

Arrangements for:

**Higher National Certificate Allied Health
Professions: Diagnostic Imaging**

Group Award Code: G87T 15

**Higher National Certificate Allied Health
Professions: Radiotherapy**

Group Award Code: G87R 15

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

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History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date	Authorised by

1 Introduction

This is the Arrangement Document for the *new Group Award(s) in HNC Allied Health Professions: Radiotherapy and HNC Allied Health Professions: Diagnostic Imaging*, which were validated in *September 2005*. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

This Arrangements Document supports the new qualifications at SCQF level 7 for Assistant Practitioners in the Allied Health Professions. It relates both generally to the suite of Higher National Certificates designed for the Allied Health Professions and, more specifically, to the first two of these awards to reach validation:

HNC Allied Health Professions: Radiotherapy

HNC Allied Health Professions: Diagnostic Imaging

The HNC in Allied Health Professions is designed to equip students with the knowledge, understanding and skills required for success in current and future employment in Allied Health Professions in the National Health Service. It is developed in response to the need for a qualification to support the aims of workforce development in the NHS.

The HNC in Allied Health Professions will provide the knowledge, understanding and skills to enable students to achieve the professional standard required to work in Assistant Practitioner roles in Allied Health Professions. The award has been developed in a close working relationship with NHS Scotland and NES.

It should be noted that there have been no previous SQA Higher National Awards in this vocational area and that there is currently no intention to develop an award at HND level in this area.

2 Rationale for the development of the award

2.1 History of the HNC Allied Health Professions

In spring 2004, NES approached SQA about the development of vocational qualifications for assistant practitioners in Allied Health Professions. Consequently they commissioned SQA to develop Higher National Certificate qualifications for staff in these roles.

With the exception of the Care/Medical sector, the supply of HN frameworks is testament to a very active and vibrant college sector which continues to metamorphose its provision to meet local and national demand. The current activity of clarifying the map of qualifications for HN continues to be a vital one and will in itself bring greater clarity to the external market users of awards – employers and university.

It is possible to see that a key issue relating to training is about supporting those in the workplace. Therefore just as important as filling the gaps in a curricular/occupational sense, is the need to meet the varied demands of attendance including part time and distance learning modes for those in employment.

There is no previous qualification for this discipline at Higher National level in the SQA catalogue. The award shares some units with the HNC in Health Care.

2.2 National Framework

2.2.1

The new national frameworks and accompanying Unit specifications for both awards were produced during 2004/5, in response to two key factors.

The first is the work undertaken by SQA to modernise all HNs using new Design Principles which was begun in April 2003. This resulted in a considerable rationalisation of the range of HNs required by the college sector for future development and delivery needs. The team managing/overseeing the modernisation, the HN Key Partners Group (HNKPG) asked for a report to be presented which would identify if such rationalisation was occurring and what were the gaps. The paper produced by the HN Partnership Development Manager highlighted the area of Allied Health Professions as a key gap.

The second key factor was the concurrent work being undertaken by NHS through NES with appointment of development officers to develop this important area for the NHS. An approach was made to SQA to consider the development of an HNC for National delivery within the NHS. With the cooperation between NHS and SQA a design team was set up, appointed from college staff to develop the required HNC award.

With the continuing pressure on the NHS system there is a need to enhance the skills of those staff who already work closely with the registered professionals in physiotherapy, radiography and speech and language therapy departments. At this stage there is a poor provision of adequate training opportunities for the vocationally oriented and technically able staff. The HNC in Allied Health Professions is designed to meet this gap. It will be of interest that this model will be extended to other areas of the Allied Health Professions as time and demand progresses. There have for instance been early discussions with Audiology and Prosthetics/Orthotics. The document "Allied Health Professions in NHS Scotland" lists twenty such specialisms.

During development, a wide-ranging consultation has been conducted and formalised through market research undertaken by experienced consultants. NES has provided invaluable guidance at outset and has facilitated this further by development funding to produce Units and assessment exemplars. The development at each stage has been agreed and actioned in close consultation with NES, Higher Education Institutions and Professional Bodies. Indeed a sophisticated management structure was brought together by NES where the project management group worked with sub groups in each area of specialism. The subgroups had FE, HEI, Professional Body and NHS AHP Managers in membership.

