4 Develop outcomes for service users using appropriate practices and data to make justified recommendations.</td>
</tr>
<tr>
<td></td>
<td>AS5 Apply healthcare practice concepts and principles to critically evaluate and analyse complex practical problems and provide effective solutions.</td>
</tr>
<tr>
<td></td>
<td>AS6 Apply ethical approaches and demonstrate respect for the diversity of values associated with health and physical and mental well-being in practice in the workplace</td>
</tr>
<tr>
<td>Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</td>
<td>CS1 Recognise and evaluate the professional, economic, social, moral and ethical issues that influence sustainable healthcare practice.</td>
</tr>
<tr>
<td></td>
<td>CS2 Critique a range of systems and operations and their application to maximise and successfully meet strategic objectives.</td>
</tr>
<tr>
<td></td>
<td>KU11 An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.</td>
</tr>
<tr>
<td></td>
<td>TS1 Develop a skill set to take appropriate and effective actions to address conflict in a specific organisational context.</td>
</tr>
<tr>
<td>An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge</td>
<td>TS2 Self-reflection, including self-awareness; the ability to become an effective student and appreciate the value of the self-reflection process.</td>
</tr>
<tr>
<td></td>
<td>TS3 Undertake independent learning to expand own skills and delivered content.</td>
</tr>
</tbody>
</table>
Typically, holders of the qualification will be able to:

<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Healthcare Practice HND Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</td>
<td>TS4 Competently use digital literacy to access a broad range of research sources, data and information.</td>
</tr>
<tr>
<td></td>
<td>CS3 Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision-making.</td>
</tr>
<tr>
<td></td>
<td>CS4 Analyse health and health issues, alongside health information and qualitative and quantitative data, that may be drawn from a wide range of disciplines</td>
</tr>
<tr>
<td></td>
<td>CS5 Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world scenarios.</td>
</tr>
<tr>
<td>Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively</td>
<td>TS5 Communicate confidently and effectively, both orally and in writing, both internally and externally with individuals using health, care and support services, organisations and other stakeholders.</td>
</tr>
<tr>
<td></td>
<td>TS6 Communicate ideas and arguments in an innovative manner using a range of digital media.</td>
</tr>
<tr>
<td></td>
<td>AS7 Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts.</td>
</tr>
<tr>
<td></td>
<td>TS7 Communicate effectively, verbally and in writing, and articulate well-defined issues for a variety of purposes, taking into account the audience viewpoint.</td>
</tr>
<tr>
<td></td>
<td>TS8 Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present and negotiate.</td>
</tr>
<tr>
<td>Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations</td>
<td>TS9 Identify personal and professional goals for continuing professional development in order to enhance competence to practise within a chosen healthcare practice field.</td>
</tr>
<tr>
<td></td>
<td>TS10 Take advantage of available pathways for continuing professional development through higher education and Professional Body qualifications.</td>
</tr>
</tbody>
</table>
Holders will also have:

<table>
<thead>
<tr>
<th>FHEQ Level 5 descriptor</th>
<th>Healthcare Practice HND Programme Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The qualities and transferable skills necessary for employment and requiring the exercise of personal responsibility and decision-making.</td>
<td>TS11 Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies.</td>
</tr>
<tr>
<td></td>
<td>TS12 Show an ability to work as a member of a health and care team, recognising the different roles within a team and the different ways of organising teams.</td>
</tr>
<tr>
<td></td>
<td>TS13 Reflect adaptability and flexibility in approach to work, showing resilience under pressure and meeting challenging targets within given deadlines.</td>
</tr>
<tr>
<td></td>
<td>TS14 Use quantitative skills to manipulate data, evaluate and verify existing theory.</td>
</tr>
<tr>
<td></td>
<td>TS15 Show awareness of current developments in healthcare and their impact on employability and CPD.</td>
</tr>
<tr>
<td></td>
<td>TS16 Manage small to medium scale projects using appropriate planning and time management techniques.</td>
</tr>
<tr>
<td>CS6</td>
<td>Evaluate the changing needs of the healthcare environment and have confidence to self-evaluate and undertake additional CPD as necessary.</td>
</tr>
<tr>
<td>TS17</td>
<td>Display emotional intelligence and sensitivity to diversity in relation to people and cultures.</td>
</tr>
</tbody>
</table>
## Appendix 4: Transferable and sector-specific skills mapping

### Level 4 Higher National Certificate in Healthcare Practice for England: mapping of transferable employability and academic study skills

<table>
<thead>
<tr>
<th>Skill set</th>
<th>Cognitive skills</th>
<th>Intrapersonal skills</th>
<th>Interpersonal skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Problem-solving</td>
<td>Critical thinking/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis</td>
<td>Team work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decision-making</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective communication</td>
<td>Cultural awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Digital literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan/ Prioritise</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-reflection</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>7</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>8</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>9</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>10</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>11</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>12</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Skill set</td>
<td>Cognitive skills</td>
<td></td>
<td>Intrapersonal skills</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Unit</td>
<td>Problem-solving</td>
<td>Critical thinking/Analysis</td>
<td>Decision-making</td>
</tr>
<tr>
<td>13</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>14</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>15</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>17</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>UNIT</td>
<td>Law, regulation and ethical practice</td>
<td>Professional values, attitudes and behaviour</td>
<td>Health, safety and safeguarding through the lifespan</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>All assessment criteria</td>
<td>P1, P3-P8, M1-M3</td>
<td>P4, P7, P8, M2</td>
</tr>
<tr>
<td>2</td>
<td>P3, P4, P6, P7, M2, M3, D2</td>
<td>All assessment criteria</td>
<td>P3, P4, P6, P7, M2, M3, D1, D2</td>
</tr>
<tr>
<td>3</td>
<td>P4, p6</td>
<td>P3-P8, M2-M4, D3</td>
<td>P3-P8, M1-M5, D1, D3</td>
</tr>
<tr>
<td>4</td>
<td>P1, P2, M1, D1</td>
<td>P1-P4, P6-P8, M1-M4, D1-D4</td>
<td>P1-P4, P5, P8, M4, D2, D3</td>
</tr>
<tr>
<td>5</td>
<td>Not explicitly assessed</td>
<td>M2, M4, D1, D2</td>
<td>P1-P4, M1-M3, D1</td>
</tr>
<tr>
<td>6</td>
<td>Not explicitly assessed</td>
<td>P5, P6, D2</td>
<td>P1, P3, P4, M2, M3, D1</td>
</tr>
<tr>
<td>8</td>
<td>P3-P6-M3, D1, D2</td>
<td>P7, P8, M4, D3</td>
<td>P3-P8, M2-M4, D2, D3</td>
</tr>
<tr>
<td>9</td>
<td>P5</td>
<td>P4-P6, M3, M4, D2</td>
<td>P4-P6, M3, M4, D2</td>
</tr>
<tr>
<td>10</td>
<td>P1, M1, D1</td>
<td>P2, P3, P5, M1-M3, D1-d4</td>
<td>P2, P5, P6, M2, D2</td>
</tr>
<tr>
<td>17</td>
<td>P1, P2, M1, D1.</td>
<td>P8, P9, M4, D4</td>
<td>P6, P7, M3, D3</td>
</tr>
<tr>
<td>18</td>
<td>P4, P8, D3</td>
<td>dependent on research topic</td>
<td>dependent on research topic</td>
</tr>
<tr>
<td>19</td>
<td>P3, P4, M2, D2</td>
<td>P2, P5, P6, M1, M3, M4, M5, D1, D3</td>
<td>P3, P4, M2, D2, D3</td>
</tr>
<tr>
<td>20</td>
<td>M1</td>
<td>P3, P4, M2, D2</td>
<td>P1, P3, P4, P6-P8, M1-M4, D1, D2</td>
</tr>
<tr>
<td>21</td>
<td>not explicitly assessed</td>
<td>P7, P8, M2, M3, D2</td>
<td>P4, P8, P9, M3, M5, D2</td>
</tr>
</tbody>
</table>

