ICON College of Technology and Management

Course Handbook HND in Healthcare Practice – Integrated Health and Social Care (RQF)

ICON College of Technology and Management

Pearson BTEC Level 5 HND Healthcare Practice (Integrated Health and Social Care) - RQF

Course Code: BCVR2

Unit Details

Unit No	Level 4 Units (Seven Units, 120 Credit Value)	Unit	Unit Credit	Unit Level
1	Law, Policy and Ethical Practice in HSC	Core	15	4
2	Demonstrating Professional Principles and Values in HSC Practice	Core	30	4
3	Supporting The Individual Journey through Integrated HSC	Core	15	4
4	Fundamentals of Evidence-based Practice (Pearson-set Project)	Core	15	4
5	Health Education in Action	Optional	15	4
13	Supporting Individuals with Specific Needs	Optional	15	4
17	Effective Reporting and Record keeping in HSC Services	Mandatory	15	4

Unit No	Level 5 Units (Seven Units, 120 Credit Value)	Unit	Unit Credit	Unit Level
18	Innovation and Improvement through Action Research (Pearson set)	Core Mandatory	30	5
19	Reflective Approaches in Implementing Person centred Practice	Core Mandatory	15	5
20	Care Planning Processes in Health Care Practice	Specialist Mandatory	15	5
22	Supporting Individuals through Significant Life Events	Specialist Mandatory	15	5
23	Managing Quality in Care Environments	Specialist Mandatory	15	5
26	Supporting Team and Partnership Working Across HSC	Specialist Mandatory	15	5
28	Holistic Approaches to Health Promotion	Specialist	15	5

Total 240 Credits

Semester structure of Pearson BTEC Level 5 HND Healthcare Practice (Integrated Health and Social Care)
at ICON College of Technology and Management (RQF)

Semester One	Semester Two
Unit 1* Law, Policy and Ethical Practice in HSC (L4) Unit 2* Demonstrating Professional Principles and Values in HSC Practice Unit 3* Supporting the Individual Journey through Integrated HSC (L4) Unit 4* Fundamentals of Evidence-based Practice (Pearson-set Project) (L4)	Unit 2* Demonstrating Professional Principles and Values in HSC Care Practice (L4) Unit 5 Health Education in Action (L4) Unit 13 Supporting Individuals with Specific Needs (L4) Unit 17 Effective Reporting and Record keeping in HSC Services (L4)
Semester Three	Semester Four
Unit 18* Innovation and Improvement through Action Research (Pearson-set Project) (L5) Unit 19* Reflective Approaches in Implementing Person-centered Practice (L5) Unit 20 Care Planning Processes in Health Care Practice (L5) Unit 22 Supporting Individuals through Significant Life Events (L5)	Unit 18* Innovation and Improvement through Action Research (Pearson set-Project) (L5) Unit 23 Managing Quality in Care Environments (L5) Unit 26 Supporting Team and Partnership Working Across HSC Services (L5) Unit 28 Holistic Approaches to Health Promotion (L5)

* Mandatory Core units

Important Note

The College reserves the right to amend the above table as and when required without prior notice.

Course Specifications of Healthcare Practice

Course Title

Pearson BTEC Higher National Diploma (HND) in Healthcare Practice (Integrated Health and Social Care)

Awarding Institution

Pearson Education Ltd.

Teaching Institution

ICON College of Technology and Management

Accreditation

Pearson; Qualification Accreditation Number (QAN): **603/2294/9**

Approval from date: 02 October 2018
Approval to date: 31 August 2023

Final award

Pearson BTEC Level 5 HND in Healthcare Practice (Integrated Health and Social Care)

Progression

Students completing their Pearson BTEC Higher Nationals in Healthcare Practice will be aiming to go on to employment or progress to the second or final year at university depending on the match of the Pearson BTEC Higher National units to the degree Course in question.

This qualification allows progression into or within employment in the health and social care sector either directly on achievement of the award or following further study to degree level.

Details of entry requirements for BTEC Higher National graduates into degree Courses at institutions in the UK and internationally can be found on the Degree Course Finder website (http://degreecoursefinder.pearson.com/).

The skills offered as part of the Pearson BTEC 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:
- ❖ Senior care assistant
- ❖ Senior support worker in a range of health and care settings
- ❖ Integrated support worker
- ❖ Health educator
- ❖ Healthcare management
- ❖ Nursing

Admission requirements

To meet the entry criteria for admission to Level 5 HND Courses:
A candidate must have either:

- a level 3 qualification
- a level 2 qualifications and relevant work experience
- or substantial work experience related to the field of proposed study

and,

- Demonstrate capability in English equivalent to CEFR level B2 e.g. IELTS 5.5 (including 5.5 for reading and writing), PTE 51 or equivalent.

and,

- Demonstrate a Commitment to Study and a reasonable expectation of success on the Course

International qualifications at the appropriate level will also be accepted. The College will use UK NARIC to determine the equivalence of any international qualifications.

Where applicants do not have a formal qualification to demonstrate capability in English, they will be required to undertake the Colleges written English Language test before an offer of a place on a Course is made. Judgement of their capability in spoken English will be assessed by the HoD at the interview. Suitable alternative arrangements to written tests will be made where a student declares a disability, specific learning difficulty or long-term health condition on their application form, e.g. oral questioning, amanuensis etc.

Purpose of the Course

The purpose of Pearson BTEC Higher Nationals in Healthcare Practice 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.

Objectives of the Course

- 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 support and assistant roles in a range of settings, nursing assistant/auxiliary 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 diversity 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.

- 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 the context in which to consider professional ethics and their relation to personal, professional and statutory responsibilities within the industry.

Relevant external reference points

- QAA benchmark standards for health and social care undergraduate degree
- Related National Occupational Standards
- The qualification remain as intermediate level qualifications on the FHEQ. Please refer to Pearson programme specification for RQF.

Credit value

240 credits, levels 4 and 5. See details in Appendix A

Course learning outcomes

Knowledge and Understanding

Learners will be expected to gain the following knowledge during the Course of study:

- Developing the knowledge, understanding and skills of learners in the field of health and social care.

- Equipping learners with knowledge, understanding and skills for success in employment in

the health and social care sector.

- Communication through internet and multimedia tools.
- providing opportunities for specialist study relevant to individual vocations and contexts
- Developing the learner's ability in the health and social care sector through effective use and combination of the knowledge and skills gained in different parts of the Course.
- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling earners to make an immediate contribution to employment

Skills

Learners will be expected to develop the following skills during the Course of study:

Employability Skills:

- **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.

Knowledge and academic study skills

- 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.

Teaching, Learning and Assessment Strategies

The College recognises that it's Teaching, Learning and Assessment Strategy is fundamental to achieving the aims set out in its Mission Statement and to satisfy expectations contained in appropriate indicators in Chapter B3, B4 and B6 of the UK Quality Code for the Assurance of Academic Quality and Standards in Higher Education.

The aims of the Teaching, Learning and Assessment Strategy is to achieve the following:

- To widen participation from students who are mature, from Black and Minority Ethnic Communities, and come from lower socio economic backgrounds.
- To educate students who are motivated and self-directed critical thinkers, capable of independent enquiry
- To provide student with both sound academic knowledge and vocational expertise
- To foster independent and collaborative learning among students and to encourage lifelong learning leading to enhancing their career potentials
- To develop and implement approaches to feedback and assessment that maximise learning and student outcomes.

The generic components of Teaching, Learning and Assessment Strategies normally involve a variety of approaches and include delivering many of the following:

- Regular use of formal lecture sessions in all courses.
- Regular assignment workshops and seminars in all courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.
- Regular use of library resources in all courses.
- Regular use of tutor-and student-led discussion groups via e-learning platform; ICON VLE in many courses.

The assessment of Edexcel BTEC Higher National qualifications is criterion-referenced and learners' will be assessed against published learning outcomes and assessment criteria.
All units will be individually graded as 'Pass', 'Merit' or 'Distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

(For more details please The College Quality Assurance and Enhancement Manual)

Course structure

All students take a total of 14 units over 2 years to gain an HND in Healthcare Practice. Units are at level 4 (7 units - which one unit is 30 credits) and level 5 (7 units- which one unit is 30 credits).

Pearson BTEC Level 5 Higher National Diploma in Health Care Practice (Integrated Health and Social Care)			
Level 4 units:		**Unit credit**	**Level**
Core Unit Mandatory	**1 Law, Policy and Ethical Practice in HSC**	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
Optional Unit	**5 Health Education in Action**	15	4
Optional Unit	**13 Supporting Individuals with Specific Needs**	15	4
Specialist Unit Mandatory	**17 Effective Reporting and Record-keeping in Health and Social Care Services**	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 Health Care Practice**	15	5
Specialist Unit *Mandatory*	**22 Supporting Individuals through Significant Life Events**	15	5
Specialist Unit	**23 Managing Quality in Care Environments**	15	5
Specialist Unit *Mandatory*	**26 Supporting Team and Partnership Working Across HSC Services**	15	5
Specialist Unit	**28 Holistic Approaches to Health Promotion**	15	5

Total Credits: 240 (120 credits are at Level 4, and 120 credits are at Level 5)

Mode of Study

Full-time and Part-time.
Four semester taught full-time for all students, with four units per semester.

