



Higher National Unit Specification

General information

Unit title: Promoting Health and Wellbeing (SCQF level 7)

Unit code: HX52 34

Superclass: PA

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Unit purpose

Through this unit the learner will gain an understanding of the role of the support worker and the partnerships that exist in the delivery of safe and effective care. In addition the learner will understand current approaches to holistic assessment and planning of care in the context of person centred care. The learner will investigate factors that influence the individuals' health and wellbeing in terms of essential physical and mental health needs across all ages. The unit will build on the learners' knowledge and understanding of government priorities and targets for individuals', health professionals and organisations.

The learner will explore initiatives designed to target current issues in health and wellbeing in the general population, including young people and the older adult. The learner will have the opportunity to explore how society has changed and the impact of this on opportunities choices and outcomes. Socioeconomic factors and barriers to health and wellbeing will be researched and current government policies and health promotion strategies explored. Finally the unit will investigate evidence based practice and its importance in terms of professional regulation and continuing professional development.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Explain the role of the HCSW in promoting safe and effective practice.
- 2 Develop a knowledge and understanding of essential physical and mental health needs of people of all ages in terms of the health and wellbeing and quality of life for the individual.
- 3 Investigate the barriers to health and wellbeing for the individual and where appropriate children and young people in the context of health promotion and preventative intervention strategies.
- 4 Explain the importance of evidence-based practice in health and social care.

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

Recommended entry to the unit

Although entry is at the discretion of the centre, it is recommended that learners should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF level 6 or by the completion of a pre-course interview part of which could take the form of a written assignment. In addition to this, learners should preferably work in a related field or have undertaken some work experience, paid or voluntary, in a care setting.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. If it is being delivered as part of a Professional Development Award (PDA) it should be taught and assessed within the subject area of that PDA.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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

Outcome 1

Explain the role of the HCSW in promoting safe and effective practice.

Knowledge and/or skills

- ◆ The evolving role of the support worker regulation, accountability and professionalism
- ◆ Changing boundaries professional values and parameters of practice
- ◆ Concept of the role of the support worker in holistic assessment, planning , evaluation and delivery of person centred care
- ◆ Methods of evidence gathering and recording.
- ◆ Legal and ethical frameworks that underpin safe and effective practice.

Outcome 2

Develop a knowledge and understanding of essential physical and mental health needs of people of all ages in terms of the health and wellbeing and quality of life for the individual.

Knowledge and skills

- ◆ Key health factors that affect health and wellbeing.
- ◆ Health definitions and dimensions of health.
- ◆ Screening, health promotion and interventions.
- ◆ Specific health priorities; obesity; induced diabetes; heart disease, mental health, dementia, cancer, end of life care.
- ◆ The older adult
- ◆ Effects of admission into care on the individual.

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Outcome 3

Investigate the barriers to health and wellbeing for the individual and where appropriate children and young people in the context of health promotion and preventative intervention strategies.

Knowledge and/or skills

- ◆ Range of socio-economic factors affecting wellbeing of the individual.
- ◆ Barriers to health and wellbeing
- ◆ Government priorities in relation to the health and wellbeing of the individual
- ◆ Health promotion strategies to support the individual

Outcome 4

Explain the importance of evidence-based practice in health and social care.

Knowledge and/or skills

- ◆ Evidence based care practice
- ◆ The importance of maintaining good practice
- ◆ Regulations, standards and methods of updating professional practice

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ explain the evolving role of the care worker in health and social care.
- ◆ explain the importance of partnership working.
- ◆ describe the concept of person centred care.
- ◆ describe the principles of assessment and approaches to planning care.
- ◆ identify methods of evidence gathering and recording.
- ◆ discuss the dimensions of health.
- ◆ identify and explain key factors that affect the health and wellbeing of the individual.
- ◆ evaluate the impact of changing families and changing demographics.
- ◆ demonstrate an understanding of prevailing health issues.
- ◆ demonstrate an understanding of health screening and the concept of the influence of health promotion and illness prevention strategies on the health and wellbeing of the individual.
- ◆ investigate and evaluate two specific health priorities :obesity, induced diabetes, heart disease, malnutrition, mental health, the older adult, cancer end of life care and dementia.
- ◆ investigate the implications of changes in care practice and care provision.
- ◆ explore socio-economic factors that impact on the development, health and wellbeing of the individual.