Higher Nationals in Healthcare Practice for England: mapping of sector-specific employability and academic study skills (Core and Specialist Units only)
<table>
<thead>
<tr>
<th>UNIT</th>
<th>Law, regulation and ethical practice</th>
<th>Professional values, attitudes and behaviour</th>
<th>Health, safety and safeguarding through the lifespan</th>
<th>Valuing and promoting diversity, difference and inclusion</th>
<th>Promoting physical and mental health and emotional wellbeing</th>
<th>Numeracy in practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>P5, M3, D2</td>
<td>P4, P5, P6, M3, M4, D2, D3</td>
<td>P5, P7, M3, D2</td>
<td>P2, P3, P7, M1-M4, D1-D3</td>
<td>P6, M4</td>
<td>not explicitly assessed</td>
</tr>
<tr>
<td>23</td>
<td>P1, P2, M1, D1</td>
<td>P5</td>
<td>P4, M2, D2</td>
<td>P3, M2, M3, D2, D3</td>
<td>not explicitly assessed</td>
<td>P5, P6, P7, M5, D4</td>
</tr>
<tr>
<td>24</td>
<td>P4, P5, M4, D2</td>
<td>M4, D2</td>
<td>P3, M3, D2</td>
<td>P1, P2, M1, M2, M4, D1</td>
<td>P1-P3, M1-M4, D1, D2</td>
<td>M3</td>
</tr>
<tr>
<td>25</td>
<td>P1, P2, P4, M1, M2, D1, D2</td>
<td>P8, P9, M4, D3</td>
<td>not explicitly assessed</td>
<td>not explicitly assessed</td>
<td>not explicitly assessed</td>
<td>P5-P9</td>
</tr>
<tr>
<td>26</td>
<td>P3</td>
<td>P1, P2</td>
<td>not explicitly assessed</td>
<td>P2, P3, P4, P5, P6, M2, M3, M4, D2, D3</td>
<td>not explicitly assessed</td>
<td>not explicitly assessed</td>
</tr>
<tr>
<td>27</td>
<td>All criteria</td>
<td>P8</td>
<td>not explicitly assessed</td>
<td>M4</td>
<td>P8, M3, M4, d2</td>
<td>not explicitly assessed</td>
</tr>
<tr>
<td>28</td>
<td>not explicitly assessed</td>
<td>P1, P4, M3, M4, D2</td>
<td>M3</td>
<td>P1, P2, P4, M1-M4</td>
<td>ALL CRITERIA D2</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>P5, P6, M3, D3</td>
<td>P7, P8, M4, D4</td>
<td>P1, P2, P5, p7, M1, M3, D3</td>
<td>P1, P2, P5, P7, M1, M3, D1, D3</td>
<td>not explicitly assessed</td>
<td>not explicitly assessed</td>
</tr>
<tr>
<td>30</td>
<td>P4, P5, M2, D2</td>
<td>P8, M4, D4</td>
<td>all criteria</td>
<td>not explicitly assessed</td>
<td>all criteria</td>
<td>P2, P3, P6-P8, M1, M3-M4, D1, D3-D4</td>
</tr>
<tr>
<td>32</td>
<td>not explicitly assessed</td>
<td>P7, P8, M1, M3-M5 D1, D2</td>
<td>P1, P2, P5, M1, M3, M4, D1, D2</td>
<td>P1, P2, P5-P8, M1, M3, M4, D1, D2</td>
<td>P1, P2, M1, D1</td>
<td>not explicitly assessedf</td>
</tr>
<tr>
<td>36</td>
<td>P1, P2, M1, D15</td>
<td>P2, P4, M2, M3, M4, D2, D3</td>
<td>P1, M1, D1</td>
<td>P3, P4, M2, D2</td>
<td>P6, M3, D3</td>
<td>NOT EXPLICITLY ASSESSED</td>
</tr>
<tr>
<td>38</td>
<td>P5, M3, D2</td>
<td>P1, P2, M1, D1</td>
<td>P3, P4, P5, M2, M3, D2</td>
<td>P6, M3, D3</td>
<td>P7, P8, M3, D3</td>
<td>P7, P8</td>
</tr>
</tbody>
</table>
# Level 5 Higher National Diploma in Healthcare Practice for England: mapping of transferable employability and academic study skills

<table>
<thead>
<tr>
<th>Skill sets</th>
<th>Cognitive skills</th>
<th>Intrapersonal skills</th>
<th>Interpersonal skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Problem-solving</td>
<td>Critical thinking/</td>
<td>Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decision-making</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective</td>
<td>Cultural awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Digital literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creativity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan/ prioritise</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team work</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural awareness</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 18 | x | x | x | x | x | x | x | x | x | x | x | x |
| 19 | x | x | x | x | x | x | x | x | x | x | x | x |
| 20 | x | x | x | x | x | x | x | x | x | x | x | x |
| 21 | x | x | x | x | x | x | x | x | x | x | x | x |
| 22 | x | x | x | x | x | x | x | x | x | x | x | x |
| 23 | x | x | x | x | x | x | x | x | x | x | x | x |
| 24 | x | x | x | x | x | x | x | x | x | x | x | x |
| 25 | x | x | x | x | x | x | x | x | x | x | x | x |
| 26 | x | x | x | x | x | x | x | x | x | x | x | x |
| 27 | x | x | x | x | x | x | x | x | x | x | x | x |
| 28 | x | x | x | x | x | x | x | x | x | x | x | x |
| 29 | x | x | x | x | x | x | x | x | x | x | x | x |
| 30 | x | x | x | x | x | x | x | x | x | x | x | x |
| 31 | x | x | x | x | x | x | x | x | x | x | x | x |
| 32 | x | x | x | x | x | x | x | x | x | x | x | x |
| 33 | x | x | x | x | x | x | x | x | x | x | x | x |</p>
<table>
<thead>
<tr>
<th>Skill &lt;br&gt;sets</th>
<th>Cognitive skills</th>
<th>Intrapersonal skills</th>
<th>Interpersonal skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Problem-solving</td>
<td>Critical thinking/ analysis</td>
<td>Decision-making</td>
</tr>
<tr>
<td>34</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>35</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>36</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>37</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>38</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>39</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>40</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>41</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>42</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>43</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>44</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>45</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>46</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### Appendix 5: HNC/HND in Healthcare Practice for England Programme