Assessment Regulations

HSC units will be assessed using a variety of assessment methods, including case studies, assignments, academic posters, leaflets, brochures, role plays, The practical Learning, Assessment and Development portfolio (PLAD), together with projects, PowerPoint (or similar) presentations, performance observation and time constrained assessment. All the assessment material should be valid, reliable and fit for purpose.

The Pearson BTEC Level 5 Higher National Diploma in Healthcare Practice (Integrated Health and Social Care) 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.

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 reassessment.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project - or portfolio-based assessments shall normally involve the reworking of the original 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.

Repeat units

A student who, for the first assessment opportunity and resubmission opportunity, still failed to achieve a Pass for that unit specification:
- At Centre discretion 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 only be repeated once.

Evaluation and revision

The Assessment Boards (AsBs) evaluates the external examiner's reports every year and makes sure the action plans produced from their reports are well managed and the progress is reported to Academic Board. The College also conducts a feedback on assignments to students by a progress monitoring sheet (control sheet) which has been commended by standard verifiers of Pearson as supportive and effective.

Internal verification ensures that before any assignment brief is released to students, clear assessment criteria, and correct administrative information on assignment are included. Internal verifier teams identify what changes if any in the assignment brief are required and what

corrective action should be taken by assessor and should ensure that it is fit for purpose. Internal verifiers check a range of assessment decisions for all assessors and units by sampling some of the assignments. In case of unexpected assessment decisions, (e.g. everybody achieving Distinction in the assignment), additional sampling will be conducted on individual units/assessors and reported to Assessment Boards for decision.

Student support

The teaching philosophy at ICON requires students to be exposed to a range of learning methods and materials.

All tutors now support their classes by the use of "ICON VLE", a suite of electronic web-based materials that permits students to use the ICON intranet to access materials such as syllabi, schedule of work, digital library materials, reading assignments, and PowerPoint presentations for each of their units.

Student Survey is the primary method of obtaining and gauging student feedback at ICON. Course evaluation by students is the primary method of obtaining and gauging student feedback at ICON. The evaluation forms are comprised of both qualitative and quantitative elements. Also Student and Staff Liaison Panel meetings, held each semester, to discuss course issues and concerns is another way to support the student.

The Personal Tutorial System is an essential part of the College's Teaching, Learning and Assessment Strategy. It is also aimed at contributing to enhancement of the teaching and learning experience of the students. Every student must see their personal tutor at least once every semester. The Personal Tutor is available throughout the academic year to assist students through the use of structured, targeted and personal tutorials. The Personal Tutor provides general advice, acts as a first port of call for pastoral, professional or academic concerns (progression) or advice and then directs students to other forms of support by the College, e.g. Counselling Services, The College Hardship Fund and Career Advise.

Appendices
Semester structure and unit syllabus

All students take a total of 14 units over 2 years to gain an HND in Healthcare Practice. Units are at level 4 (7 units - which one unit is 30 credits) and level 5 (7 units- which one unit is 30 credits).

Appendix A
Semester Structure

Semester One	Semester Two
Unit 1* Law, Policy and Ethical Practice in HSC **(L4**) Unit 2* Demonstrating Professional Principles and Values in HSC Practice **(L4**) Unit 3* Supporting the Individual Journey through Integrated HSC **(L4)** Unit 4* Fundamentals of Evidence-based Practice (Pearson-set Project) **(L4)**	Unit 2* Demonstrating Professional Principles and Values in HSC Care Practice **(L4**) Unit 5 Health Education in Action **(L4)** Unit 13 Supporting Individuals with Specific Needs **(L4)** Unit 17 Effective Reporting and Record keeping in HSC Services **(L4)**
Semester Three	**Semester Four**
Unit 18* Innovation and Improvement through Action Research (Pearson-set Project) **(L5)** Unit 19* Reflective Approaches in Implementing Person-centered Practice **(L5)** Unit 20 Care Planning Processes in Health Care Practice **(L5)** Unit 22 Supporting Individuals through Significant Life Events **(L5)**	Unit 18* Innovation and Improvement through Action Research (Pearson set-Project) **(L5)** Unit 23 Managing Quality in Care Environments **(L5)** Unit 26 Supporting Team and Partnership Working Across HSC Services **(L5)** Unit 28 Holistic Approaches to Health Promotion **(L5)**

Appendix B

Unit syllabus

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

Unit code	T/616/1636
Unit type	Core
Unit level	4
Credit value	15

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 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 such as rights and equality, and subject-specific law and policy, 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, statute law, case law, 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 statute, case law, 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**

Key political concepts and theories that impact on legal frameworks

Creation of law through statute – how a bill becomes law

Law of precedent – historical perspectives

Brief history of the reform of law

Taking in to account changes as a result of:

demography, e.g. migration patterns

technology, e.g. advent of digital technologies in record-keeping

values and rights, e.g. women's right to vote, female genital mutilation

national emergencies, e.g. emerging diseases and conditions.

Legal framework

The role of the legislature (Parliaments and Assemblies), Executive (e.g. Cabinet Government, Local Authorities and Health and Social Care 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, e.g. vicarious liability and negligence

Tutors should deliver with reference to the legal framework as currently applicable in own home nation

Ethics and ethical practice

Relationship of ethics to law

Conduct and consent generally

Regulatory and Professional Bodies' Standards of Conduct, Performance, Ethics and Occupational Proficiency, International Occupational Standards and Codes of Ethics

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 each 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 (at the time of publication):

Health and Safety

Safeguarding and/or Protection

Equality and human rights

Structure and function of health and social care

National policies

Health, social care and community support policies situated on the country-specific government policy page

Procedure for determining national policy

Effects, enforcement and sanctions of national policy

Organisational policies

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

Principles of organisational policy development, subordination to national policy and law, subject to judicial supervision, principles of natural justice, etc.

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

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 and impact on specific groups

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 the European Convention on Human Rights (1950)

Relevant human rights, e.g. the right to life, prohibition against inhumane and degrading treatment, right to privacy and family life, prohibition of discrimination

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/or safety legislation

Review of aspects of national legislation identified in LO2 in relation to promoting physical and mental health, and emotional wellbeing

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

Equality legislation protecting the rights of specific individuals or groups

e.g. United Nations Convention on the Rights of Persons with Disabilities (2008), UN Convention on the Rights of a Child (1989), UN Convention on the Elimination of All Forms of Discrimination against Women (2001), protected characteristics, prohibited acts, other current country-specific equality legislation.

Aspects of Codes of practice interpreting the law

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

Adopting a holistic approach to promoting an individual's overall wellbeing

e.g in the UK, 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

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/regulation, e.g. EU Professional Qualifications Directive (2005/36/EC), in the UK, Health and Care Professions Council (HCPC), Nursing and Midwifery Council (NMC)

Codes of Professional Practice and Ethics

Regulators of service providers

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

Relevant practice setting

In hospital:

statutory and independent sector health services, in or out-patient services.

Close to home or at home:

nursing homes

other assisted and supported living services

community health or social care setting, e.g. mental health crisis housing

public health service information, advice and support services

domiciliary care services

Charitable end of life or health and wellbeing support services

Other health and social care services provided in own nation

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore the legal framework within which health and social care practitioners operate		**D1** Evaluate own national system of government in relation to its effect on health, care and support service practice and practitioners
P1 Describe how the legislature, the executive and the judiciary set the legal and policy landscape for health and social care practitioners **P2** Summarise key features of legislation, statutory guidance, codes of practice, and national and organisational policy	**M1** Explain in detail how ethical considerations have informed the legal and policy landscape in own nation with respect to the work of health, care or support service practitioners	
LO2 Describe key legislation, national and organisational policy of fundamental importance to the health, care or support service practitioner		**D2** Analyse the impact of equality legislation, policy and the notion of equity on the practice of safeguarding individuals in health, care or support services
P3 Describe the relationship between key legislation and national policies, of direct relevance to health and social care practice **P4** Compare national and organisational policies against national professional standards in terms of their impact on health and social care practice	**M2** Reflect on ways in which specific tasks in health, care or support service practice meet national professional standards of safe and non-discriminatory practice	
LO3 Interpret the law in relation to key ethical and professional Practice Themes in health and social care		**LO3 and LO4** **D3** Critically review ways in which health, care and support service practitioners can ensure currency and compliance with relevant legislation and national policies through ethical practice
P5 Explain how specific national and international human rights law influence and inform the equal and fair treatment of others in health, care and support services **P6** Implement different and relevant legislation and policy in regard to safe and healthy conduct in own practice	**M3** Analyse recent health and social care legislation or national policies in relation to their importance in informing rights and responsibilities of health, care or support service practitioners	

Pass	Merit	Distinction
LO4 Apply law and policy in line with regulatory and ethical requirements in a relevant practice setting		
P7 Describe the relationship between law, policy and ethical requirements in relation to a real case scenario in a health or care setting **P8** Explain the impact of relevant law and policy on the outcome of a real case scenario	**M4** Explain in detail how chosen law, policy and ethical considerations might result in difference outcomes to the case scenario taking into account unwarranted variation	

Recommended resources

Textbooks

AVERY, G. (2016) *Law and Ethics in Nursing and Healthcare: An Introduction (2nd Ed.)* London: Sage Publications Ltd.