Linked to this development was the production of Occupational Therapy Support distance learning materials for this HNC. Again the fact that NHS and SQA have developed these in a synchronous way is evidence of how well the development has been mapped out

The development of these awards and their inclusion to the SQA catalogue will be a substantial and important step in qualification development. The progressive way in which a template matches with other awards in the Care area is important and allows for future development of other awards for the NHS.

2.2.2

The awards have been designed to support part-time delivery modes in the first instance, principally for those already in employment in the NHS for whom no current HN award exists. They will have the potential for conversion to flexible delivery/blended learning to support the continual professional development (CPD) of Allied Health Professionals in employment. Eventually this proposal may be developed to a full time market in order to widen access to include new entrants who will be required for the deployment within the NHS. Further market research will be undertaken as anecdotal evidence suggests that newly developed Units may be in particular demand from employers for CPD purposes on a stand-alone basis.

2.2.3

The development process has taken full account of other awards providing training for new entrants and employees in the care areas. A range of qualifications exist for both HNC and SVQ provision.

The current HNC Health Care has two routes to certification:

1. The endorsed route with 12.5 credits and gives progression to Year 2 of Diploma in Nursing at a number of Universities
2. The other 'unendorsed' route is very similar but does not permit entry to nurse training with advanced standing.

A revised award is currently under development. This too addresses the needs of general health care workers and those seeking to enter nurse training

Within the SQA portfolio there is a wide range of SVQs predominately in the Care setting from levels II- IV.

Neither of these qualifications is seen as meeting the gap, or the needs of these Assistant Practitioners in the Allied Health Professions.

2.2.4 Management of the Development

The development has been carried out by a steering group consisting of members of staff in Anniesland, Motherwell and James Watt colleges overseen and guided by SQA. College staff worked closely with current practitioners in developing the specialist Units. Regular meetings have been held with NES, the Scottish Executive and representatives of QMUC, RGU, and GCU to ensure the award's professional credibility and to secure a progression route to University.

It is worth noting that discussions relating to Occupational Therapy Support had input from Edinburgh's Telford College and Langside College.

In addition a number of other staff from Inverness, Moray and Stevenson colleges have developed Units and participated in consortium meetings.

Linked to these developments have been discussions with related professional bodies. The development, in matching some of the material of Health Care, was also mindful of the links to National Occupational Standards.

As this was a new development, all Units were written and have been validated to the current Design Principles. The mandatory section of this award has some common Units with HNC Health Care which have been rewritten to the current Design Principles, thus ensuring common approaches. All the Units in the optional sections are new and no previous version was available from the catalogue.

2.2.5 The Initial Review Phase

The development process began following the previously mentioned paper on gap analysis and meetings with NHS and SQA at the Scottish Executive in Edinburgh. Key to these discussions was to ensure: -

1. The training needs of those who can support professional staff in prescribed areas can be met.
2. The training needs of staff who wish to facilitate onward progression to degree provision.

Some key caveats were set in place at these meetings and are essential to note for the development of this award. These are:-

- The delivery is initially to those already **in employment**
- It is initially, a part time route for entrants
- Requires flexible routes for certification.
- Consideration of remote access learners.

It is a development which sets out HNC (not HND) as the target.

An extensive consultation with stakeholders ensued, as outlined below:

Table 1

Stakeholder	Method of Consultation
Colleges	Student questionnaire College questionnaire
Employers	Letters of support
Professional Bodies	Meetings Letters of support

Higher Education Institutions	Meetings
NES & Clinical managers	Meetings

The consultation process confirmed considerable demand for the new awards, the relevance of the proposed content to employers and the value of developing articulation links with Universities.

2.2.6 The Development Phase

Between April 2004 and November 2004, the Qualification Design Team (QDT) managed the writing process for all revised/new Units (including the development of a new Graded Unit). Units were sent to SQA for validation by a panel including professional body representatives, educationalists, clinicians and SQA to ensure that vocational and educational requirements had been adequately met within the HN units.

In addition, the strategy for the development of core skills throughout the qualification was agreed.

2.2.7 The Scottish Credit and Qualification Framework

Due attention has been taken for the requirements of the Scottish Credit and Qualifications Framework (SCQF) during the design of these awards. This means that the HNC award will be broadly equivalent to the first year of a Scottish degree. Further discussion will develop as this award is delivered, but it is valuable for students with this award to have a level of acceptance to year 2 of a degree, should they wish to progress. This is expected to be a very small number, given that the students undertaking this award will be in employment. In order to facilitate progression, the three credit Unit 'Work Role Effectiveness' could be added to allow students to achieve 15 credits or 120 SCQF credit points which will be comparable to year 1 of a degree. Guidelines relating to the use by and assessment of candidates who may wish to proceed by this route are given later in this document.