#### Outcomes for students

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Cognitive skills</th>
<th>Applied skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>13</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>14</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>15</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>16</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>17</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Note: X indicates the presence of an outcome.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Knowledge and understanding</th>
<th>Cognitive skills</th>
<th>Applied skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>X X X X X X X X X X</td>
<td>X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>19</td>
<td>X X X X X X X X X X X X</td>
<td>X X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>20</td>
<td>X X X X X X X X X X X X</td>
<td>X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>21</td>
<td>X X X X X X X X</td>
<td>X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>22</td>
<td>X X X X X X X X X X</td>
<td>X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>23</td>
<td>X X X X X X X X X X X</td>
<td>X X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>24</td>
<td>X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>25</td>
<td>X X X X X X X X X X X</td>
<td>X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>26</td>
<td>X X X X X X X X X X X X</td>
<td>X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>27</td>
<td>X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>28</td>
<td>X X X X X X X X</td>
<td>X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>29</td>
<td>X X X X X X X X X X</td>
<td>X X X X X</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>30</td>
<td>X X X X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>31</td>
<td>X X X X X X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>32</td>
<td>X X X X X X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>33</td>
<td>X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>34</td>
<td>X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>35</td>
<td>X X X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>36</td>
<td>X X X X X X X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>37</td>
<td>X X X X X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>38</td>
<td>X X X X X X X X X X X</td>
<td></td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>Unit</td>
<td>Knowledge and understanding</td>
<td>Cognitive skills</td>
<td>Applied skills</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>39</td>
<td>X X X X X X X X X X X X X X X X X X X</td>
<td>X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>40</td>
<td>X X X X X X X X X X X X X X X X X X X</td>
<td>X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>41</td>
<td>X X X X X X X X X X X X X X X X X X X</td>
<td>X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>42</td>
<td>X X X X X X X X X X X X X X X X X X X</td>
<td>X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>43</td>
<td>X X X X X X X X X X X X X X X X X X X</td>
<td>X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>44</td>
<td>X X X X X X X X X X X X X X X X X X X</td>
<td>X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>45</td>
<td>X X X X X X X X X X X X X X X X X X X</td>
<td>X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>46</td>
<td>X X X X X X X X X X X X X X X X X X X</td>
<td>X X</td>
<td>X X X X</td>
</tr>
<tr>
<td>Unit</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>13</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>14</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>15</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>16</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>17</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Transferable skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>19</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>20</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>21</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>22</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>23</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>24</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>25</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>26</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>27</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>28</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>29</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>30</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>31</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>32</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>33</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>34</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>35</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>36</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>37</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Appendix 6: Apprenticeship and Professional Standards mapping

Level 5 Higher National Diploma in Healthcare Practice (Healthcare Assistant Practitioner): mapping of Healthcare Assistant Practitioner Higher Apprenticeship Standard

<table>
<thead>
<tr>
<th>Ref</th>
<th>Behaviours</th>
<th>Unit numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Unit 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 36</td>
</tr>
<tr>
<td>B1</td>
<td>Treat individuals with dignity, respecting individual's beliefs, culture,</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>values and preferences</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td>B2</td>
<td>Respect and adopt an empathetic approach</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td>B3</td>
<td>Demonstrate courage to challenge areas of concern and work to best practice</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td>B4</td>
<td>Be adaptable</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td>B5</td>
<td>Demonstrate discretion</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ref</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>K1</td>
<td>the principles and philosophy of health and social care</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthcare Assistant Practitioner Standard</td>
<td>Unit numbers</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>K2 the physiology, organisation and function of the human body</td>
<td></td>
</tr>
<tr>
<td>K3 lifespan developments and healthcare needs from prenatal to end of life/bereavement</td>
<td></td>
</tr>
<tr>
<td>K4 research and development in the health and social care sector to inform and improve quality of care</td>
<td></td>
</tr>
<tr>
<td>K5 provision and promotion of holistic person centred care and support, duty of care and safeguarding of individuals</td>
<td></td>
</tr>
<tr>
<td>K6 the importance of the strategic environment in health and social care and the implications for the individual</td>
<td></td>
</tr>
<tr>
<td>K7 the importance of current evidence based practice within scope of the role</td>
<td></td>
</tr>
</tbody>
</table>

Skills

1: Responsibilities and duty of the role

Undertakes defined clinical or therapeutic interventions appropriately delegated by a Registered Practitioner |             |        |        |        | #      |        | #      | #      | #      | #      | #      | #      | #      | #      |
### Unit numbers

| Healthcare Assistant Practitioner Standard | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 | Unit 18 | Unit 19 | Unit 20 | Unit 21 | Unit 22 | Unit 23 | Unit 24 | Unit 25 | Unit 26 | Unit 27 | Unit 28 | Unit 29 | Unit 30 | Unit 31 | Unit 32 | Unit 33 | Unit 34 | Unit 35 | Unit 36 |
|-------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| **2: Case Management**                   |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Manages own work and case load and implements programmes of care in line with current evidence, taking action relative to an individual's health and care needs |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        | #      |        | #      |        | #      |        |        |        |        |        |        |        |        |        |        |        | #      |
| **3: Supervision and Teaching**          |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        | #      |        | #      |        | #      |        |        |        |        |        |        |        |        |        | #      |
| Allocates work to and supports the development of others and may supervise, teach, mentor and assess other staff as required |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        | #      |        | #      |        | #      |        |        |        |        |        |        |        |        |        | #      |
| **4: Personal Development**              |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        | #      |        |        | #      |        |        |        |        |        |        |        |        |        | #      |
| Maintains and further develops own skills and knowledge, and that of others, through recognised Continuing Professional Development (CPD) activities enabling flexibility in practice and responsiveness to changing service needs |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        | #      |        |        |        | #      |        |        |        |        |        |        |        |        |        |        | #      |
| **5: Team Working**                      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        | #      |        |        | #      |        |        |        |        |        |        |        |        |        |        | #      |
| Promotes effective inter-professional and multidisciplinary team working with peers, colleagues and staff from other agencies and provides appropriate leadership within the scope of the role |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        | #      |        |        |        | #      |        |        |        |        |        |        |        |        |        |        |        | #      |
### 6: Assessment

Provides holistic assessment of individuals, implementing programmes of care and modifying individualised care plans within their scope of practice

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit 2</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 32</th>
<th>Unit 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

### 7: Communication

Demonstrates the ability to communicate complex sensitive information to a wide variety of professionals through a variety of methods including the use of interpersonal skills, written and verbal effectiveness, accurate record keeping, keeping information confidential and appropriate use of technology and equipment for the role including data entry

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit 2</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 32</th>
<th>Unit 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

### 8. Person-centred care and wellbeing

Promotes and understands the impact of effective health promotion, empowering, healthy lifestyles such as movement and nutrition and fluid balance

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit 2</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 32</th>
<th>Unit 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>
### Healthcare Assistant Practitioner Standard

<table>
<thead>
<tr>
<th>Unit numbers</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 32</th>
<th>Unit 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Assistant Practitioner Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 9. Physiological Measurements

Undertakes physiological measurements as part of an assessment of an individual's healthcare status and following evaluation, makes appropriate changes or recommendations to care plan. Reports changes to the Registered Practitioner when the nature of the change falls outside of the agreed scope of role.