HERRING, J. (2016) *Medical Law and Ethics (6th Ed.)* Oxford: Oxford University Press.

Websites

ec.europa.eu	Official website of the European Commission
	Provides information on EU health and social care legislation and policy
	(General Reference)
www.efnweb.eu	European Federation of Nurses Associations
	Represent the nursing profession and its interests to the European Institutions, including influencing the development of health and social EU policy with regards to all areas which affect the nursing profession
	(General Reference and Guidance)
www.hcpc-uk.org	UK regulator for Health and Social Care Professionals
	(Guidance)
www.hpcb.eu	Healthcare Professionals Crossing Borders
	an informal partnership of professional healthcare regulators from within Europe working collaboratively on a range of regulatory issues
	(General Reference)
www.legislation.gov.uk	legislation.gov.uk
	UK-wide government website on legislation, often with explanatory notes
	(General Reference)
www.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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1-4	All assessment criteria
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1-4	P1, P3-P8
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2-4	P4, P7, P8
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3	P5
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO3, LO 4	P6, P7, P8
THEME 6: NUMERACY IN PRACTICE	LO1	P1, P2

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

Unit code	A/616/1637
Unit type	Core
Unit level	4
Credit value	30

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 and protecting 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

Johns (2000) Model for Structured Reflection

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 evidence 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 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. 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

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

Recommended resources

Textbooks

BOLTON, G.E.J. (2014) *Reflective Practice: Writing and Professional Development (4th Ed.)* London: Sage Publications Ltd.

JASPER, M. (2013) *Beginning Reflective Practice (2nd Ed.)* Boston: Cengage Learning Inc.

OELOFSEN, N. (2012) *Developing Reflective Practice: A Guide for Students and Practitioners of Health and Social Care* (Oxon Ed Edition) Gloucestershire: Lantern Publishing Ltd.

McCORMACK, B., MANLEY, K. and TITCHEN, A. (eds.) (2013) *Practice Development in Nursing and Healthcare* (2nd Ed.) Oxford: Wiley Blackwell.

Websites

www.hsj.co.uk	Healthcare Services Journal (HSJ)
	The importance of reflective practices
	(Article)
www.nationalahec.org	Core Principles and Values of Effective Team Based Healthcare
	(Guidance)
www.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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, P4, M2, D2
	LO3	P6, M3, D3
	LO4	P7, M4
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	All	P1, P2, P6, P7, M1, M3, M4, D1, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2	P3, P4, M2, D2
	LO3	P6, M3, D3
	LO4	P7, M4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2	P2, P4, M2, D2
	LO3	P6, M3, D3
	LO4	P7, M4
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO2	P2, P4, M2, D2
	LO3	P6, M3, D3
	LO4	P7, M4
THEME 6: NUMERACY IN PRACTICE	LO3	P6, M3, D3
	LO4	P7, M4

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 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 and/or protection 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 and/or protection 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

Pass	Merit	Distinction
LO1 Examine the health, care and support services available to an individual requiring multidisciplinary care		**D1** Evaluate local resources and provision in terms of meeting the needs of an identified individual requiring multidisciplinary care
P1 Outline local resources and provision that supports integrated care working **P2** Describe current local unmet need related to health, care and support service provision in own locale	**M1** 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	
LO2 Assess an individual's capacity to identify their own needs		**D2** Evaluate the differences in care assessments across the integrated care pathway
P3 Provide support to an individual in a health, care or support service setting towards the identification of their own care needs **P4** Describe the role of the health, care or support service practitioner in supporting person-centred care	**M2** Explain own involvement in the different person-centred assessments used to define an individual's care pathway	
LO3 Describe the impact of own relationship with the individual and multidisciplinary team members involved in the delivery of the care pathway		**D3** 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
P5 Provide appropriate leadership within the remit of own role in a health, care or support service to promote effective interprofessional and multidisciplinary team working **P6** Describe the responsibilities of information sharing between multidisciplinary teams	**M3** Provide competent and autonomous leadership in information sharing within a multidisciplinary team in own setting towards meeting different individuals' care needs	

Pass	Merit	Distinction
LO4 Demonstrate the need for person-centred communication in implementing person-centred plans		**D4** Evaluate own role and practice in facilitating and empowering an individual to communicate their changing care needs in health, care and support services
P7 Describe different communication methods used to provide appropriate support to different individuals to meet and review their care needs **P8** Apply appropriate communication strategies in identifying and responding to the needs of different service users in a health, care or support service	**M4** Demonstrate safe and clinically effective practice within own professional boundaries when communicating with different service users and staff in health, care or support services **M5** 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	

Recommended resources

Textbooks

SANDERSON, H. and LEWIS, J. (2011) *A Practical Guide to Delivering Personalisation: Person-centred Practice in Health and Social Care*. Philadelphia: Jessica Kingsley Publishers.

KOUBEL, G. and BUNGAY, H. (eds.) (2008) *The Challenge of Person-centred Care: An Interprofessional Perspective*. Basingstoke: Palgrave Macmillan.

KOUBEL, G. and BUNGAY, H. (eds.) (2012) *Rights, Risks and Responsibilities: Interprofessional Working in Health and Social Care*. Basingstoke: Palgrave Macmillan.

ROBERS, G. (2015) *Appreciative Healthcare Practice: A Guide to Compassionate, Person-Centred Care*. United Kingdom: MandK Publishing.

Websites

www.nationalvoices.org.uk   National Voices

(General reference)

www.thinklocalactpersonal.org.uk   Think Local Act Personal

(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 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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2 LO3	P4, P6
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2 LO3 LO4	P3, P4, M2 P5, P6, M3, D3 P7, P8, M4, D4
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	All Learning Outcomes	M1, D1 P3, P4, M2 P5, P6, M3, D3 P7, P8, M4, M5, D4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	All Learning Outcomes	P2, M1, D1 P3, P4, M2 P5, P6, M3, D3 P7, P8, M4, D4
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	All Learning Outcomes	M1, D1 P3, P4, M2 P5, P6, M3, D3 P7, P8, M4, M5, D4

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

Unit code	J/616/1639
Unit type	Core (Pearson-Set Project)
Unit level	4
Credit value	15

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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the role of research for evidence-based practice in health and social care		
P1 Describe the purpose and process of conducting research in enabling evidence-based practice in health and social care **P2** Explain the skills and qualities needed to conduct a literature review in health and social care	**M1** Analyse own current skills and knowledge in being able to conduct a literature review in health and social care towards evidence-based practice	**D1** Evaluate the skills required to conduct ethical research to positively influence practice and provision in health, care and support services
LO2 Conduct a review of key literature relating to a research topic towards improvements in care practice		**LO2 and LO3** **D2** Critically assess the viability of own project proposal in relation to the literature review conducted
P3 Conduct a literature review using a range of sources relating to the research topic **P4** Explain results of literature search that summarises current knowledge about research topic	**M2** Evaluate the reliability and validity of own literature review	
LO3 Develop a project proposal using evidence-based practice		
P5 Explain the benefits of evidence-based practice as a method in carrying out research **P6** Produce a project proposal for a proposed study based on research topic	**M3** Justify rationale for proposed research study based on research topic	
LO4 Examine the value of the literature review process in influencing positive change in health and social care practice		
P7 Describe different ways in which the literature review influences evidence-based health and social care practice **P8** Explain how recent research has had a positive impact on current practice to improve service delivery	**M4** Analyse how the personal research process has an impact on own learning and practice in the workplace	**D3** Evaluate own journey towards contributing to innovation and improvement in evidence-based health, care or support practice and service delivery

Recommended resources

Textbooks

BELL, J. (2014) *Doing your Research Project: A Guide for First-Time Researchers* (*6th Ed.*) Oxford: Open University Press.

CROOKES, P.A. and DAVIES, S. (2014) *Research into Practice, 2e: Essential Skills for Reading and Applying Research in Nursing and Healthcare*. London: Bailliere Tindall

DAVIES, J. (2012) *Evidence-based Practice (Nursing and Health Survival Guides)*. Oxford: Routledge.

