

# **BTEC Level 4 Diploma in Healthcare Science: Ophthalmic and Vision Science**



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## **Learning & Assessment Guide**

### **Unit 2: Professional Practice and Person-centred Care**

<b>Level:</b>	<b>4</b>
<b>Unit type:</b>	<b>Mandatory</b>
<b>Credit value:</b>	<b>5</b>
<b>Guided learning hours:</b>	<b>40</b>

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## Unit 2 Professional Practice and Person-centred Care

### Introduction

All patients and service users are entitled to good standards of professional practice and probity from the healthcare science workforce including the observance of professional codes of conduct and ethics. In this unit you will develop an understanding of and consistently apply the principles of Good Scientific Practice (which sets out the principles, values and the standards of behaviour and practice for this workforce). You should also be clear about how these principles apply to the role of a Healthcare Science Associate.

### Forms of evidence required

For each unit or part unit the learning outcomes and assessment criteria are presented first, followed by statements as to what the learner must do, and suggestions for completing the work. The suggestions are not prescriptive, and learners can provide additional or alternative evidence, so long as it meets the assessment criteria.

The course work requires the following forms of evidence:

- Written accounts in the form of assignments and reports of projects.
- Presentations in PowerPoint or Keynote. These should be around 10 - 15 minutes long and recorded if possible. Depending on work circumstances and opportunities, they can be presented at meetings, or to the mentor, supervisor or manager. If presented to others, the date, circumstance and those present (initials and job titles only) should be described, along with the learner's reflection on the presentation.
- Work products such as work you have undertaken yourself as part of a job that show a level of understanding or skill. For example these can include results of diagnostic tests you have performed, reports of projects where you demonstrate you can present data in the form of tables and charts etc.
- Reflective accounts. These can include reflections on your study or work experience that you have recorded in your reflective diary.
- Witness statements. A proforma for witness statements can be found in Appendix A.
- Direct observation in the workplace and oral questioning. Mandatory units include generic elements such as effective communication, consent, confidentiality and infection control that are part of the Direct Observation of Practical / Procedural Skills (DOPS). DOPS are used for the assessment of competence units, but evidence from these can be linked to the mandatory units. A DOPS template can be found in Appendix B.

### Submission of evidence

All course work is submitted in the e-portfolio. Candidates should not submit work for final assessment until it is complete and to the appropriate standard for the task. Assessors will provide written feedback to candidates regarding their course work.

Candidates will normally have two opportunities to submit each item of course work. Candidates who fail any task should not resubmit work within one week of receiving their result. Assessors must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

## Grading and marking

A **Marking Template** can be found in Appendix C. Course work for the mandatory units is graded as good, satisfactory or unsatisfactory. The good and satisfactory grades are *indicative only* to give you some feedback on the overall quality of your work. Your work is marked as Pass/Action required, thus the highest mark is a **pass**.

### What the results mean:

**Pass:** is achieved when all the assessment criteria are met and the work is graded as good or satisfactory.

**Action required:** You can resubmit your work after addressing the issues raised in the feedback. If following resubmission, your work remains unsatisfactory, your assessor will seek advice from the internal verifier.

## How to use this guide

The work that you need to do is outlined in the **Assessment Guidance** tables highlighted in blue, e.g.

Assessment Criteria	Assessment criteria guidance
7.1 – 7.4	<p><b>Resources:</b> Technical Scientific Services eBook Chapter 2 Section 2.2</p> <p>For ACs 7.1 and 7.2 write a report of between 250 and 500 words explaining the approach to risk management in own organisation and department and discuss your own role and responsibilities for risk assessment</p> <p>For ACs 7.3 and 7.4 you should perform at least one risk assessment, develop an action plan to reduce the risk, and monitor the effectiveness of the plan. You should seek advice as required and write a report of this activity, which should be confirmed with a <b>witness statement</b>.</p>

The Assessment Guidance is also included in the Assessment Plans in the yellow pages of the Ecordia eportfolio, and can also be found in the dark blue boxes in the eBooks. You may want to print out the assessment guide, or have the assessment guide on your iPad while you work on your computer, or just use the eportfolio. Do whichever works best for you.