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- ◆ investigate the barriers to health and wellbeing of the individual.
- ◆ discuss the impact of decision making and lifestyle choices on the individual.
- ◆ explore the challenges of changing health needs during different life stages.
- ◆ explain evidence based practice and its importance in the delivery of quality care.
- ◆ explore the challenges of transitional care ;paediatric to adult services; home to hospital, residential care, hospice.
- ◆ explain the importance of maintaining good practice.
- ◆ demonstrate an understanding of professional regulation, maintaining professional practice and an understanding of how to access continuing professional development opportunities.
- ◆ describe the roles and responsibilities of care workers in the promotion of health and wellbeing.
- ◆ describe delegation accountability and limitations of practice in relation to the care worker.
- ◆ discuss the impact of integrated health and social care agenda on care workers.



Higher National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this unit

Whilst it is not an identified learning outcome it is strongly recommended that the delivery of this unit is based upon the learner having an understanding of the **10 Essential Shared Capabilities**;

- ◆ Working in partnership
- ◆ Respecting diversity
- ◆ Practising ethically
- ◆ Challenging equality
- ◆ Promoting recovery, wellbeing and self- management
- ◆ Identifying people's needs and strengths
- ◆ Providing person-centred care
- ◆ Making a difference
- ◆ Promoting safety and risk enablement
- ◆ Development planning

It is recommended that the learners gain a knowledge and understanding of the Capabilities and can see how these apply in the context of their professional practice and working environment.

The 10 Essential Shared Capabilities can be accessed at:

http://www.nes.scot.nhs.uk/media/351385/10_essential_shared_capabilities_2011.pdf

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Guidance on approaches to delivery of this unit

Outcome 1

The learner should be able to explain the role of the care worker and how this is evolving as a model of partnership working with the individual groups, communities and populations taking account of the different health needs during life stages. The learner should understand the importance of safe, compassionate, person-centred care; including responsibilities in the promotion of the rights and wishes of all adults and, where appropriate, children and young people, paying particular attention to equality diversity and the needs of an ageing population. The concept of empowered service users should also have a positive effect on minimizing misuse of power within the care setting. In addition the learner should be aware of the range of settings in which modern health and social care is delivered.

The learner must understand that effective communication is key to developing an effective, trusting relationship within the partnership or team.

The learner must be familiar with and able to implement assessment approaches such as observation, questioning, diaries as well as the more traditional assessment and evidence gathering tools; such as; locally-devised checklists, National Early Warning Score (NEWS) assessment chart, Situation, Background, Assessment, Recommendation Decision (SBAR-D) communication tool, Nutritional Assessment Tools and appropriate recording documentation. This should also include an understanding of Data Protection legislation. The learner will gain an understanding of the various Models of Care relating to the care process within the context of safe, effective, person-centres care.

Learners must be aware of the needs of the individual across the aspects of physical, cognitive, social, emotional and cultural, spiritual and linguistic development. The learner should be able to recognise the various aspects of these within each category as well as being able to understand the inter-relationship between them. This will allow the learner to understand the holistic needs of the individual, which will ensure better service delivery. In meeting the above the learner should be ensuring the establishment and maintenance of a positive care environment. The delivery of the values including for example; promotion of individual rights, confidentiality, dignity, privacy anti-discriminatory practice, will assist this process. Learners should be aware of the policies that underpin good practice and have an understanding that a safe environment is not simply an environment which is physically safe but emotionally safe and socially supportive.

In addition the learner will develop knowledge and understanding of a range of health and social care settings, this should include; hospital, community care, home based care, respite and hospice care and residential care.

The learner should explore professional and ethical issues for example: disclosure, confidentiality difficulties, anticipatory care plans and end of life care. The learner should understand their responsibility in safeguarding the individual whilst recognising their professional role and responsibilities and adherence to legislation such as Data Protection.