ELLIS, P. (2016) *Understanding Research for Nursing Students (Transforming Nursing Practice Series)*. London: Sage Publications Ltd.

NEWELL, R. (2010) *Research Evidence-Based Practice in Healthcare: Second Edition (Vital Notes for Nurses)*. Oxford: Wiley-Blackwell.

THOMAS, G. (2013) *How to do your Research Project* (2nd Revised Edition). London: Sage Publications Ltd.

Websites

www.bps.org.uk	British Psychological Society (BPS)
	Code of Human Research Ethics
	(Guidance)
www.ec.europa.eu	European Commission (EC)
	Ethics for Researchers
	(Guidance)
www.esrc.ac.uk	Economic and Social Research Council (ESRC)
	Framework for Research Ethics
	(Guidance)
www.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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, P2, M1, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	All Learning Outcomes	P1, P2, M1, D1 P3, P4, M2, D2 P6, M3, D3 P7, P8, M4, D4
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN (dependant on topic chosen)	LO1, LO3, LO4	P1, P2, P3, P4 P5, D2 P8, M4, D3
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION (dependant on topic chosen)	LO1, LO3, LO4	P1, P2, M1, D1 P5, D2 P8, M4, D3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING (dependant on topic chosen)	LO1, LO4	P1, P2, M1, D1 P7, P8, M4, D3
THEME 6: NUMERACY IN PRACTICE	LO2, LO3	P4 P6, M2, 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 5: Health Education in Action

Unit code	A/616/1640
Unit level	**4**
Credit value	**15**

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

National Department(s) of Health (regional and local data)

National and International Public Health Bodies (regional and local data)

World Health Organisation (global and regional data)

The World Bank website (global and regional 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

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

Recommended resources

Textbooks

BARLEY, E. (2016) *Health Psychology in Nursing Practice.* London: Sage Publications Ltd.

EWLES, L. and SIMNETT, I. (2003) *Promoting Health: A Practical Guide.* London: Bailliere Tindall.

FERTMAN, C.I., ALLENSWORTH, D.D. and SOCIETY FOR PUBLIC HEALTH EDUCATION (SOPHE) (2016) *Health Promotion Programs: From Theory to Practice.* USA: Jossey-Bass|Public Health.

MORRISON, V. and BENNETT, P. (2012) *An to Health Psychology* (*3rd Ed.*) Harlow: Pearson.

NAIDOO, J. and WILLS, J. (2009) *Foundations for Health Promotion.* London: Balliere Tindall.

SUTTON, S., BAUM, A. and JOHNSTON, M. (2004) *The Sage Handbook of Health Psychology*. London: Sage Publications Ltd.

TAYLOR, S.E. (2014) *Health Psychology (9th edition).* USA: McGraw Hill Higher Education.

Websites

www.bps.org.uk	British Psychological Society
	Publications
	(General reference)
www.gov.uk	Gov.uk
	UK Health Policies
	(General reference)
hcpc-uk.org	Healthcare Professionals Council
	Publications
	(General reference)
www.who.int	World Health Organisation
	(General Reference)
www.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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	**ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)**
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2 LO4	M2, D1 M4, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1-LO4	P1-P4, M1-M3, D1
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-LO4	P1-P8, M1-M3, D1-D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO1-LO4	P1-P8, M1-M3, D1-D2
THEME 6: NUMERACY IN PRACTICE	LO3, LO4	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 13: Supporting Individuals with Specific Needs

Unit code	K/616/1648
Unit level	4
Credit value	15

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: 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

National and international guidance, safeguards and principles of support

Legislative guidance and safeguards in place to support individuals with limited mental capacity as applicable in own home nation e.g. in the UK, the Mental Capacity Act (2005)

International guidance or protocols protecting the rights of individuals with specific needs e.g. Convention on the Rights of Persons with Disabilities (United Nations, 2006)

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

Advocacy

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

e.g. 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

Pass	Merit	Distinction
LO1 Assess the factors that impact upon services for individuals with specific needs		
P1 Describe the social and medical model of disability in relation to individuals with specific needs **P2** Review the factors that can lead to specific and complex needs	**M1** Explain in detail the historical perspectives of care provision for individuals with specific needs	**D1** Discuss the changes and progress in healthcare service provision for individuals with specific needs
LO2 Review own practice in providing support to individuals with specific needs		
P3 Provide a period of appropriate values-based care with an individual with specific needs **P4** Review how the planning in place supports the implementation of values-based practice in own work with the individual receiving care	**M2** 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	**D2** Critique own practice in terms of its effectiveness in addressing the impact of values and stereotypes of individuals with specific needs
LO3 Assess local service provision for the support of individuals with specific needs		
P5 Review local provision for individuals with specific needs	**M3** Review changes in government policy that have influenced development of local provision and support	**LO3 and LO4** **D3** Evaluate the importance of person-centred approaches to supporting inclusive services for individuals with specific needs
LO4 Reflect upon the challenges of promoting person-centred service provision for individuals with specific needs		
P6 Describe the challenges that can affect the level of care received by individuals **P7** Explain strategies used in managing any challenging behaviours in own workplace setting	**M4** Reflect upon own role in facilitating appropriate risk management in person-centred approaches for individuals with specific needs	

Recommended resources

Textbooks

ATHERTON, H. and CRICKMORE, D. (eds.) (2011) *Learning Disabilities: Towards Inclusion, 6th Edition*. London: Churchill Livingstone.

EMERSON, E. (2005). Models of Service Delivery. In Grant, G. Goward, P. Richardon, M. Ramcharan, P. (eds.) *Learning Disability: A Life Cycle Approach to Valuing People*. Maidenhead: Open University Press.

FRANKLIN, S., with SANDERSON, H. (2013) *Personalisation in Practice*. London: Jessica Kingsley Publishers.

PERRY, D. (2010) *Caring for the Physical and Mental Health of People with Learning Disabilities.* London: Jessica Kingsley Publishers.

Websites

www.esn-eu.org	European Social Network
	1. Learning disabilities and older age: how to plan person-centred social services
	(Guidance)
	2. Towards a better quality of life: The rights of ageing people with autism
	(Report)
www.gsdrc.org	Governance and Social Development Resource Centre
	Social Exclusion
	(Topic Guide)
inclusion-europe.eu	Inclusion Europe
	The European Association of Persons with Intellectual Disabilities and their Families (General Reference and Guidance)
inclusion-international.org	Inclusion International
	International network of people with intellectual disabilities and their families advocating for the human rights of people with intellectual disabilities worldwide
	(General Reference and Guidance)
internationaldisabilityalliance.org	International Disability Alliance
	an alliance of global and regional organisations of people with disabilities
	(General Reference and Guidance)
www.mencap.org.uk	Mencap
	UK's leading learning disability charity Information for healthcare 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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	**ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)**
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1, LO3	M1, D1, M3
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2, LO4	P3, P4, M2, D2, M4, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO4	P6, P7, D3, M4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2	P3, P4, M2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO2	P3, P4, M2

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

Unit code	M/616/1652
Unit level	4
Credit value	15

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

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 codes of practice

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

Role of public bodies

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

Statutory and public body guidance or guidelines

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

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the legal and regulatory aspects of reporting and record keeping in a care setting		
P1 Describe the statutory requirements for reporting and record keeping in own care setting **P2** Describe the regulatory and inspecting bodies' requirements for reporting and record keeping in a care setting	**M1** Analyse the implications of non-compliance with legislation, regulating and inspecting bodies' requirements	**D1** Evaluate the consequences of non-compliance with reference to the media, service user safety and the credibility of the care setting
LO2 Explore the internal and external recording requirements in a care setting		
P3 Describe the process of storing of records in own care setting **P4** Explain the reasons for sharing information within own setting and with external bodies **P5** Accurately illustrate the internal and external requirements for recording information in own care setting	**M2** Examine the current processes in own care setting related to storing and sharing records	**D2** Evaluate own work setting's arrangements and processes for storing and sharing information, making recommendations for improvement
LO3 Review the use of technology in reporting and recording service user care in a care setting		
P6 Describe how technology is used in recording and reporting in own care setting **P7** Explain the benefits of involving service users in record keeping processes	**M3** Review the use of digital technology in relation to own medical management procedures or care plan	**D3** Evaluate the effectiveness of the use of technology in terms of meeting service user needs, ensuring appropriate care is given and maintaining confidentiality

Pass	Merit	Distinction
LO4 Demonstrate how to keep and maintain records in own care setting in line with national and local policies		
P8 Produce accurate, legible, concise and coherent records regarding service user care for different service users following own setting's guidelines **P9** Explain different aspects of own management of service user records with reference to compliance with national and local policies and guidelines	**M4** Analyse the process of maintaining records in own setting, identifying any potential or actual difficulties	**D4** Evaluate the effectiveness of own completion of documentation in terms of meeting service user needs, ensuring appropriate care is given and effective reporting is carried out.