SQA's HN design principles outline how the HNC award is at SCQF level 7.

Details of the SCQF level descriptors at level 7 are widely available. These level descriptors indicate the cognitive skills to be demonstrated at each level.

2.3 Title of the Group Awards

The consultation process revealed that Allied Health Professions is the current standard terminology used in the National Health Service. The terminology is consistent with that used in all current literature and is supplemented by the specialism selected by the candidate, e.g. Physiotherapy, Radiotherapy, etc. These have the overall aim of clearly identifying the work environment of the candidate,

providing the knowledge and competence required of Assistant Practitioners in the Allied Health Professions.

2.4 Rationale for the Awards

The HNC for Allied Health Professions was primarily initiated by NHS through NES. As the major employer in Scotland for care, a significant gap was identified in terms of care provision, training opportunities and progression. NHS Scotland has a requirement to detail workforce development needs within their strategic plans. NHS/NES have identified key partners, including SQA, to develop this award for Allied Health Professions.

Consultation with key stakeholders, SVQ, Professional Bodies and Allied Health Care Professionals, an HNC for Allied Health Professions was developed to help meet the sectors needs.

Currently there are no formal training routes for assistants to Allied Health Professionals. There is widespread in-house training, however, this varies from Board to Board and the value and impact of this training is difficult to standardise and is dependent on too many variables.

The nature and expansion of Allied Health Professions means that some assistants may find themselves working across two or more professions, such as physiotherapy and occupational therapy e.g. rehabilitation assistant, therapy assistant, etc. Allied Health assistants are also required to work with other medical teams, patient groups and on a one-to-one basis with patients. As active members of a health care team the assistants' roles are changing In some cases they are assisting Allied Health Professionals at a relatively high level of competency. The changing patterns of work and health assistants' role in the team demand a robust qualification which reflects the Allied Health assistants' abilities and values their contribution to the team.

Ongoing education and training activities in NHS Scotland now tends to involve not just one group of professionals, like physiotherapists, but a range of different professions (Scottish Executive 2003 document "Building on Success"). Given that it is anticipated that multi-professional education and research is anticipated for the future – the benefits of a core mandatory Units for support workers, who provide a worthwhile service, was felt to be essential.

3 Aims of the award

3.1 General aims of the award

In general, this HNC will provide students with the information that will enable them to develop the knowledge and skills that they require to carry out the role of an Allied Health assistant working with patients in a variety of health care settings.

The general aims for the award are as follows:-

1. To improve the quality of patient care within Allied Health
2. To provide a qualification which recognises the knowledge and skills required for the role of Allied Health Support Worker

3.2 Specific aims of the award

Specifically they will undertake a process of learning that will enable them to:

3. Understand the role, responsibilities and values expected of an Allied Health Support Worker
4. Support employment as an assistant practitioner in a health setting
5. Enable candidates to obtain the underpinning knowledge and skills to pursue a career in a wide range of professions, e.g. radiography, speech & language, etc.
6. Understand the specific legislation that impacts on Allied Health Professions
7. Provide a recognised educational qualification for “Assistant Practitioners” in Radiotherapy/Diagnostic Imaging. This role forms part of the new 4-tier structure for Radiography being developed in response to “Agenda for Change”.
8. Provide a recognised qualification to support future registration of “Assistant Practitioners” by the Society and College of Radiographers.

3.3 Target groups

The HNC Allied Health Professions has been designed primarily to support trainee assistant practitioners already employed in the clinical workplace and who are recommended by their employers. As a consequence of ‘Agenda for Change’ Allied Health Professions and local Health Boards are in the process of considering the exact role and scope of practice of assistant practitioners and other equivalent grades of staff. The level of practice represented in this award meets the existing guidelines of these bodies, however, we are aware the Qualification Support Team (QST) will need to review relevant aspects of the award as the role and scope of practice of these staff becomes more defined by the professions.

The fact that the mandatory core Units are common to all Allied Health Professions served by the award will facilitate transfer of assistant practitioners between specialisms, the formation of multi-skilled teams and multi-agency working. For the

same reasons, a substantial part of the core of these awards is common with that of the more general HNC Health Care.