The eBooks have been written to give you the information you need to complete the course work, so read through the relevant sections as you work through the assessment criteria.

The word counts are for *guidance only*. So long as you have covered the work that is required, you will not be penalised if you have used more or less words.

If you have any queries about what to do, please contact you assessor for guidance.

## Learning outcomes and assessment criteria

Unit 2 Professional Practice and Person-centred Care	
Learning outcomes	Assessment criteria
1. Understand the current structure and function of health and social care services in the UK	1.1 Describe the current structure and function of health and social care services in the UK 1.2 Discuss current national NHS policies and practice 1.3 Explain how own department implements a national policy 1.4 Assess the purpose of the NHS Constitution 1.5 Explain how the principles and core values of the NHS Constitution are embedded within own department
2. Understand the structure of the healthcare science workforce and the role of the Healthcare Science Associate	2.1 Explain the structure of the healthcare science workforce 2.2 Explain the role of the Healthcare Science Associate including their role within the multi-disciplinary team 2.3 Explain how the Healthcare Science Associate contributes to the delivery of safe, quality assured high-quality healthcare 2.4 Explain how own role contributes to the delivery of safe, quality assured healthcare
3. Understand the importance of patient-centred healthcare	3.1 Explain the importance of placing the patient at the centre of care 3.2 Explain the partnership between the patient and healthcare professional and the boundaries of that partnership 3.3 Discuss how patient-centred care translates into: <ul style="list-style-type: none"> <li>• own organisation</li> <li>• own area of work</li> <li>• own practice</li> </ul> 3.4 Explain how the voice of patients and the public is embedded in all aspects of healthcare and healthcare science 3.5 Discuss the role of patient support groups in healthcare and healthcare science 3.6 Discuss the role of services/bodies supporting patients e.g. Patient Advice and Liaison Services (e.g. PALS; Healthwatch) 3.7 Explain the need for openness and transparency in the management and delivery of healthcare 3.8 Explain how the legal framework for informed consent applies to clinical care, research, audit and teaching 3.9 Obtain and document appropriate consent in line with protocols
4. Be able to place the patient at the centre of care at all times	4.1 Demonstrate patient-centred care in own working practice

	<p>4.2 Explain the key factors influencing the dignity, rights, privacy and confidentiality of patients/colleagues</p> <p>4.3 Evaluate how critical reflection helps maintain and support the quality and safety of patient care</p>
<p>5. Understand the requirements for safe practice as a Healthcare Science Associate</p>	<p>5.1 Explain the regulatory framework for the healthcare science workforce</p> <p>5.2 Explain how the principles and values set out in Good Scientific Practice apply to own practice</p> <p>5.3 Discuss how the standards of proficiency for a Healthcare Science Associate apply to own role</p> <p>5.4 Discuss why high levels of probity are required for Healthcare Science Associates</p> <p>5.5 Explain what support is available when professionalism or ethics are compromised</p>
<p>6. Be able to practice as a Healthcare Science Associate safely and effectively within own scope of practice</p>	<p>6.1 Work within the agreed scope of practice for own role, lawfully, safely and effectively</p> <p>6.2 Engage in evidence-based practice</p> <p>6.3 Make professional judgements drawing on appropriate skills and knowledge</p>
<p>7. Be able to promote mental health and well-being</p>	<p>7.1 Explain the principles underpinning the promotion of mental health and well-being</p> <p>7.2 Define the terms 'mental well-being', 'mental health' and 'mental ill-health'</p> <p>7.3 Know the prevalence of individuals who may experience mental health problems in the UK</p> <p>7.4 Discuss the importance of promoting positive mental health</p> <p>7.5 Discuss the factors that promote and protect mental health and well-being</p> <p>7.6 Analyse an issue of public concern regarding own organisation within the healthcare science industry</p> <p>7.7 Describe the key factors in protecting and supporting good mental health</p> <p>7.8 Demonstrate the promotion of mental health and well-being in own setting</p>