Higher National Unit Support Notes (cont)

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Outcome 2

The learner should have an understanding of the key factors that can influence the health and wellbeing of the individual and the benefits of prevention or early intervention in diagnosing and treating illness. The learner should explore a range of key influencing factors such as the ageing population, social economic factors, essential physical and mental health needs, demographics, life choices and personal responsibility.

The learner should be familiar with the key government priorities such as health screening; health promotion and illness prevention.

In addition the learner should be able to describe a range illness and injuries and the challenges of the changing health needs for different life stages. This should include congenital and long term conditions and emergency presentations The learner should take the opportunity to investigate transitional care such as transfer from paediatrics to adult services; home to hospital; hospital to home; transfer to residential care; hospice care.

They need to develop an understanding of emergency care such as basic life support recovery position and care of the unconscious casualty.

The learner should also develop a deeper awareness of the characteristics and treatment of at least two long-term conditions for example diabetes, dementia, heart disease, mental health issues, drug and alcohol abuse .

The learner should also understand stroke, brain injury including disability and rehabilitation.

The learner will explore the effect that admission into care has on the health and well -being of the individual and what can be done to support the individual and their families/carers through this experience. This could include looking at effects on relationships and social skills, effects on physical activity, and employment.

Outcome 3

The learner should have an understanding of a range of socioeconomic factors that influence health and wellbeing. This should include health inequalities and contributing factors/influences and the importance of working with the individual and, where appropriate, families and carers. It should be acknowledged that influences can be positive as well as negative. The learner will explore barriers to health and wellbeing for example; contemporary cultural issues such as drugs, diet, alcohol, peer pressure, media influences, ignorance, sexual behaviour including teenage pregnancy and sexually transmitted diseases.

It is important to emphasise that throughout this outcome the learner must understand the importance of their own values in terms of being accepting and non-judgmental in their approaches to the individuals in their care.

Current Scottish Government policies to promote health and wellbeing should be researched and the learner should understand the implications of a range of legislation in relation to health and wellbeing.

Higher National Unit Support Notes (cont)

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Finally this outcome should explore current local and national health promotion strategies to support the health and wellbeing of the individual and where appropriate their families and carers.

Outcome 4

The learner will develop an understanding of evidence based care and its importance in quality care delivery. The learner must understand what evidence based practice means in that they must use research based information to make decisions about care delivery to individuals or groups of patients.

This has implications for computer literacy, health literacy and the learner's ability to determine reliable sources of information. In addition the learner must understand what counts as evidence. The learner should understand that those caring for the individual in health and social care should be able to understand research, be aware of current policies and procedures and know that recommendations and standards relate to the care setting.

The learner should also understand that it is essential to use appropriate evidence to inform practice and policy. The learner should understand that the bodies that inform evidence based practice in the United Kingdom UK is the National Institute for Health and Care Excellence (NICE) and the Scottish Intercollegiate Guidelines Network (SIGN). In order to be a competent and current practitioner the learner should have an understanding of the importance of incorporating evidence based practice into everyday care delivery. In addition learners are required to have an awareness of the use and importance of quality indicators such as: quality audit, care inspectorate reports, performance indicators, clinical governance and National Care Standards.

In addition the learner should have an understanding of the importance of maintaining good practice and how this relates to professional regulation and standards. The learner should understand that this includes keeping up to date with current practice in order to deliver safe and effective evidence based care.

The learner must understand the importance of maintaining professional boundaries, delegation and the roles and responsibilities of other health and social care professionals and seek to work collaboratively for the benefit of all who need care. In addition the learner must understand the necessity of maintaining current knowledge and skills essential for practice. This learning should be recorded as a method of evidencing professional practice and Continuing Professional Development (CPD).

As part of the Developing Skills in Health and Social Care it will equip learners with the knowledge and understanding to work in a supporting role in health and social care. The knowledge and understanding highlighted in this unit provide a theoretical base for further study and the outcomes are written to be delivered in sequence.