#### 10. Risk Management

**10.1** Infection Prevention and Control: Uses and promotes a range of techniques to prevent the spread of infection including hand hygiene, the use of Personal Protective Equipment (PPE) and waste management.

**10.2** Health and safety: Promotes and maintains a safe and healthy working environment.

**10.3** Risk Management: Identifies and manages risks, including assessment of moving and handling risk and understanding the nature of risk as it applies to the safeguarding of vulnerable individuals.
## Healthcare Assistant Practitioner Standard

<table>
<thead>
<tr>
<th>Unit numbers (Core and Specialist only)</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 32</th>
<th>Unit 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 18</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Unit 19</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Unit 20</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Unit 21</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Unit 32</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Unit 36</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

### 11. Equality and Diversity

Promotes and advocates Equality, Diversity and Inclusion (EDI).

### 12. Quality

Proactively makes recommendations to improve the quality of service delivery

*#indicates partial mapping*

<table>
<thead>
<tr>
<th>Ref</th>
<th>Behaviours</th>
<th>Unit numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core and Specialist only</td>
<td>Unit 1</td>
</tr>
<tr>
<td>B1</td>
<td>Treat individuals with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences</td>
<td>#</td>
</tr>
<tr>
<td>B2</td>
<td>Show respect and empathy for those with whom you work</td>
<td>#</td>
</tr>
<tr>
<td>B3</td>
<td>Have the courage to challenge areas of concern</td>
<td>#</td>
</tr>
<tr>
<td>B4</td>
<td>Demonstrate leadership</td>
<td>#</td>
</tr>
<tr>
<td>B5</td>
<td>Be adaptable</td>
<td>#</td>
</tr>
<tr>
<td>B6</td>
<td>Be reliable and consistent</td>
<td>#</td>
</tr>
<tr>
<td>B7</td>
<td>Show discretion</td>
<td>#</td>
</tr>
<tr>
<td>B8</td>
<td>Show resilience</td>
<td>#</td>
</tr>
<tr>
<td>B9</td>
<td>Show self-awareness</td>
<td>#</td>
</tr>
</tbody>
</table>
### Domain 1: Professional values and parameters of practice

<table>
<thead>
<tr>
<th></th>
<th>Unit numbers</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 30</th>
<th>Unit 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>How to exercise personal responsibility and work independently within defined parameters of practice, legislation and local policies</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>1.2</td>
<td>The limits of the role and when to escalate concerns and seek support</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>1.3</td>
<td>The responsibilities and professional values of a nursing associate and the nursing profession</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>1.4</td>
<td>The importance of personal health, resilience and wellbeing on personal performance and judgement</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

### Domain 2: Person-centred approaches to care

<table>
<thead>
<tr>
<th></th>
<th>Unit numbers</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 30</th>
<th>Unit 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The principles of nursing practice in the assessment, planning, delivery and evaluation of care</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>2.2</td>
<td>The principles of person centered care including consent</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>2.3</td>
<td>How to safely adapt care or support plans to reflect changing need(s)</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>2.4</td>
<td>How to manage appropriate relationships with individuals and carers</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>2.5</td>
<td>How person-centred care enables individuals to be equal partners in their care</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>
### Domain 3: Delivering nursing care

<table>
<thead>
<tr>
<th>Unit Numbers</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 30</th>
<th>Unit 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core and Specialist only</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

#### 3.1 The appropriate diagnostic, decision making and problem solving skills needed to support the registered nurse or other appropriate healthcare professional

#### 3.2 The structures and functions of the human body

#### 3.3 Common physical, mental health and learning disability conditions

#### 3.4 Infection prevention and control

#### 3.5 The principles of medicine management including:

| 3.5a The management of adverse drug events, adverse drug reactions, prescribing and administration errors and the potential repercussions for individuals, their families/carers, teams, departments and organisations | #      | #      | #      | #      | #      | #      | #      |
| 3.5b The statutory requirements in relation to mental health, mental capacity, children/young people and medicines, national service frameworks and other guidance | #      | #      | #      | #      | #      | #      | #      |

#### 3.6 Concepts of behaviour change in health promotion, wellbeing and addressing health inequalities

#### 3.7 The strengths and weaknesses of the nursing interventions required to deliver high-quality, person-centred care
### Nursing Associate Standard

#### Domain 4: Communication and inter-personal skills

<table>
<thead>
<tr>
<th>4.1</th>
<th>How to communicate with individuals, considering a wide range of options and channels focusing on delivering and improving health and care services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Unit 1</td>
</tr>
<tr>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.2</th>
<th>The legislative, policy and local requirements and ways of working with information and data in relation to accuracy of recording, reporting, secure storage and confidentiality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Unit 1</td>
</tr>
<tr>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

#### Domain 5: Team-working and leadership

<table>
<thead>
<tr>
<th>5.1</th>
<th>The supervisory and leadership opportunities and roles for a nursing associate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.2</th>
<th>The principles of working with others to deliver and improve services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Unit 1</td>
</tr>
<tr>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.3</th>
<th>Quality and service improvement, including the focus on unwarranted variation as a way of ensuring the right care in the right place at the right time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Unit 1</td>
</tr>
<tr>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.4</th>
<th>Health and social care leadership frameworks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Unit 1</td>
</tr>
<tr>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Nursing Associate Standard</td>
<td>Unit numbers (Core and Specialist only)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Domain 6: Duty of care, candour, equality and diversity</strong></td>
<td></td>
</tr>
<tr>
<td>6.1 The legislation and principles underpinning safeguarding, duty of care, equality and diversity and the need for candour and the ways in which you are able to avoid acts or omissions which can reasonably be foreseen as likely to cause harm</td>
<td></td>
</tr>
<tr>
<td>6.2 The ways in which individuals can contribute to their own health and well-being and the importance in encouraging and empowering people to share in and shape decisions</td>
<td></td>
</tr>
<tr>
<td><strong>Domain 7: Supporting learning and assessment in practice</strong></td>
<td></td>
</tr>
<tr>
<td>7.1 The importance of Continuing Personal and Professional Development to ensure that professional knowledge and skills are kept up to date</td>
<td></td>
</tr>
<tr>
<td>7.2 The educational theories that underpin learning and teaching in the clinical environment, including health promotion and its impact on individuals</td>
<td></td>
</tr>
<tr>
<td>7.3 A knowledge of teaching, learning and assessment in the design and delivery of peer learning</td>
<td></td>
</tr>
</tbody>
</table>
#indicates partial mapping
### Nursing Associate Standard (Skills)