Recommended resources

Textbooks

LILLYMAN, S. and MERRIX, P. (2012) *Record Keeping (Nursing and Health Survival Guides).* Oxford: Routledge.

WHELAN, A. and HUGHES, E. (ed.) (2016) *Clinical Skills for Healthcare Assistants and Assistant Practitioners.* Oxford: Wiley Blackwell

Reports and Journals

IPSOS MORI (2013) *E-readiness in the social care sector for SCIE: Final report. Department of Health (2012) Digital Strategy: Leading the culture change in health and care*

Scott B. (2004) *Health record and communication practice standards for team based care*. NHS Information Standards Board

Websites

www.ico.org.uk	Information Commissioners Office
	1. Guide to Data Protection
	2. Data Sharing Code of Practice
	(Training)
www.nmc.org.uk	Nursing and Midwifery Council
	1. The Code for Nurses and Midwives
	2. Guidelines for Records and Record-keeping
	(Guidance)
www.nursingtimes.net	Nursing Times
	The importance of good Record-keeping for nurses
	(Article)

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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, P2, M1, D1.
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO4	P8, P9, M4, D4
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3	P6, P7, M3, D3
THEME 6: NUMERACY IN PRACTICE	LO4	P8

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

Unit code	A/616/1654
Unit type	Core
Unit level	5
Credit value	30

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/protection 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 health and/or social care public and professional bodies, or other professional organisations relevant to own practice

Legislation and regulation governing confidentiality, anonymity and data handling, rights of the individual, safeguarding/protection 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

Pass	Merit	Distinction
LO1 Review the role of research in health and wellbeing improvement strategies		
P1 Discuss the role of research in defining research questions for a piece of action research in health and social care **P2** Review own skills in conducting a piece of action research into health and wellbeing improvement	**M1** Evaluate own skills in defining research questions for a piece of action research in health and wellbeing improvement	**LO1 and LO2** **D1** Critically evaluate how effectively research methodologies selected support proposed action research study in health and wellbeing improvement
LO2 Develop a methodological framework for action research in health and wellbeing improvement		
P3 Illustrate in detail appropriate research methods for investigating research questions/hypothesis **P4** Discuss ethical considerations when researching human participants	**M2** Analyse the methodological approach taken to answer research questions	
LO3 Carry out action research towards improvements in health and wellbeing		
P5 Implement a piece of action research in health and wellbeing improvement **P6** Interpret data using appropriate data analysis techniques	**M3** Analyse research data from action research using appropriate data analysis techniques	**D2** Critically analyse research findings using appropriate data analysis techniques

Pass	Merit	Distinction
LO4 Examine the impact of research findings with regard to service improvement and own professional development		
P7 Discuss the potential impact of findings from action research study on health and wellbeing improvement **P8** Discuss own learning in research journey identifying strategies for future developmental needs in conducting ethical research into health and wellbeing improvement	**M4**. Evaluate how findings relate to research questions in supporting improvement in health and wellbeing and own professional development	**D3** 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

Recommended resources

Textbooks

BELL, J. and WATERS, S. (2014) *Doing Your Research Project: A Guide for First-Time researchers*. Maidenhead: Open University Press.

CROOKES, P.A., Davies, S. and Chiarelli, M. (2004) *Research into Practice: Essential Skills for Reading and Applying Research in Nursing and Healthcare. (*2nd Ed.) Edinburgh: Baillière Tindall.

NEWELL, R. and BURNARD, P. (2010) *Research for Evidence-based Practice in Healthcare (Vital Notes).* (2nd Ed.) London: Wiley-Blackwell

THOMAS, G. (2013) *How to Do your Research Project: A Guide for Students in Education and Applied Social Sciences.* (2nd Ed.) London: SAGE Publications.

TRAYNOR, T. (2017) *Critical Resilience for Nurses: An Evidence-based Guide to Survival and Change in the Modern NHS*. Oxford: Routledge.

Websites

www.bma.org.uk	British Medical Association (BMA)
	Code of Ethics (General reference)
www.bps.org.uk	British Psychological Society (BPS)
	Code of Human Research Ethics
	(ebook)
www.gov.uk	Gov.UK
	Public Health England, doing, supporting and using public health research
	(Report)
www.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.

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P4
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

Unit code	**T/616/1653**
Unit type	Core
Unit level	5
Credit value	15

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 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 and/or Protection

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

Pass	Merit	Distinction
LO1 Promote a holistic approach to person-centred practice		
P1 Compare how the medical and social models apply to person-centred practice in a health, care or support service **P2** Discuss how to adopt a person-centred approach when planning and implementing a programme for individuals requiring support	**M1** Review the challenges with applying person-centred care in own workplace setting	**D1** Evaluate how dilemmas experienced in own workplace setting affect a consistency in approach to effective person-centred practice
LO2 Review current policies, legislation and regulations in relation to effective person-centred practice		
P3 Discuss how aspects of different legislation are reflected in the provision of person-centred care in a healthcare setting using specific examples **P4** Suggest appropriate solutions to different problems that may occur in implementing specific regulations and policies in a health and care setting	**M2** Assess the challenges in interpreting different legislation in relation to the planning and provision of person-centred care in own workplace setting	**D2** Critically evaluate the effectiveness of health and safety and safeguarding or protection systems in own workplace setting in meeting legislative requirements
LO3 Reflect on own practice within health, care or support settings		
P5 Produce a comparative reflective account of own provision of periods of person-centred care in different workplace settings	**M3** Interrogate own effectiveness in managing own workload as part of a team providing person-centred care for different individuals	**D3** Critically evaluate own and others' practice in enabling a consistent approach to high-quality care in different health and care settings

Pass	Merit	Distinction
LO4 Explore ways to develop own professional skills and behaviours in relation to health, care or support service provision		
P6 Construct a short medium and long-term plan to improve own practice and skills in providing person-centred care **P7** Analyse the practicality of own plans in relation to contributing to the collective effectiveness of own workplace team	**M4** Implement own short-term plan during a period of workplace experience **M5** Monitor own implementation of plan throughout, making suggestions for further improvement	**D4** Produce a critically reflective action plan for further personal and professional development based on own reflective learning

Recommended resources

Textbooks

BOLTON, G. (2014*) Reflective Practice: Writing and Professional Development.* London: Sage Publications.

HOWATSON–JONES, L. (2016) *Reflective Practice in Nursing*. London: Sage Publications.

JASPER, M. (2003) *Beginning Reflective Practice: Foundations in Nursing and Healthcare*. Gloucestershire: Nelson Thornes.

LILLYMAN, S. and MERRIX, P. (2012) *Portfolios and Reflective Practice (Nursing and Health Survival Guides).* Oxford: Routledge

REZEK, C. (2015) *Mindfulness for Carers: How to Manage the Demands of Caregiving While Finding a Place for Yourself.* London: Jessica Kingsley Publishers.

TAYLOR, B. (2010) *Reflective Practice for Healthcare Professionals.* London: Open University Press.

TRAYNOR, T. (2017) *Critical Resilience for Nurses: An Evidence-Based Guide to Survival and Change in the Modern NHS*. Oxford: Routledge.

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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, P4, M3, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO1-LO4	All Assessment Criteria
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO1–LO4	All Assessment Criteria
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1-LO4	All Assessment Criteria
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO1–LO4	All Assessment 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 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

Unit code	R/616/1661
Unit level	5
Credit value	15

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. in the UK, the Care Act (2014)

Commissioning of Care

Referral, care and protection of individuals with additional mental health considerations

Promoting equality and diversity and the cultural implications for care and effective communication

Data Protection e.g. General Data Protection Regulations (2018), Data Protection Act (1998)

Models of assessment

The Nursing Process (APIE- assessment, planning, implementation, evaluation)

Assessment, Systematic nursing diagnosis, Planning, Implementation, Recheck and Evaluation (ASPIRE, Barrett et al, 2012)

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 or other public body guidance and other good practice as applicable in own home nation

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 and protection

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

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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, protection 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

Pass	Merit	Distinction
LO1 Examine the influence of theoretical models and methods of assessment and planning in practice in the workplace		
P1 Compare the different models of assessment and their implementation in healthcare **P2** Discuss the application of theoretical perspectives to the care planning process in a healthcare setting	**M1** Review how the legislative and regulatory framework that support equality and diversity is reflected in the assessment and care planning process	**D1** Evaluate the influence of different theoretical perspectives on models of planning and assessment used in the workplace
LO2 Implement care plans in the workplace to meet desired outcomes for individuals		**LO2 and LO3** **D2** Critically review the challenges of developing care plans that meet the needs of the individual and their required outcomes
P3 Discuss responsibilities and duties of own role in promoting person-centred care planning **P4** Demonstrate own contribution to the care planning process and use of care plans in the setting	**M2** Demonstrate the promotion of an individual's holistic wellbeing through effective communication when implementing a plan of care in own workplace **M3** Review the application of risk assessment process in promoting person-centred planning in own workplace	
LO3 Review the challenges and benefits of planning person-centred care in the workplace		
P5 Discuss the barriers to implementing care planning in the setting **P6** Review the benefits of the use of care plans in ensuring the needs of the individual are prioritised	**M4** Critically discuss the use of strategies developed to overcome any barriers to implementing care plans	

Pass	Merit	Distinction
LO4 Reflect upon the impact of the planning of care on practitioners, individuals, family and carers in relation to own practice		
P7 Discuss the ways in which the individual and family contribute to evaluation of the care process **P8** Review aspects of the care planning process and their impact upon the individual, family and carers	**M5** Critically discuss the importance of team work and leadership in developing supportive approaches for the individual and family in the planning of care	**D3** Critically reflect upon the planning process in relation to own practice in the healthcare setting

Recommended resources

Textbooks

BARRETT, D., WILSON, B. and WOOLLANDS, A. (2012) *Care Planning: A guide for nurses*. Oxford: Routledge

HAYES, S. and LLEWELLYN, A. (2010) *The Care Process: Assessment, Planning, Implementation and Evaluation in Health and Social Care*. Newton Abbot: Reflect Press Ltd.