Higher National Unit Support Notes (cont)

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It is expected that learners who are undertaking this PDA whilst in practice will evidence their ability to link theory to practice and record their clinical competence through:

- ◆ Record of achievement
- ◆ Skills passport
- ◆ Competency framework
- ◆ Learning contract
- ◆ Reflective portfolio

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

In order to allow for the different needs of learners the following assessments guidelines are suggestions only and centres should devise assessments that allow their learners equal and fair access to assessment.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where the learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment for this unit could be:

- ◆ Outcome 1 and 2 could be assessed through a reflective account or case study based on an individual the learner has cared for.
- ◆ Outcome 3 and 4 could be assessed through a group or individual project. If a group project is the assessment approach chosen then the Centres must ensure that each learner supports their contribution to the project with an individual submission. This could be through a written submission of 500–750 words or individual input could be accessed through a one to one interview with the assessor.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of:

- ◆ *Communication* at SCQF level 6
- ◆ *Problem Solving* at SCQF level 5
- ◆ *Working with Others* at SCQF level 6
- ◆ *Information and Communication Technology (ICT)* at SCQF level 5

in this unit, although there is no automatic certification of Core Skills or Core Skill components.

Communication — will be evidenced via the learner's work with individuals and groups as well as within written assessments.

Problem Solving — Critical Thinking, Planning and Organising, Reviewing and Evaluating will be evidenced through supervision in the learner's workplace and within written assignments.

Working with Others — will again be evidenced in the learner's ability to interact, communicate and negotiate with those with whom they come into contact.

Information and Communication Technology (ICT) — could be evidenced by the use of standard applications to obtain and process information and data for assignments.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Promoting Health and Wellbeing (SCQF level 7)

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

This is a unit that covers interesting and current areas relating to promoting health and wellbeing across all ages in health and social care. You will explore and investigate factors that influence health and wellbeing in terms of essential physical and mental health needs of the individual of adults and where appropriate children and young people. You will have the opportunity to research socioeconomic factors and barriers to health and wellbeing that including current government priorities and health promotion strategies. You will look at the challenges presented in transitional care in a variety of settings across the health and social care agenda.

The first area you will explore is the role of the Support Worker in Health and social care and how to maintain safe and effective practice. You will learn the challenges of changing needs at different life stages and you will look at the partnerships that exist and are formed in the delivery of safe effective person centred care. You will consider other health professionals involved in supporting and promoting the health and wellbeing of people, groups, communities and population paying particular attention to equality and diversity and the needs of an ageing population. Vulnerable people those with complex needs arising from ageing cognitive impairment long term conditions and those approaching the end of life. You must also understand the importance of developing a trusting, compassionate relationship with the individual and if appropriate the family and carers and the part communication plays in this.

In order to care for the individual in any care context you need to understand the principles and application of care planning so you will learn about current approaches to care planning and how to implement this in a range of health and social care and community settings. Admission into care is a traumatic event for anyone and you will explore what these may be and what can be done to support that individual and where appropriate their families and carers.

Finally you will investigate evidence based practice and its importance in terms of professional regulation and continuing professional development.

For the second part of the unit you will research socio-economic factors that affect the health and wellbeing and barriers to achieving good health and wellbeing, this could include for example; poverty, poor diet, drugs and alcohol. Linked to this you will look at government policies relating to these issues and research associated health promotion strategies to overcome some of these challenges.

The final part of the unit looks at how you gather information about the health and wellbeing and will be introduced to routine assessment documentation and data protection legislation. This unit looks at evidence based practice and why it is important in providing good quality care. You will also learn about the importance of keeping yourself up-to-date with current practice to ensure you meet professional body standards and regulations and provide the best care for your patient

General information for learners

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The assessment for this unit could be divided into two assessments. The first assessment could be a reflective account or case study if you are in placement or an essay if you are not and the second assessment could be a group or individual research project.

If you are completing this unit as part of the HNC Care and Administrative Practice then you may be able to apply for a place in Year 2 of the Nursing Degree programme, if it is part of the Professional Development Award (PDA) in Developing Skills in Health and Social Care, then you will be able to apply for work as a care support worker.