#### Unit numbers

<table>
<thead>
<tr>
<th>Core and Specialist only</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 30</th>
<th>Unit 38</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Ref</th>
<th>You will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Domain 1: Professional values and parameters of practice**

1.1 Apply and promote safe and effective practice that places the individual and/or family/carer at the centre of care, in a manner that promotes individual wellbeing and self-care

| 1.1 | # | # | # | # | # | # | # | # | # | # |

1.2 Display a personal commitment to professional standards and ethical practice, operating within national and local ethical, legal and governance requirements

| 1.2 | # | # | # | # | # | # | # | # | # | # | # | # |

1.3 Act as a role model for others, acting with probity and personal integrity in all aspects of practice, be truthful and admit to and learn from errors

| 1.3 | # | # | # | # | # | # | # | # | # | # | # | # |

**Domain 2: Person-centred approaches to care**

2.1 Deliver holistic, person centred nursing care

<p>| 2.1 | # | # | # | # | # | # | # | # | # | # | # | # |</p>
<table>
<thead>
<tr>
<th>Ref</th>
<th>You will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Engage actively with individuals, their families and/or carers by establishing their needs, wishes, preferences and choices and incorporate these into care planning</td>
</tr>
<tr>
<td>2.3</td>
<td>Ensure the rights of individuals are upheld and facilitate the resolution of any conflict arising</td>
</tr>
<tr>
<td>2.4</td>
<td>Act independently and in partnership with others to: ensure that the rights of individuals are not overlooked or compromised; and resolve conflict in situations where there may be refusal of care by individuals or their families</td>
</tr>
</tbody>
</table>

**Domain 3: Delivering nursing care**

| 3.1 | Deliver planned interventions under direction of Registered Nurse, without direct supervision, delivering care, at times, independently in line with an agreed and defined plan of care | # | # |
| 3.2 | Support healthcare professionals to assess, plan, deliver and evaluate care | # | # | # | # | # | # | # |
### Nursing Associate Standard (Skills)

#### Domain 4: Communication and inter-personal skills

<table>
<thead>
<tr>
<th>Ref</th>
<th>You will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>Recognise and act upon, including escalating where necessary, in a timely manner, early signs and/or deterioration using appropriate physiological or psychological assessments and observations</td>
</tr>
<tr>
<td>3.4</td>
<td>Safely administer medication</td>
</tr>
<tr>
<td>3.5</td>
<td>Safely use invasive and non-invasive procedures, medical devices, and therapeutic, technological and pharmacological interventions</td>
</tr>
<tr>
<td>3.6</td>
<td>Work safely and learn from the assessment and evaluation of health and safety incidents</td>
</tr>
<tr>
<td>3.7</td>
<td>Raise health risks for discussion with individuals and undertake brief interventions (including key messages for major lifestyle risk factors) and assess evidence of effective interventions</td>
</tr>
</tbody>
</table>

#### Communication complex, sensitive information effectively, and improve communication using a range of strategies with regard to person-centred care, *duty of care*, candour, equality and diversity to reduce conflict and complaints

<table>
<thead>
<tr>
<th></th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 30</th>
<th>Unit 38</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Nursing Associate Standard (Skills)</th>
<th>Unit numbers (Core and Specialist only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1</td>
</tr>
<tr>
<td>Ref</td>
<td>You will be able to:</td>
</tr>
<tr>
<td>4.2</td>
<td>Handle information and data in line with national and local policies and legislation</td>
</tr>
<tr>
<td><strong>Domain 5: Team working and leadership</strong></td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>Lead peers and others where appropriate</td>
</tr>
<tr>
<td>5.2</td>
<td>Use reflection to improve personal performance</td>
</tr>
<tr>
<td>5.3</td>
<td>Work effectively with others in teams and/or networks to deliver and improve services</td>
</tr>
<tr>
<td>5.4</td>
<td>Contribute to planning, management and optimisation of resources to improve services and promote equity in access to services</td>
</tr>
<tr>
<td>5.5</td>
<td>Contribute to and support quality improvement and productivity initiatives within the workplace</td>
</tr>
<tr>
<td>5.6</td>
<td>Assess and manage risks to individuals</td>
</tr>
</tbody>
</table>
### Domain 6: Duty of care, candour, equality and diversity

<table>
<thead>
<tr>
<th>Unit numbers</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 30</th>
<th>Unit 38</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong> Safeguard and protect vulnerable adults and children</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td><strong>6.2</strong> Manage tensions and conflicts between and individual's rights and a duty of care</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td><strong>6.3</strong> Demonstrate the ability to treat all individuals, carers and colleagues with dignity and respect for their diversity, beliefs, culture, needs, values, privacy and preferences</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td><strong>6.4</strong> Demonstrate respect, kindness, compassion and empathy for all individuals, carers and colleagues within the workplace and wider organisation</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

### Domain 7: Supporting learning and assessment in practice

<table>
<thead>
<tr>
<th>Unit numbers</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 7</th>
<th>Unit 9</th>
<th>Unit 18</th>
<th>Unit 19</th>
<th>Unit 20</th>
<th>Unit 21</th>
<th>Unit 30</th>
<th>Unit 38</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1</strong> Act as a role model in terms of ongoing learning and development of professional knowledge, skills and capabilities</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.2</strong> Demonstrate the skills required for career-long CPD</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.3</strong> Promote and actively support, leading where appropriate, training, teaching, learning, supervision and assessment within the workplace</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Associate Standard (Skills)</td>
<td>Unit numbers (Core and Specialist only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
<td>Unit 5</td>
<td>Unit 7</td>
<td>Unit 9</td>
<td>Unit 18</td>
<td>Unit 19</td>
<td>Unit 20</td>
<td>Unit 21</td>
<td>Unit 30</td>
<td>Unit 38</td>
</tr>
<tr>
<td>7.4 Contribute to the education and promotion of health and wellbeing in individuals, their families and/or carers</td>
<td>#</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Domain 8: Research, development and innovation**

<table>
<thead>
<tr>
<th>8.1 Apply critical analytical skills in a research/audit/service improvement context, working within an ethical framework</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2 Contribute effectively to evidence-based audit procedures, research, development and innovation in the delivery of health and care</td>
<td>#</td>
</tr>
<tr>
<td>8.3 Adhere to all ethical, legal, governance and quality assurance frameworks that pertain to research, development and innovation</td>
<td>#</td>
</tr>
</tbody>
</table>

#indicates partial mapping
## Mapping of units in the Higher Nationals in Healthcare Practice for England against the Practice Themes and Related National Occupational Standards

### Practice Theme 1: Law, Regulation and Ethical Practice

This refers to the legal and regulatory frameworks that govern practice in health and social care.

**Knowledge and Skills:** Explain how legislation and regulatory frameworks apply to ethical practice in health and social care.