HOWATSON-JONES, L., STANDING, M. and ROBERTS, S. (2015) *Patient Assessment and Care Planning in Nursing (Transforming Nursing Practice Series)*. Exeter: Learning Matters.

Reports and Articles

DEPARTMENT OF HEALTH (2010) *Essence of Care 2010: benchmarks for the fundamental aspects of care*. London: Department of Health.

Websites

www.corecarestandards.co.uk	Derbyshire Healthcare NHS Foundation Trust Pages on care-planning
	(resources and guidance)
www.ncpc.org.uk	The National Council for Palliative Care Advance Care Planning
	(report)
www.nhsemployers.org	NHS Employers website
	Pages on personalised-care-planning
	(e-learning)
www.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: 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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	M1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2	P3, P4, M2, D2
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO3	P5, M3
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO1, LO2, LO3	P1, P2, P3, P4, M2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO3, LO4	M4, P7, P8

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

Unit code	L/616/1657
Unit level	5
Credit value	15

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 and protection

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 with regards to mental capacity and safeguarding and/or protection of vulnerable individuals

Power of attorney, living wills and do not resuscitate orders

Provision of care services, allocation of support services

Other legislation regarding the provision of support to individuals in receipt of care services.

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

Pass	Merit	Distinction
LO1 Assess the impact of significant life events on individuals and their social networks		
P1 Discuss the impact of expected and unexpected significant life events on individuals at different ages and stages **P2** Discuss the impact of different significant life events on the individual's family, friends and wider social networks	**M1** 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	**D1** Critically evaluate the impact of significant life events on individuals, their families, friends and wider social networks
LO2 Review the roles of external agencies that provide support for individuals and their social networks going through significant life events	**LO2 and LO3**	
P3 Compare how different external voluntary and statutory agencies support individuals through significant life events **P4** Discuss the role of the healthcare or care assistant in providing support to individuals as a part of a wider team of support services	**M2** Critically analyse barriers to partnership approaches for individual and family affected by significant life events	**D2** Critically reflect on organisational approaches to promoting effective and co-ordinated support for supporting individuals and their social networks affected by significant life events
LO3 Explain how organisational policies and procedures support individuals and their social networks affected by significant life events		
P5 Analyse the relationship between organisational policies and the practical support available in health and care settings to different individuals experiencing significant life events	**M3** Critically review the effectiveness of policies and procedures in own setting in providing a framework for supporting individuals experiencing significant life events	

Pass	Merit	Distinction
LO4 Reflect on how individuals who have experienced significant life events are supported in care service provision		
P6 Provide a period of appropriate support to an individual and their social network who have been affected by a significant life event **P7** Investigate referral processes available to support an individual and their social networks affected by significant life events	**M4** Reflect upon the effectiveness of own role in supporting individuals and their social networks affected by significant life events	**D3** Critically reflect on how effectively care services in own locality respond to individuals and their social networks affected by significant life events

Recommended resources

Textbooks

INGLETON, C. and LARKIN, P.J. (Eds.) (2016) *Palliative Care Nursing at a Glance (At a Glance Nursing and Healthcare).* Oxford: Wiley-Blackwell.

KIRMAYER, L.J. (Ed.), LEMELSON, R. (Co.) (2004) *Understanding Trauma: Integrating Biological, Clinical, and Cultural Perspectives*. Cambridge: Cambridge University Press.

Articles and Reports

BONANNO, G. A. (2004) *Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events?* American Psychologist. 2004, 59:20–28.

Websites

www.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)
www.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)
www.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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO3	P5, M3, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2 LO4	P4, D2 P6, P7, M4
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2 LO3 LO4	P3, P4, M2, P5 P6
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2 LO3 LO4	P4, M2, D2 P5, M3 P6, M4
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	LO4	P6, M4

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/or Protection and Equality, aspects applicable to measuring and monitoring quality

Requirements of regulatory and inspecting bodies

Standards set by national agencies

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/protection: 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 and protecting 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 and protection

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

Pass	Merit	Distinction
LO1 Assess the impact legislation and policy has on measuring and monitoring quality of practice in health and social care		
P1 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	**M1** Critically discuss how processes for measuring, monitoring and improving quality of practice have an impact on ways of working in a care setting	**D1** 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
LO2 Discuss the impact that improving quality has on different individuals in a care setting		
P2 Discuss the importance of promoting diversity, difference and inclusive practices in a care setting **P3** Discuss the importance of protecting different services users towards improving quality in a care setting	**M2** 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	**D2** Evaluate the involvement of service users, their families, staff and the community in quality improvement measures in care settings
LO3 Explore quality improvement requirements in a care setting		
P4 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 **P5** Discuss why the aspect selected requires improvement using a range of different sources of information	**M3** Justify the aspect of improvement to working practices selected in terms of the impact on service users' experience of the service	**D3** Evaluate the evidence gathered towards sharing information with different stakeholders regarding the quality improvement requirements of the aspect of working practice

Pass	Merit	Distinction
LO4 Plan and monitor improvements to quality		
P6 Produce a detailed plan for a relevant quality improvement initiative in own work setting **P7** Discuss potential or actual barriers to completing the quality improvement initiative	**M4** Implement an appropriately planned quality improvement initiative **M5** Critically review the plan, justifying necessary adaptations based on feedback or observations	**D4** Evaluate the expected outcomes of own improvement initiative, discussing further changes or improvements which may be required

Recommended resources

Textbooks

FALLON, L.F. Jr., BEGUN, J.W. and RILEY, W.J. (2012) *Managing Health Organisations for Quality and Performance.* Massachusetts: Jones & Bartlett Publishers

GOPEE, N. (2013) *Leadership and Management in Healthcare.* London: Sage Publications.

GOTTWALD. M. and LANSDOWN, G. (2014) *Clinical Governance: Improving the Quality of Healthcare for Patients And Service Users.* London: Open University Press

McSHERRY, R. (2008) *An Introduction to Excellence in Practice Development in Health and Social Care.* London: Open University Press

MOULLIN, M. (2002) *Delivering Excellence In Health And Social Care: Quality, Excellence and Performance Measurement.* London: Open University Press

RANSOM, E.R., JOSHI, M.S. and NASH, D.B. (eds.) (2008) *The Healthcare Quality Book: Vision, Strategy, and Tools, 2nd Edition.* Illinois: Health Administration Press.

ZIAEE, R. (2015) *Preparing for Continuous Quality Improvement for Healthcare.* Florida: Productivity Press

Websites

www.ncbi.nlm.nih.gov	National Centre for Biotechnology Information
	Patient Safety and Quality: An Evidence-Based Handbook for Nurses
	(ebook)
www.nice.org.uk	National Institute for Clinical Excellence
	Standards and Indicators
	(General reference)
www.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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO1	P1, P2, M1, D1
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2 LO3	P3, P4, M2, D2 P5, P6, M3, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2	P4, M2, D2
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO2	P3, M2, D2
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO2	P3, P4, M2, 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 26: Supporting Team and Partnership Working Across Health and Social Care Services

Unit code	**F/616/1655**
Unit level	**5**
Credit value	**15**

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 and protection 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

Definition 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 and protection

Intervention strategies

Current legislation affecting partnership working

Statutory, voluntary and private agency practices

Policies and procedures

e.g. data protection, safeguarding and/or protection, 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 and/or protection 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 and protection 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

Pass	Merit	Distinction
LO1 Differentiate between the role of a leader and the function of a manager		
P1 Compare the different roles and characteristics of a leader and a manager **P2** Discuss the characteristics of leadership and management in terms of their role in effective partnership working	**M1** Critically compare the role of a leader and function of a manager using a range of theories and concepts and in different care contexts	**D1** Critically review different theories and approaches to leadership and their impact on effective management in care practice
LO2 Discuss the role of partnership working across health, care and support services		
P3 Discuss the key approaches to partnership working and the role that leaders and managers play **P4** Analyse the value of partnership working in achieving a high-quality service within legislative boundaries	**M2** Evaluate how leaders and managers can improve efficiencies while successfully meeting partnership objectives and service users' needs	**D2** Critically evaluate the factors that impact on the health and social care environment and partnership working
LO3 Explore the outcomes of positive partnership working across health, care and support services		
P5 Discuss the impact of positive partnership working across different services on outcomes for service users	**M3** Assess partnership working outcomes for all stakeholders across different services	**LO3 and LO4** **D3** Critically evaluate own role as an effective member of a team working in partnership across different health, care and support services
LO4 Examine own contributions to working as part of a team		
P6 Discuss how own contributions impact on the work of a team **P7** Analyse own effectiveness in minimising barriers to effective team working	**M4**. Critically reflect on how to improve own personal contribution and minimise barriers to ensure the effectiveness of a team	

Recommended resources

Textbooks

GLASBY, J. and DICKINSON, H. (2014) *Partnership Working in Health and Social Care.* London: Policy Press.