## Assessment criteria guidance

Assessment Criteria	Resources and assignment guidance
1.1 – 1.5	<p><b>Resources:</b> Professional Practice eBook Chapter 1 Sections 1.2 - 1.6</p> <p>You should prepare a <b>presentation</b> in PowerPoint or Keynote.</p> <ul style="list-style-type: none"> <li>• You should give a description of the structure and function of health and social care services in the UK (AC1.1).</li> <li>• You can discuss this within the context of the NHS constitution: its purpose; principles; and values that include compassion, transparency, candour, openness and leadership (AC1.4).</li> <li>• You should describe how these are incorporated in NHS policies (AC1.2), and in the five key workforce characteristics described by Health Education England.</li> <li>• You should illustrate your account with examples of how the principles and core values are embedded within our own department (AC1.5), to include details of how your department implements one of these national policies (AC1.3).</li> </ul>
2.1 – 2.4	<p><b>Resources:</b> Professional Practice eBook Chapter 2 Sections 2.2 - 2.3, and Chapter 3 Section 3.3</p> <p>You should prepare an <b>assignment</b> of approximately 500 to 1,000 words.</p> <ul style="list-style-type: none"> <li>• For AC 2.1 this should include: <ul style="list-style-type: none"> <li>○ structure of healthcare science into four divisions</li> <li>○ specialisms within each division</li> <li>○ the healthcare science career framework and requirements for progression</li> <li>○ education and training programmes</li> <li>○ leadership of the healthcare science profession (e.g. the role of the Chief Scientific Officer)</li> <li>○ the role of the National School of Healthcare Science</li> <li>○ Modernising Scientific Careers</li> <li>○ Contribution of the healthcare science workforce to health and healthcare services.</li> </ul> </li> <li>• For ACs 2.2, 2.3 and 2.4 you should describe the role of the Healthcare Science Associate including <ul style="list-style-type: none"> <li>○ their role within the multi-disciplinary team and how their work compares with other members of the team. (AC 2.2);</li> <li>○ explain how the Healthcare Science Associate contributes to the delivery of safe, quality assured high-quality healthcare (AC 2.3);</li> <li>○ and explain how your own role contributes to the delivery of safe, quality assured healthcare (AC 2.4). Chapter 3 Section 3.3 is relevant here.</li> </ul> </li> </ul>
3.1 – 3.9	<p><b>Resources:</b> Professional Practice eBook Chapter 3 Sections 3.1 and 3.2</p> <p>For ACs 3.1 to 3.7 you should prepare an <b>assignment</b> of about 500 to 1,000 words. You will find resources for the assignment in section 3.1 of the Professional Practice eBook, but when considering the boundaries of the partnership between the patient and the healthcare professional you could look at sections on empathy and sympathy in Chapters 3 and 4 of Communication Skills for the Healthcare Professional eBook. It is important that you discuss patient-centred care in the context of your own practice and the policies and practices of your department and organisation. You should also make reference to the relevant sections of Good Scientific Practice.</p>