<table>
<thead>
<tr>
<th>Area</th>
<th>Level 4 Units:</th>
<th>Level 5 Units:</th>
<th>Related National Occupational Standards</th>
</tr>
</thead>
</table>
| Legislation, Regulatory Frameworks, Codes of Conduct and Practice | 1-2, 6-8, 10-12, 15-17 | 18-20, 23-24, 26, 27-31, 32-33, 37, 38, 40-46 | Care Certificate Standards: 1.1, 1.3, 2.2, 3.1, 4.1, 4.3, 6.4, 7.1, 8.1, 9.3, 9.5-9.6, 10.1, 13.1  
SCDHSC0041.K1, K7, K29, K32, K40 |
### PRACTICE THEME 2: Professional Values, Attitudes and Behaviour

These values, attitudes and behaviour refer to adopting a professional, knowledgeable and skilled approach to practice, particularly when interacting with others in health and social care.

**Knowledge and Skills:** Explain the values, attitudes and behaviour that underpin effective practice in health and social care; and demonstrate a professional, knowledgeable and skilled approach to practice.

<table>
<thead>
<tr>
<th>Area</th>
<th>Level 4 Units:</th>
<th>Level 5 Units:</th>
<th>Related National Occupational Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person-centred values and principles of care</td>
<td>1-3, 6-7, 9-10, 12-16</td>
<td>19-22, 28, 30, 32, 36, 38, 40-46</td>
<td><strong>Care Certificate Standards:</strong> 5.1-5.3, 5.6-5.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>NOS:</strong> SCDINSPG1.P1, K8, K9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SCDHSC0041: P1-P7, K12-K17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>NHS KSF:</strong> HWB1.1-1.3; HWB2.1-4.3; HWB4.1-4.3, HWB5.1-5.3</td>
</tr>
<tr>
<td>effective verbal, written, electronic and non-verbal communication</td>
<td>2-7, 10, 12-13, 15-17</td>
<td>All units</td>
<td><strong>Care Certificate Standards:</strong> 6.1-6.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>NOS:</strong> SCDHSC0041.P1-P4, P7,P8-P12, P14, P17, P19, P28, P30, P31, P33-P34, P35, P41, K7, K28, K30, K55, K56-K62, K63, K64;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SCDINSPG1.P13, K3, K24-K30, K35, K36, K42, K43, K44-K45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SCDHSC0452.P11,P28, K28, K40-K44, K67</td>
</tr>
<tr>
<td>working professionally within the limits of own knowledge and skills including professional presentation and self- and time management</td>
<td>2-3</td>
<td>19-20, 30-32, 38-46</td>
<td><strong>Care Certificate Standards:</strong> 1.1-1.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>NOS:</strong> SCDINSPG1.P11, K4-K7, K21, K30, K37</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SCDHSC0452.P1-P4, P7, P8, P11, P26-P30, K8-K11, K16, K21, K63-K65, K67</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SCDHSC0041.P8-P10, P28, P40, K3, K9-K11, K20-K21, K38, K45,K46, K49, K50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>NHS KSF:</strong> 2.2, 2.3, 5.2, 5.3</td>
</tr>
</tbody>
</table>
### PRACTICE THEME 2: Professional Values, Attitudes and Behaviour

These values, attitudes and behaviour refer to adopting a professional, knowledgeable and skilled approach to practice, particularly when interacting with others in health and social care.

<table>
<thead>
<tr>
<th>Knowledge and Skills:</th>
<th>Explain the values, attitudes and behaviour that underpin effective practice in health and social care; and demonstrate a professional, knowledgeable and skilled approach to practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-development</td>
<td>2-4, 7, 10</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PRACTICE THEME 3: Health, Safety and Safeguarding through the Lifespan: Students are expected to consider and apply appropriate measures, strategies and approaches to support the health, safety and safeguarding of those they work with and demonstrate this application as appropriate throughout their learning.

Knowledge and Skills: Explain Health, Safety and Safeguarding policies and practices that underpin effective practice in health and social care and apply relevant health, safety and safeguarding policies and practices in own practice.

<table>
<thead>
<tr>
<th>Area</th>
<th>Level 4 units</th>
<th>Level 5 units</th>
<th>Related National Occupational Standards</th>
</tr>
</thead>
</table>
NOS: SCDINSPG1.K35, K36, K46-K48  
SCDHSC0452.K29-K31, K40, K52, K53  
SCDHSC0041.K29-K31, K40, K52, K53  
**NHS KSF:** 3.1, 3.2, 3.3 |
| Safeguarding     | 1-3, 6.7, 9-10, 12, 16-17 | 18-23, 26-32, 38-46 | Care Certificate Standards: 10.1, 10.2, 10.4  
NOS: SCDINSPG1.K15, K37-K41  
SCDHSC0452. K32-K37, K66  
SCDHSC0041. K20, K32-K37, K48, K53  
**NHS KSF:** HWB3.1, 3.2 |
**PRACTICE THEME 4: Valuing and Promoting Equality, Diversity and Inclusion:** This not only refers to respectful and non-discriminatory approaches to working with others regardless of their personal characteristics, but also includes taking positive action to support a diverse and inclusive work and learning environment.

**Knowledge and Skills:** Explain how to promote and support respectful, non-discriminatory and inclusive approaches to service users, colleagues and others encountered when working in health and social care settings; and demonstrate respectful, non-discriminatory and inclusive approaches to service users, colleagues and others when working in health and social care settings.

<table>
<thead>
<tr>
<th>Area</th>
<th>Level 4 Units</th>
<th>Level 5 Units</th>
<th>Related National Occupational Standards</th>
</tr>
</thead>
</table>
PRACTICE THEME 5: Promoting Physical and Mental Health and Emotional Wellbeing: an understanding of the interrelationship between physical and mental health and emotional wellbeing. Adopting a holistic approach to caring for others, taking into consideration both physical and mental aspects of an individual's health and wellbeing, recognising the value of mental health and emotional wellbeing in supporting an individual's overall health.

**Knowledge and Skills:** Explain what a holistic approach to caring for others means, taking into consideration both physical and mental aspects of an individual's health and wellbeing, recognising the value of mental health and emotional wellbeing in supporting an individual's overall health and; demonstrate a holistic approach when caring for individual service users, taking into consideration both physical and mental aspects of an individual's health and wellbeing.

<table>
<thead>
<tr>
<th>Area</th>
<th>Level 4 Units</th>
<th>Level 5 Units</th>
<th>Related National Occupational Standards</th>
</tr>
</thead>
</table>
| Taking into account both physical and mental health and wellbeing factors when providing health and/or social care | 1-3, 5, 9, 13 | 19, 21, 28, 30-31, 38, 44, 46 | **NOS:** MH3.2013 K1, 2, 4, 5, P3; MH14.2013 K10, 16, PC4; MH66.2013 K12, 14, 20-21; MH90.2013 K1-10, P9, 11-12; CMD1 K1-3, 10-11, 16-18  
**NHS KSF:** HWB6.1-6.3 |
### PRACTICE THEME 6: Numeracy in Practice: The appropriate and accurate use of numeracy skills.

**Knowledge and Skills:** Explain the mathematical principles and processes that underpin effective healthcare practice and; use appropriate mathematical principles in a number of ways throughout their learning and work practice, from calculations and measurements, to data analysis and evaluation.