DICKINSON, H. (2016) *Evaluating Outcomes in Health and Social Care*. London: Policy Press.

SCHEDLITZKI, D. and EDWARDS, G. (2014) *Studying Leadership: Traditional and Critical Approaches*. London: Sage Publishing Ltd.

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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO2	P3, M2, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO2 LO3 LO4	P2, P3 P4, M3 P5, M4, D3
THEME 3: HEALTH, SAFETY AND SAFEGUARDING THROUGH THE LIFESPAN	LO2 LO3	M2, D2 P4
THEME 4: VALUING AND PROMOTING DIVERSITY, DIFFERENCE AND INCLUSION	LO3	P4, M3
THEME 5: PROMOTING PHYSICAL AND MENTAL HEALTH AND WELLBEING	LO3	P4, M3
THEME 6: NUMERACY IN PRACTICE	LO2	M2

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

Unit code	**D/616/1663**
Unit level	**5**
Credit value	**15**

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)

Governmental departments for health

Regional Public Health Bodies

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

Current and ongoing health promotion strategy and campaigns

WHO Sustainable Development Goals (WHO, 2015)

Examples of local strategy and campaigns

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 and evaluation

Reflection and learning

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore factors that influence the health and wellbeing of individuals, families and communities		
P1 Discuss the benefits of holistic approaches to promoting the health and wellbeing of different individuals accessing healthcare services **P2** Assess the different factors that influence the health and wellbeing of individuals, families and communities	**M1** Critically analyse the range of factors that impact on global and local health and wellbeing priorities	**LO1 and LO2** **D1** Critically evaluate the local and global relevance of different strategic approaches to health promotion.
LO2 Examine approaches to health promotion and their impact on the health and wellbeing of individuals, families and communities		
P3 Analyse the relationship between the homeodynamic approach to health and wellbeing and a current national health promotion strategy	**M2** 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	
LO3 Investigate holistic approaches to promoting health and wellbeing in own work setting		
P4 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	**M3** Review a range of factors that affect the communication between services users and healthcare practitioners during health promotion interventions	**LO3 and LO4** **D2** Critically reflect on the effectiveness of own campaign using self-selected measures of success and making recommendations for future health promotion strategy
LO4 Develop and lead on a strategy for health promotion in a health, care or community support setting		
P5 Plan and implement a health promotion campaign in a healthcare setting as part of a current national health promotion strategy	**M4** Justify the choice of campaign and show how individuals, families and communities have contributed to the campaign	

Recommended resources

Textbooks

BARLEY, E. (2016) *Health Psychology in Nursing Practice.* London: Sage Publications Ltd.

COTTRELL, S. (2003) *Study Skills Handbook.* Basingstoke: Palgrave Macmillan.

HEALEY, J. and SPENCER, M. (2008) *Surviving your Placement in Health and Social Care: A student handbook*. Berkshire: Open University Press.

JASPER, M. (2003) *Beginning Reflective Practice.* Cheltenham: Nelson Thornes Ltd.

NAIDOO, J. and WILLS, J. (2009) *Foundations for Health Promotion.* London: Balliere Tindal.

OGDEN, J*. (2012) Health Psychology: A textbook (5th edition).* Berkshire: Open University Press.

SHARPLES, K. (2011) *Successful Practice Learning for Nursing Students.* London: Sage Publications Ltd.

Websites

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)
www.who.int	World Health Organisation
	1. Sustainable Development Goals
	2. Millennium Development Goals
	(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 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:

	LEARNING REQUIREMENTS (UNIT CONTENT)	ASSESSMENT REQUIREMENTS (ASSESSMENT CRITERIA)
THEME 1: LAW, REGULATION AND ETHICAL PRACTICE	LO3	P4, P5, M3
	LO4	M4, D2
THEME 2: PROFESSIONAL VALUES, ATTITUDES AND BEHAVIOURS	LO4	P5, M4, D2
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 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.

Appendix 1   Calculation of the final qualification grade

Conditions for the Award

Conditions for the Award of the HND

To achieve a Pearson BTEC 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 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.

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 not achieved a Pass in one of the 15 credit units completed, but have completed and passed the remaining units.

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

Pass: 4

Merit: 6

Distinction: 8

Point boundaries

Grade	Point boundaries
Pass	**420−599**
Merit	**600−839**
Distinction	**840 +**

Modelled Student Outcomes

Level 4 Higher National Certificate

	STUDENT 1					STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade	Grade point	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	P	4	60	P	60	P	60	D	120	D	120
Core 2	15	4	P	4	60	P	60	P	60	D	120	M	90
Core 3	15	4	P	4	60	P	60	P	60	D	120	M	90
Core 4	15	4	P	4	60	P	60	M	90	M	90	M	90
Core 5	15	4	M	6	90	P	60	M	90	M	90	M	90
Core 6	15	4	M	6	90	P	60	M	90	M	90	M	90
Opt 1	15	4	M	6	90	M	90	D	120	D	120	D	120
Opt 2	15	4	M	6	90	M	90	D	120	D	120	D	120
TOTAL					600		540		690		870		810
GRADE					M		P		M		D		M

Level 5 Higher National Diploma

	STUDENT 1					STUDENT 2		STUDENT 3		STUDENT 4		STUDENT 5	
	Credits	Level	Grade	Grade point	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	P	0	0	P	0	P	0	D	0	P	0
Core 2	15	4	P	0	0	P	0	P	0	D	0	M	0
Core 3	15	4	P	0	0	P	0	P	0	D	0	M	0
Core 4	15	4	P	0	0	P	0	M	0	M	0	M	0
Core 5	15	4	M	0	0	P	0	M	0	M	0	P	0
Core 6	15	4	M	0	0	P	0	M	0	D	0	U	0
Opt 1	15	4	M	0	0	P	0	D	0	D	0	D	0
Opt 2	15	4	M	0	0	P	0	D	0	D	0	D	0
Core 7	30	5	M	6	180	M	180	M	180	P	120	D	240
Core 8	15	5	M	6	90	M	90	M	90	P	60	D	120
Opt 3	15	5	M	6	90	M	90	D	120	P	60	D	120
Opt 4	15	5	M	6	90	P	60	D	120	P	60	D	120
Opt 5	15	5	M	6	90	P	60	D	120	M	90	M	90
Opt 6	15	5	M	6	90	P	60	M	90	M	90	P	60
Opt 7	15	5			90	P	60	M	90	M	90	M	90
TOTAL	240				720		600		810		570		840
GRADE					M		M		M		P		D

Appendix 2: Glossary of terms used for internally assessed units

This is a summary of the key terms used to define the requirements within units.

Term	Definition
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.
Create/ Construct	Skills to make or do something, for example a display or set of accounts.
Critically analyse	Separate information into components and identify characteristics with depth to the justification.
Critically evaluate	Make a judgement taking into account different factors and using available knowledge/experience/evidence where the judgement is supported in depth.

Term	Definition
Define	State the nature, scope or meaning.
Describe	Give an account, including all the relevant characteristics, qualities and events.
Discuss	Consider different aspects of a theme or topic, how they interrelate, and the extent to which they are important.
Demonstrate	Show knowledge and understanding.
Design	Plan and present ideas to show the layout/function/workings/object/system/process.
Develop	Grow or progress a plan, ideas, skills and understanding.
Differentiate	Recognise or determine what makes something different.
Discuss	Give an account that addresses a range of ideas and arguments.
Evaluate	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.
Explain	To give an account of the purposes or reasons.
Explore	Skills and/or knowledge involving practical research or testing.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Illustrate	Make clear by using examples or providing diagrams.
Indicate	Point out, show.
Interpret	State the meaning, purpose or qualities of something through the use of images, words or other expression.
Investigate	Conduct an enquiry or study into something to discover and examine facts and information.
Justify	Students give reasons or evidence to: • support an opinion • prove something is right or reasonable.
Outline	Set out the main points/characteristics.
Plan	Consider, set out and communicate what is to be done.