The HNC Allied Health Professions may also be accessed by adults returning to education and by older school leavers. However for these client groups it is **essential** that sufficient, appropriately supervised and assessed specialist work experience is available. This requirement may introduce, in practice, a lower age limit to access, for example potential candidates under 18 could not work in a radiological environment.

It should be noted that many employers will accept this award only if it is delivered by a centre with professional body recognition as well as SQA accreditation. Such professional body recognition will normally involve, among other things, their specific agreement to each clinical experience site. The relevant body for these first two awards in the suite is The Society and College of Radiographers (SCoR).

3.4 Employment opportunities

3.4.1 Progression Routes to Higher Education

In designing the award, the QDT has been fully aware of the need for the qualifications to provide candidates with the relevant mix of competencies to meet the needs of their work roles whilst at the same time giving appropriate candidates an articulation route to degree study.

As universities embrace the ethos of credit transfer more fully, opportunities for progression will widen. In the short term:-

Radiotherapy & Diagnostic Imaging:

The award meets the general theory prerequisites for direct entry to year 2 of degree courses in Radiography at Scottish universities. Candidates would also need to evidence both investigation skills and sufficient and appropriate clinical experience. This could be achieved by use of the three credit Unit “Work Role Effectiveness”. Candidates hoping to progress by this route should check with university admissions staff, the exact requirements for diversity of clinical experience and its supervision and assessment **before starting** to assemble the portfolio of evidence for this work. It should also be noted that the additional achievement of these credits would also provide successful candidates with the necessary 120 SCQF credits points at SCQF level 7. Extended specific guidance notes are provided as a supplement to the candidate’s and assessor’s guides to this generic unit. These detail the specific clinical experience which a student must evidence both to gain appropriate professional body recognition and to enable progression to degree study. It should be stressed that the achievement of this Unit is not a prerequisite of gaining the award of HNC. However for some students it will be very appropriate to gather the portfolio of evidence for this Unit whilst studying for the HNC and it is particularly important that clear guidance is available to all candidates from the outset. Further support to centres is available from both SQA and SCoR.

Further development of this award will continue with other Allied Health specialised areas. Current areas of development are:-**Speech and Language Therapy & Physiotherapy.**

4 Access to awards

As with all SQA qualifications, access to the awards will be at the discretion of the centre. The following recommendations are for guidance only.

4.1 Work Experience

It is expected that the majority of candidates for this award will be employed in a relevant clinical environment at the grade of trainee Assistant Practitioner (or its equivalent) and will be recommended by their employers in registering for the award. Such candidates may not have the recommended formal academic entry qualifications.

4.2 Formal Qualifications

For candidates entering directly without previous relevant work experience, evidence of successful study at the following levels is recommended:

Science (Biology or Physics)	at SCQF level 6
English and/or Communication	at SCQF level 5

For such candidates, centres should note carefully the conditions relating to specific professional body accreditation and to specialist clinical work experience described in the previous Section.

4.3 Recommended core skills entry profile

See Section 6.4

4.4 Candidates whose first language is not English

5 Award(s) structure

Rationale for the Structure

The knowledge and competencies that the core Units of HNC Allied Health Professions encompass were derived from the recognition of the requirements of candidates and employers revealed through market research, gap analysis, consultation with Sector Skills Council relating to Vocational Qualifications, etc.

5.1 Framework

HNC AHP Framework: outline structure

Radiotherapy

Unit Title	Code	SCQF Credit Points	SCQF level	SQA Credit Value
Health Care Policy	DR3N 34	8	7	1.0
Psychology & Sociology in Health Care	DR3T 34	8	7	1.0
Physiology for Health Care Professions	DR3P 34	12	7	1.5
Positive Health Care for Individuals	DR3R 34	8	7	1.0
Communication: Writing Skills	DP5A 34	4	7	1.0
Allied Health Professions: Graded Unit 1	DX40 34	8	7	0.5
General Radiographic Anatomy	DW96 34	8	7	1.0
Radiation Physics: Foundations	DW9A 34	8	7	1.0
Patient Care in Radiography	DW99 34	8	7	1.0
Clinical Oncology: Introduction	DW94 34	8	7	1.0
Radiotherapy: Foundations	DW9C 34	8	7	1.0
Radiotherapy Procedures	DW9D 34	8	7	1.0