<table>
<thead>
<tr>
<th>Area</th>
<th>Level 4 Units</th>
<th>Level 5 units</th>
<th>Related National Occupational Standards</th>
</tr>
</thead>
</table>
| Accurate and purposeful use different mathematical operations, taking into account their purpose and significance | 2, 4, 5, 7-11, 15, 17 | 18-21, 23, 30, 34-36, 38-40, 42-45 | **Care Certificate Standards:** 13.5, 13.8, 14.1  
**NOS:** CHS2.K1, 2, 4-7, 9, 10, 16, 17; P 1-4, 11,12  
GEN135 K8-12, 17, P2-6, 9-11; PHP01 K1-6, P1,2,4,5;  
CHS221 K1-7, 9-16, P1-8, 10, 12; CFABAD321.K1-4, P1-4;  
CFABAD321K1-8, P1-8; HI1.2010 K1-4; HI6.2010 K7-9, 13, 16-18, P1,2,5,6,11; HI7.2010 K7-11, 14, P1-5;  
HI82010.K10, 14-17, 19, P1,2,6,17,18  
**NHS KSF:** HWB6.1-6.3G4.1 |

<table>
<thead>
<tr>
<th>Unit</th>
<th>Function A</th>
<th>Function B</th>
<th>Function C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>#</td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>#</td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>#</td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>#</td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>#</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The table entries represent the mapping of skills and knowledge framework elements.*
## Appendix 7: Indicative settings for students on the Nursing and Healthcare Assistant Practitioner HND pathways

<table>
<thead>
<tr>
<th>In Hospital</th>
<th>Close to home</th>
<th>At home</th>
</tr>
</thead>
<tbody>
<tr>
<td>● NHS and independent sector – adult, children and young people)</td>
<td>● Hospice (adult and child)</td>
<td>● Nursing homes</td>
</tr>
<tr>
<td>● Paramedic services</td>
<td>● Primary care – general practice and general practice nurses</td>
<td>● District and community nursing services</td>
</tr>
<tr>
<td>● Emergency assessment units (community hospital settings)</td>
<td>● Respite care with nursing service</td>
<td>● Assisted living for people with learning disabilities</td>
</tr>
<tr>
<td>● Mental health inpatient services</td>
<td>● Mental health crisis house with nursing services</td>
<td>● Supported living services</td>
</tr>
<tr>
<td>● Learning disability inpatient services</td>
<td>● Mental health community outreach teams</td>
<td>● Children's domiciliary care services</td>
</tr>
<tr>
<td></td>
<td>● Re-ablement services</td>
<td>● Older person services</td>
</tr>
<tr>
<td></td>
<td>● School nursing</td>
<td>● Paediatric nursing services</td>
</tr>
<tr>
<td></td>
<td>● Substance misuse services</td>
<td>● Health visiting services</td>
</tr>
<tr>
<td></td>
<td>● Community learning disability services integrated teams</td>
<td>● Community palliative care teams (child and adult)</td>
</tr>
<tr>
<td></td>
<td>● Child and adolescent mental health services</td>
<td>● Charitable end of life services, e.g. Macmillan</td>
</tr>
<tr>
<td></td>
<td>● (CAMHS)</td>
<td>● Community mental health teams (older people, adult, child)</td>
</tr>
<tr>
<td></td>
<td>● Public Health England nursing services</td>
<td>● Perinatal mental health teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Early intervention for psychosis teams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Offender healthcare units</td>
</tr>
</tbody>
</table>

Table 1: Health and Care Settings with indicative placements contexts (this is not an exhaustive list): Extracted from the Nursing Associate Curriculum Framework (Health Education England, February 2017)
Appendix 8: Example Delivery Plans for the HNC Diploma in Healthcare Practice for England

<table>
<thead>
<tr>
<th>SAMPLE PLAN 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
</tr>
<tr>
<td>Unit</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

Sample Delivery Plan for L4 HNC HCP for England: assuming academic year of 36 weeks

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Classroom hours</th>
<th>Unit no.</th>
<th>Classroom hours</th>
<th>Unit no.</th>
<th>Classroom hours</th>
<th>Classroom</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>54</td>
<td>4</td>
<td>21</td>
<td>4</td>
<td>33</td>
<td>84</td>
<td>+12 GLH in placement</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>2</td>
<td>18</td>
<td>2</td>
<td>18</td>
<td>84</td>
<td>+12 GLH in placement</td>
</tr>
<tr>
<td>5</td>
<td>51</td>
<td>3</td>
<td>24</td>
<td>3</td>
<td>18</td>
<td>51</td>
<td>+18 GLH in placement</td>
</tr>
<tr>
<td>8</td>
<td>54</td>
<td>10</td>
<td>21</td>
<td>10</td>
<td>36</td>
<td>111</td>
<td>+12 GLH in placement</td>
</tr>
<tr>
<td></td>
<td>Total Placement hours (GL and non-GL)</td>
<td>35</td>
<td>Total Placement hours (GL and non-GL)</td>
<td>115</td>
<td>Total Placement hours (GL and non-GL)</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL HOURS PER TERM</td>
<td>212</td>
<td></td>
<td>199</td>
<td></td>
<td>180</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS (GLH) | TOTAL HOURS (GLH IN CLASSROOM AND PLACEMENT)
### Sample Delivery Plan for L4 HNC HCP for England: assuming academic year of 36 weeks

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>TOTAL HOURS (GLH)</th>
<th>TOTAL HOURS (GLH in Classroom and Placement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PER WEEK excl. placement (12-week term)</td>
<td>15</td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PER WEEK incl. placement (12-week term)</td>
<td>17.5</td>
<td>16.5</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus maths or English (701approx.. 3hrs each week)</td>
<td>20.5</td>
<td>19.5</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SAMPLE PLAN 2

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Unit 3</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Unit 2</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Unit 10</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Unit 4</td>
</tr>
</tbody>
</table>

### Delivery Plan for L4 HNC HCP for England: assuming academic year of 34 weeks

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>TOTAL HOURS (GLH)</th>
<th>TOTAL HOURS (GLH IN CLASSROOM AND PLACEMENT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit No.</td>
<td>Classroom hours</td>
<td>Unit No.</td>
<td>Classroom hours</td>
</tr>
<tr>
<td>1</td>
<td>54</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>54</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>54</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>54</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>Total Placement hours (GL and non-GL)</td>
<td>75</td>
<td>Total Placement hours (GL and non-GL)</td>
<td>150</td>
</tr>
</tbody>
</table>

- **TOTAL HOURS PER SEMESTER**: 291 (276)  
- **PER WEEK excl. placement (17-week semester)**: 13 (7.5)  
- **PER WEEK incl. placement (17-week semester)**: 17 (16)  
- **Plus Maths or English (approx. 3hrs each week)**: 20 (19)
Appendix 9: Recognition of Prior Learning


HNCs in Healthcare Practice/Healthcare Practice for England: Unit Mapping Overview

This mapping document is designed to support centres who wish to recognise student achievement in older QCF Higher Nationals within the new RQF suites. The document demonstrates where content is covered in the new suite, and where there is new content to cover to ensure full coverage of learning outcomes.