	<p>In particular:</p> <ul style="list-style-type: none"> <li>• For AC 3.3 you should explain how healthcare science services can work in partnership with patients and service users to ensure the views of patients are central to delivering, develop and maintaining high-quality, safe services, and the importance of supporting patients and the public to promote and manage their own health.</li> <li>• For AC 3.4 explain how patients can and do contribute to healthcare science education in the academic and work-based setting. Examples can include patient surveys and patient feedback.</li> <li>• For AC 3.5 you could consider patient support groups relevant to your practice, such as the International Glaucoma Association, the Macular Society, Diabetes UK, RNIB etc. and whether there are any local support groups. Your Eye Clinic Liaison Officer may be able to advise you.</li> <li>• For AC 3.6 you could make contact with your local PALS and Healthwatch.</li> <li>• For AC 3.7 you may be able to link work you have presented on openness for LO 1.</li> </ul> <p>For AC 3.8 prepare an <b>assignment</b> of about 250 words in which you explain how the legal framework for informed consent is applied to clinical care, research, audit and teaching in our own department. You could</p> <ul style="list-style-type: none"> <li>• Locate and read your organisation’s consent policies.</li> <li>• Describe your own responsibilities for obtaining consent. Under what circumstances, if any, do you obtain written consent?</li> <li>• Are you responsible for taking patient clinical images or videos? If so what does your organisation require for patient consent? What form of consent is necessary if images, or other clinical data, are to be used for teaching, audit or research?</li> <li>• If you wish/need to use some of the images you have taken as evidence for this course, what form of patient consent must you obtain? Are the consent procedures different for, say, an OCT image, a fundus photograph, or a video of a patient performing a test?</li> </ul> <p>ACs 3.8 is also evidence for Unit 3 AC 1.3</p> <p>For AC 3.9 you should confirm that you obtain and document appropriate consent in line with protocols with a <b>witness statement</b> from a senior member of staff. You will also be observed taking informed consent during workplace assessments and these can be inked here.</p>
<p><b>4.1 – 4.3</b></p>	<p><b>Resources:</b> Professional Practice eBook Chapter 3 Sections 3.1 and 3.2</p> <p>Evidence to meet AC 4.1 will be linked from workplace assessments <b>Direct Observation of Practical/Procedural Skills (DOPS)</b>. For AC 4.1 you should demonstrate the following:</p> <ul style="list-style-type: none"> <li>• Provide all relevant information related to tests, investigations and treatment</li> <li>• Keep within the limits of confidentiality</li> <li>• Know the importance of introducing self and explaining own role to every patient</li> <li>• Treat every person with compassion, dignity and respect and maintain the confidentiality of the patient and patient information</li> <li>• Uphold the rights and autonomy of every patient</li> <li>• Explain how to support patients to manage their own care as appropriate</li> <li>• Develop partnerships with patients/carers/families</li> <li>• Explain the rights of patients with regard to giving informed consent for treatment when required.</li> </ul>



	<p>For AC 4.2 you could submit a <b>reflective account</b> in which you consider the experience of patients attending eye clinics, and the factors responsible for meeting or compromising their rights, dignity, privacy and confidentiality.</p> <p>For AC 4.3 you could submit a <b>reflective account</b> on situations and circumstances in your workplace where the quality and safety of patient care has been compromised, the lessons learned and the steps that could be taken to redress the situation.</p>
<p><b>5.1 – 5.5</b></p>	<p><b>Resources:</b> Professional Practice eBook Chapter 3 Section 3.3 and Chapter 4 Section 4.1</p> <p>For ACs 5.1 to 5.5 you should prepare an <b>assignment</b> of between 500 and 1,000 words.</p> <ul style="list-style-type: none"> <li>• For AC 5.1 you should outline the regulatory framework for all levels of healthcare science practice, to include the Academy for Healthcare Science and the Health and Care Professions Council</li> <li>• For ACs 5.2 to 5.5 you should include the following: <ul style="list-style-type: none"> <li>○ The need to work within own agreed scope of practice and the limits of own personal competence</li> <li>○ Own role in the diagnostic and therapeutic process and in maintaining health and well-being</li> <li>○ Seeking advice or refer to another professional appropriately</li> <li>○ Exercising own professional duty of care</li> <li>○ Exercising professional judgement and practising within the legal and ethical boundaries of the role of a healthcare science associate</li> <li>○ The need, where appropriate, to hold indemnity insurance</li> <li>○ The importance of probity and honesty in all aspects of own professional practice</li> <li>○ Procedures to follow if cautioned, charged with a criminal offence, suspended, or have restrictions placed on personal scientific, clinical or professional practice anywhere in the world</li> <li>○ The importance of personal health and well-being to ensure personal performance and judgement is not affected by your own health.</li> </ul> </li> </ul>
<p><b>6.1 – 6.3</b></p>	<p>Evidence for ACs 6.1 – 6.3 should come from your work practice.</p> <ul style="list-style-type: none"> <li>• Evidence for AC 6.1 includes <b>witness statements</b> from senior colleagues, workplace assessments including <b>direct observations (DOPS) and oral questioning</b>. You can include a <b>reflective account</b> of situations where you may have been under pressure to work beyond your scope of practice, or in situations where quality or health and safety have or could be compromised.</li> <li>• Evidence for AC 6.2 can include <b>work products</b> demonstrating participation in audit and research, in development of guidelines and standard operating procedures, or a report on the evidence base, for example NICE guidelines, for the investigations and procedures that you undertake. This can be linked from Unit 5 Technical Scientific Services AC3.1 – 3.2 and Unit 7 Audit, Research, Development and Innovation</li> <li>• Evidence for AC 6.3 can include <b>reflective accounts</b>, supported by <b>witness statements</b>, where you have made professional judgements outside your routine clinical practice, for example when a patient has been unable to perform a requested investigation, or when the results show and unexpected deterioration in the patient's condition.</li> </ul>