Term	Definition
Produce	To bring into existence.
Reconstruct	To assemble again/reorganise/form an impression.
Report	Adhere to protocols, codes and conventions where findings or judgements are set down in an objective way.
Review	Make a formal assessment of work produced. The assessment allows students to: • appraise existing information or prior events • reconsider information with the intention of making changes, if necessary.
Show how	Demonstrate the application of certain methods/theories/concepts.
Stage and manage	Organisation and management skills, for example running an event or a Healthcare Practice pitch.
State	Express.
Suggest	Give possible alternatives, produce an idea, put forward, for example an idea or plan, for consideration.
Undertake/ carry out	Use a range of skills to perform a task, research or activity.

This is a key summary of the types of evidence used for Pearson BTEC
Higher Nationals.

Type of evidence	Definition
Case study	A specific example to which all students must select and apply knowledge.
Project	A large-scale activity requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Independent research	An analysis of substantive research organised by the student from secondary sources and, if applicable, primary sources.
Written task or report	Individual completion of a task in a work-related format, for example a report, marketing communication, set of instructions, giving information.
Simulated activity/role play	A multi-faceted activity mimicking realistic work situations.
Work placement activity	Completion of planned, observed and assessed practice-based tasks, supported by signed and witnessed work logs, witness testimony and/or assessor records
Team task	Students work together to show skills in defining and structuring activity as a team.
Presentation	Oral or through demonstration.
Production of plan/observation record	Students produce a plan as an outcome related to a given or limited task.
Reflective journal/log	Completion of a journal from work experience, detailing skills acquired for employability.
Video/audio recording of a professional discussion	Completion of a planned and recorded professional discussion, a holistic assessment of a student's development of specific work-related skills, experience and behaviours
Poster/leaflet	Documents providing well-presented information for a given purpose.

Appendix 3: Assessment methods and techniques for Higher Nationals

Assessment technique	Description	Transferable skills development	Formative or summative
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

Assessment technique	Description	Transferable skills development	Formative or summative
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

Assessment technique	Description	Transferable skills development	Formative or summative
Project	This technique is a large-scale activity requiring self-direction, planning, research, exploration, outcome and review.	Written communication Information Literacy Creativity Initiative	Summative
Role playing	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.	Written and oral communication Leadership Information literacy Creativity Initiative	Formative
Self-reflection	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.	Self-reflection Written communication Initiative Decision-making Critical thinking	Summative

Assessment technique	Description	Transferable skills development	Formative or summative
Simulated activity	This technique is a multi-faceted activity based on realistic work situations.	Self-reflection Written communication Initiative Decision-making Critical thinking	Formative Summative
Team assessment	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.	Collaboration Teamwork Leadership Negotiation Written and oral communication	Formative Summative
Tiered knowledge	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.	Critical thinking Analysis Interpretation Decision-making Oral and written communication	Formative

Assessment technique	Description	Transferable skills development	Formative or summative
Time-constrained assessment	This technique covers all assessment that needs to be done within a centre-specified time-constrained period on-site.	Reasoning Analysis Written communication Critical thinking Interpretation	Summative
Top ten	This technique asks students to create a 'top ten' list of key concepts presented in the assigned reading list.	Teamwork Creativity Analysis Collaboration	Formative
Written task or report	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.	Reasoning Analysis Written communication Critical thinking Interpretation	Summative
Observation of workplace practice	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	Reasoning Critical thinking Creativity Interpretation Decision-making Initiative Oral communication	Formative Summative

Assessment technique	Description	Transferable skills development	Formative or summative
Professional discussion	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.	Reasoning Critical thinking Interpretation Decision-making Initiative Oral communication	Summative

Appendix 4: Professional Standards mapping

Mapping of units in the Higher Nationals in Healthcare Practice 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.			
Area	**Level 4 Units:**	**Level 5 Units:**	**Related National Occupational Standards**
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 **NOS:** SCDINSPG1.K1, K3, K31, K35, K38, K42, K45; SCDHSC0452.K1, K7, K11, K29, K30, K32, K40-K42 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.			
Area	**Level 4 Units:**	**Level 5 Units:**	**Related National Occupational Standards**
Person-centred values and principles of care	1-3, 6-7, 9-10, 12-16	19-22, 28, 30, 32, 36, 38, 40-46	**Care Certificate Standards:** 5.1-5.3, 5.6-5.7 **NOS:** SCDINSPG1.P1, K8, K9 SCDHSC0041: P1-P7, K12-K17 **NHS KSF:** HWB1.1-1.3; HWB2.1-4.3; HWB4.1-4.3, HWB5.1-5.3

effective verbal, written, electronic and non-verbal communication	2-7, 10, 12-13, 15-17	All units	**Care Certificate Standards:** 6.1-6.6
			NOS: SCDHSC0041.P1-P4, P7,P8-P12, P14, P17, P19, P28, P30, P31, P33-P34, P35, P41, K7, K28, K30, K55, K56-K62, K63, K64;
			SCDINSPG1.P13, K3, K24-K30, K35, K36, K42, K43, K44-K45
			SCDHSC0452.P11,P28, K28, K40-K44, K67
			NHS KSF: 1.2, 1.3
working professionally within the limits of own knowledge and skills including professional presentation and self- and time management	2-3	19-20, 30-32, 38-46	**Care Certificate Standards:** 1.1-1.4
			NOS: SCDINSPG1.P11, K4-K7, K21, K30, K37 SCDHSC0452.P1-P4, P7, P8, P11, P26-P30, K8-K11, K16, K21, K63-K65, K67
			SCDHSC0041.P8-P10, P28, P40, K3, K9-K11, K20-K21, K38, K45,K46, K49, K50
			NHS KSF: 2.2, 2.3, 5.2, 5.3
Self-development	2-4, 7, 10	18-19, 27, 29, 32, 34-35, 38, 44	Care Certificate Standards: 2.1, 2.2
			NOS: SCDHSC0452.P37, p39, K15, K21, K24-K26, K45, 49-K51, K63-K65
			SCDHSC0041.P33, P40, K8, K9-K10, K15, K16, K19, K21, K24-K26, K50, K54
			NHS KSF: 2.2, 2.3, G2.1,G2.2, G5.1, G5.2, G6.1, G6.2

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.

Area	Level 4 units	Level 5 units	Related National Occupational Standards
Health and Safety	1, 7-8, 15-17	19-20, 22-24, 27-29, 33, 38, 41-46	**Care Certificate Standards:** 3.1, 3.4, 8.1-8.3, 13.1-13.5, 13.8 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

Area	Level 4 Units	Level 5 Units	Related National Occupational Standards
Equality and Diversity and Inclusive Practices	1-3, 6-7, 9-10, 12-13, 16	19-21, 23,25, 28-29, 31-33, 38-39, 41-46	**Care Certificate Standards:** 10.1, 10.2, 10.4 **NOS:** SCDHSC0452. P1-P6, P8, P17-P19, P21, P22, P38, K1-K3, K6, K7-K19, K22 K27, K33, K45, K46, K54, K57, 59, K62, K68, K70, K71, K73-K75 SCDHSC0041. P12, P36, K1-K4, K6, K8, K12-K19, K28, K56, K61 **NHS KSF:** 6.1, 6.2. 6.3

PRACTICE THEME 5: Promoting Physical and Mental Health and Wellbeing: an understanding of the interrelationship between physical and mental health and 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 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 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.

Area	Level 4 Units	Level 5 Units	Related National Occupational Standards
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.			
Area	**Level 4 Units**	**Level 5 units**	**Related National Occupational Standards**
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

Appendix 5 – Indicative settings for students on the Nursing and Healthcare Assistant HND pathway

In Hospital	Close to home	At home
• NHS and independent sector – adult, children and young people) • Paramedic services • Emergency assessment units (community hospital settings) • Mental health inpatient services • Learning disability inpatient services	• Hospice (adult and child) • Primary care – general practice and general practice nurses • Respite care with nursing service • Mental health crisis house with nursing services • Mental health community outreach teams • Re-ablement services • School nursing • Substance misuse services • Community learning disability services integrated teams • Child and adolescent mental health services • (CAMHS) • Public Health England nursing services	• Nursing homes • District and community nursing services • Assisted living for people with learning disabilities • Supported living services • Children's domiciliary care services • Older person services • Paediatric nursing services • Health visiting services • Community palliative care teams (child and adult) • Charitable end of life services, e.g. Macmillan • Community mental health teams (older people, adult, child) • Perinatal mental health teams • Early intervention for psychosis teams • Offender healthcare units

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)