P – Partial mapping (some topics from the old unit appear in the new unit)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

N – New unit

<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Unit title New RQF HN programme</th>
<th>Maps to unit number on existing QCF HN programme</th>
<th>Level of similarity between units</th>
</tr>
</thead>
</table>
| 1        | Law, Policy and Ethical Practice in Health and Social Care | 2  
3  
5  
7  
9  
10 | P  
P  
P  
P  
P  
P |
| 2        | Demonstrating Professional Principles and Values in Health and Social Care Practice | 1  
2  
4 | P  
P  
X |
| 3        | Supporting the Individual Journey through Integrated Health and Social Care | 1  
2  
4  
9  
10 | P  
P  
X  
X  
P  
P |
<table>
<thead>
<tr>
<th>Unit no.</th>
<th>Unit title New RQF HN programme</th>
<th>Maps to unit number on existing QCF HN programme</th>
<th>Level of similarity between units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Fundamentals of Evidence Based Practice</td>
<td>4</td>
<td>P</td>
</tr>
<tr>
<td>5</td>
<td>Health Education in Action</td>
<td>1, 9, 11</td>
<td>P</td>
</tr>
<tr>
<td>6</td>
<td>Supporting Dementia Care</td>
<td>1, 2, 4, 9, 10</td>
<td>P</td>
</tr>
<tr>
<td>7</td>
<td>Effective Healthcare Practice using Maths</td>
<td>1, 2, 12</td>
<td>P</td>
</tr>
<tr>
<td>8</td>
<td>Addressing Health Inequalities</td>
<td>1, 2, 3, 7, 8, 11</td>
<td>P</td>
</tr>
<tr>
<td>9</td>
<td>Fundamentals of Anatomy and Physiology for Health and Ill-Health</td>
<td>1, 2, 3, 12</td>
<td>P</td>
</tr>
<tr>
<td>10</td>
<td>Developing Operational Management Skills for Healthcare Practice</td>
<td>1, 2, 9, 13, 25</td>
<td>P</td>
</tr>
<tr>
<td>Unit no.</td>
<td>Unit title New RQF HN programme</td>
<td>Maps to unit number on existing QCF HN programme</td>
<td>Level of similarity between units</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Changing Perspectives in Public Health</td>
<td>1 2 5 7 8 11</td>
<td>P P P P X</td>
</tr>
<tr>
<td>12</td>
<td>Supporting Independent Living</td>
<td>1 2 4 5 9 10</td>
<td>P P P P P P</td>
</tr>
<tr>
<td>13</td>
<td>Supporting Individuals with Specific Needs</td>
<td>1 2 9 10</td>
<td>P P P</td>
</tr>
<tr>
<td>14</td>
<td>Sociological and Psychological Perspectives on Health</td>
<td>1 2 15</td>
<td>P P X</td>
</tr>
<tr>
<td>15</td>
<td>Healthcare Technology in Practice</td>
<td>1 2</td>
<td>P P</td>
</tr>
<tr>
<td>16</td>
<td>Supporting Adults in Residential Care</td>
<td>1 2 3 9 10</td>
<td>P P X P P</td>
</tr>
<tr>
<td>17</td>
<td>Effective Reporting and Record-Keeping in Health and Social Care Services</td>
<td>1 2 3 10</td>
<td>P P P P</td>
</tr>
</tbody>
</table>
### HNCs in Healthcare Practice/Healthcare Practice for England: Unit Mapping Depth

The RQF Pearson BTEC Level 4 HNC Certificate in Healthcare Practice/Healthcare Practice for England partially mapped against the current QCF Pearson BTEC Level 4 HNC Certificate in Health and Social Care units (specification end date 31/12/17).

<table>
<thead>
<tr>
<th>RQF HNC Units</th>
<th>QCF HNC units</th>
<th>Mapping comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>RQF unit title</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Law, Policy and Ethical Practice in Health and Social Care</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Working in Partnership in Health and Social Care</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Social Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Empowering Users of Health and Social Care Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Safeguarding in Health and Social Care</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQF HNC Units</td>
<td>QCF HNC units</td>
<td>Mapping comments</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>No</td>
<td>RQF unit title</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrating Professional Principles and Values in Health and Social Care Practice</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Principles of Health and Social Care Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Supporting the Individual Journey through Integrated Health and Social Care</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Principles of Health and Social Care Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Empowering Users of Health and Social Care Services</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Health Education in Action</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Empowering Users of Health and Social Care Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQF HNC Units</td>
<td>QCF HNC units</td>
<td>Mapping comments</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>No</td>
<td>RQF unit title</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Supporting Dementia Care</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Effective Healthcare Practice using Maths</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Addressing Health Inequalities</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQF HNC Units</td>
<td>QCF HNC units</td>
<td>Mapping comments</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>RQF unit title</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td>9</td>
<td>Fundamentals of Anatomy and Physiology for Health and Ill-Health</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Developing Operational Management Skills for Healthcare Practice</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Changing Perspectives in Public Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Fundamentals of Anatomy and Physiology for Health and Ill-Health</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>RQF HNC Units</td>
<td>QCF HNC units</td>
<td>Mapping comments</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>QCF LOs</td>
</tr>
<tr>
<td>10</td>
<td>Developing Operational Management Skills for Healthcare Practice</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Communicating in Health and Social Care Organisations</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Principles of Health and Social Care Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Influences on Health and Social Care Organisations</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Changing Perspectives in Public Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Principles of Health and Social Care Practice</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Working in Partnership in Health and Social Care</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Social Policy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The Sociological Context of Health and Social Care</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Supporting Individuals with Specific Needs</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Communicating in Health and Social Care Organisations</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Principles of Health and Social Care Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Empowering Users of Health and Social Care Services</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>RQF HNC Units</td>
<td>QCF HNC units</td>
<td>Mapping comments</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>No</td>
<td>RQF unit title</td>
<td>No</td>
</tr>
<tr>
<td>10</td>
<td>Safeguarding in Health and Social Care</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Sociological and Psychological Perspectives on Health</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Communicating in Health and Social Care Organisations</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Principles of Health and Social Care Practice</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Health and Safety in the Health and Social Care Workplace</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>Healthcare Technology in Practice</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>Supporting Adults in Residential Care</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Health and Safety in the Health and Social Care Workplace</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>Empowering Users of Health and Social Care Services</td>
<td>1</td>
</tr>
<tr>
<td>RQF HNC Units</td>
<td>QCF HNC units</td>
<td>Mapping comments</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>No RQF unit title</td>
<td>No QCF unit title</td>
<td>QCF LOs</td>
</tr>
<tr>
<td>10</td>
<td>Safeguarding in Health and Social Care</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Effective Reporting and Record-Keeping in Health and Social Care Services Supporting Dementia Care</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Communicating in Health and Social Care Organisations</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Principles of Health and Social Care Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>Health and Safety in the Health and Social Care Workplace</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Safeguarding in Health and Social Care</td>
<td>3</td>
</tr>
</tbody>
</table>