**7.1 – 7.8**

**Resources:** Professional Practice eBook Chapter 3 Section 3.4

You should prepare an **assignment** of approximately 250 to 500 words.

- For ACs 7.1 to 7.5 and 7.7 this should include definitions of ‘mental well-being’, ‘mental health’ and ‘mental ill-health’, the prevalence of mental health problems in the UK population, and the underpinning principles and factors that promote and protect mental health and well-being. You should discuss the importance of promoting positive mental health for patients, colleagues and yourself, the key factors in protecting and supporting good mental health, and resources and methods to develop emotional resilience and literacy. You should discuss how mental health conditions may influence a person’s needs in relation to the care that they may require, how positive attitudes towards those with mental health conditions, dementia or learning disabilities will improve the care and support they receive. You should describe adaptations to your own practice to support people with mental health conditions including learning disabilities, and the meaning of mental capacity in relation to how care is provided.
- For ACs 7.6 to 7.8 you could perhaps discuss the effects of excess demand, limited resources and workplace restructuring on the mental health of staff delivering care, or the consequences of bullying and harassment, and the measures available to support staff, including support from occupational health, and measures to reduce conflict in the workplace.
- You could also discuss the mental health consequences for patients losing their vision, and the advice and support available to them.

For AC 7.8 you should provide a **witness statement** that you promote mental health and well-being

## APPENDIX A

### Marking Template for assignments and presentations graded as competent / action required

	Good	Satisfactory	Unsatisfactory	Comments
Structure and presentation				
Uses own words except when quoting – <i>authenticity</i>				
Meets assessment criteria – <i>validity and sufficiency</i>				
Citation and referencing				
Relates knowledge and understanding to own practice				
Demonstrates self-awareness and reflection				
Evidence from current practice (2-3 years) - <i>currency</i>	Yes / No			
Overall Comments				
Outcome	PASS		ACTION REQUIRED	

The good and satisfactory grades are *indicative only* to give feedback on the overall quality of the work. Work is marked as Pass/Action required, thus the highest grade is a **pass**.

#### What the results mean:

**Pass:** is achieved when all the assessment criteria are met and the work is graded as good or satisfactory.

**Action required:** Work can be resubmitted after the issues raised in the feedback have been addressed. If following resubmission, the work remains unsatisfactory, the assessor will seek advice from the internal verifier.

## APPENDIX B

### Witness statement

A witness statement is used to provide a written record of learner performance against targeted assessment criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the learner in the given situation.

The quality of witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the assessment criteria, if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance
- the evidence requirements are present on the witness testimony (this may need further clarification for a non-assessor)
- the learner or witness also provides a statement of the context within which the evidence is set.

#### **Please note:**

A witness statement is a source of evidence and **does not** confer an assessment decision.

The assessor must:

- consider all the information in the witness statement
- note the relevant professional skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- it may be helpful to collect specimen signatures
- all witness testimonies should be signed and dated by the witness
- information of their job role/relationship with the learner should also be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it.

## APPENDIX B continued

### WITNESS STATEMENT

<b>Learner name:</b>			
<b>Qualification:</b>			
<b>Unit number &amp; title:</b>			
<b>Description of activity undertaken</b> (please be as specific as possible)			
<b>Assessment criteria</b> (for which the activity provides evidence)			
<b>How the activity covers the requirements of the assessment criteria, including how and where the activity took place</b> (this does not confirm achievement of assessment criteria or confer an assessment decision)			
<b>Witness name:</b>		<b>Job role:</b>	
<b>Witness signature:</b>		<b>Date:</b>	
<b>Learner name:</b>			
<b>Learner signature:</b>		<b>Date:</b>	
<b>Assessor name:</b>			
<b>Assessor signature:</b>		<b>Date:</b>	

## APPENDIX C

### Direct Observation of Practical/Procedural Skills Template

Trainee name:	ID confirmed:   yes / no
Assessed by (name):	Job title or Professional role:
assessor / mentor / trainer / other (circle)	If other, please state

Unit title:					
Procedure / NOS:					
Prerequisite units completed:		yes / no			
		If no, reason:			
Number of times procedure performed by trainee (excluding assessments) (please circle):		1 - 4	5 - 9	10 - 20	>20
Formative assessment No.: (consecutive numbering of assessments)		Summative assessment No.: (consecutive numbering of assessments)			

<b>Scope / range of test / procedure:</b> (as specified e.g. adult / child, vision impairment, communication difficulty, ocular condition etc.)
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	The trainee should be able to:	C/NYC*	Comments
<b>Preparation</b>	Establish professional relationship with patient, identifying and addressing any special needs, analysing patient needs and maintaining patient confidentially.		
	Minimise risks and hazards including the control of infection in accordance with Health and Safety policies.		
	Ensure that all the required equipment is working correctly and safely.		
	Use effective communication skills within the healthcare environment adapting communication style and language to meet the needs of the listener.		
	Review a referral letter, retrieve the medical notes, greet patient, identify self, and check patient ID.		
	Explain the procedure to the patient and gain informed consent.		
<b>Performance</b>	List elements of procedure to be assessed		
<b>Documentation</b>	Accurately record all information, and sign, date, and state position held.		
<b>Further action</b>	Notify the appropriate member of the multidisciplinary team if unexpected or clinically significant information, and record actions in patient record.		
<b>Professionalism</b>	Reflect on and document practice and commitment to continuing professional development.		
	Keep professional, technical and scientific knowledge and skills up to date.		
	Plan and prioritise commitments and goals using a range of organisation and planning tools.		
	Comply with relevant guidance and laws to include those relating to <ul style="list-style-type: none"> <li>- Your scope of practice</li> <li>- Research Ethics and Governance</li> <li>- Patient Confidentiality</li> </ul>		

	<ul style="list-style-type: none"> <li>- Data Protection</li> <li>- Equality and Diversity</li> <li>- Use of Chaperones</li> <li>- Informed Consent</li> </ul>		
	Work constructively and effectively as a member of a multi-disciplinary team.		

**\*C = Competent NYC = Not Yet Competent**

Please grade the following areas using the scale below	Below expectations	Borderline	Meets expectations	Above expectations	Unable to comment. <sup>1</sup>
1. Understands scientific principles of procedure including underpinning basic science					
2. Has read, understands and follows the appropriate SOP's, risk and COSHH assessments, and any other relevant health and safety documentation					
3. Understands and applies the appropriate internal and external quality control associated with the procedure					
4. Understands the risks associated with items of equipment and uses them appropriately					
5. Accurately completes associated documentation					
6. Output meets accepted laboratory/professional standards					
7. Carries out the procedure within appropriate time frame					
8. Is aware of the limitations of the test					
9. Demonstrates awareness of the limits of responsibility and when to seek advice					
10. Professionalism					

<sup>1</sup> Please mark this if you have not observed the behaviour

FEEDBACK AND DOCUMENTATION OF LEARNING NEEDS	AGREED ACTION

### Oral Questioning

	Question	Response	Comments
1			
2			
3	etc.		

<b>Outcome</b>	<b>Satisfactory Unsatisfactory</b>	<b>Date of assessment</b>		<b>Time taken for assessment:</b>	
<b>Signature of Assessor</b>		<b>Signature of Trainee</b>		<b>Time taken for feedback:</b>	