Diagnostic Imaging

Unit Title	Code	SCQF Credit Points	SCQF level	SQA Credit Value
Health Care Policy	DR3N 34	8	7	1.0
Psychology & Sociology in Health Care	DR3T 34	8	7	1.0
Physiology for Health Care Professions	DR3P 34	12	7	1.5
Positive Health Care for Individuals	DR3R 34	8	7	1.0
Communication: Writing Skills	DP5A 34	4	7	1.0
Allied Health Professions: Graded Unit 1	DX40 34	8	7	0.5
General Radiographic Anatomy	DW96 34	8	7	1.0
Radiation Physics: Foundations	DW9A 34	8	7	1.0
Patient Care in Radiography	DW99 34	8	7	1.0
Diagnostic Radiography: Introduction	DW95 34	8	7	1.0
Skeletal Imaging	DW9E 34	8	7	1.0
Visceral & Dynamic	DW93 34	8	7	1.0

Graded Unit

This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Allied Health Professions.

- To enable candidates to integrate knowledge, theory and practice effectively in a variety of Allied Health Professions settings
- To develop and apply a broad range of specialised vocational knowledge and skills, some of which involves recent developments and specialisms.
- To enable candidates to have a carer focus in their practice
- To prepare candidates for employment or to develop them in employment in a care setting
- To enable candidates to critically evaluate their practice and to be reflective practitioners
- To facilitate progression to University.

Core Skills Information

Please see Section 6.4 and Appendix 1.

5.2 Mapping information

Please see Appendix 3

5.3 Articulation, professional recognition and credit transfer

Links to Professional Body Qualifications

Throughout design of this programme careful reference has been made to the guidance of the Society and College of Radiographers contained within its documents *A Curriculum Framework for Radiography (2003)* and *Education and Professional Development: Moving Ahead (2003)*. Following this professional guidance the award has also endeavoured to ensure that National Occupational Standards in Clinical Imaging are fully reflected in the Outcomes. It is anticipated that candidates who complete all aspects of this award and demonstrate the necessary clinical skill and behaviours will be eligible for application to join the Society and College of Radiographer's voluntary register of Radiography Assistant Practitioners. However please note the guidance given in 3.4.1.

6 Approaches to delivery and assessment

6.1 Content and Context

This HNC qualification is designed to equip candidates with the knowledge, understanding and skills required for success in their present and future employment. This is a specific award which also aims to provide candidates with transferable skills that will enable them to meet changing circumstances, whether these arise from a shift in their own sphere of employment or promotion to supervisory or management roles. The main focus is to provide an educational foundation to support skills development and employment in the Allied Health Professions.

This HNC will support employment as an Assistant Practitioner in the Allied Health Professions. It will also give candidates the underpinning knowledge and skills to pursue a career in a wide range of practices, including radiography, physiotherapy, speech therapy, occupational therapy or nursing.

An important subsidiary aim of the qualifications is to enable candidates to progress to further academic and/or professional qualifications. The HNC facilitates progression and will gain currency as a progression route to alternative degree programmes under the Scottish Credit Qualifications Framework (SCQF).

In addition, all of the Units may be delivered as stand-alone qualifications.

6.2 Delivery and Assessment

6.2.1 Mode of Delivery

College-based flexible delivery is envisaged in the first instance, supported by the work-based development of practical competence.

6.2.2 Sequence of Delivery

Centres can choose an appropriate order in which they deliver the Units. There are few Units in the award where the prescribing of a sequence of delivery is appropriate to all candidate groups.

The inter-relationships between the Units are clearly indicated in the Unit descriptors.

6.2.3 Assessment

The opportunity for a holistic approach to assessment, made possible by the current Design Principles for HN awards, has been adopted where appropriate in the HNC Allied Health Professions.

Adoption of the current HN Unit specification has allowed evidence requirements and assessment guidelines to indicate opportunities where sampling of knowledge and skills is appropriate. This approach to assessment has been taken in an attempt to reduce the volume of assessment evidence that candidates are required to produce. This should also reduce the marking load on centres and release additional time for teaching and learning.

Some knowledge and understanding is assessed by closed-book tests carried out in college. However, projects are also used for this purpose. Some project work draws upon candidates' experiences in the clinical workplace and enhances the practical work and associated case logs. Project reports are, in some cases, completed in controlled conditions.

Knowledge and understanding is also assessed by the Graded Unit. The Graded Unit is a Project: Practical Assignment.

The assessment of practical skills is included in most Units. In some cases these skills are assessed in college for the following reasons:

- to ensure that candidates are sufficiently competent to meet the reasonable expectations of the Allied Health Profession.
- to ensure that candidates are able to operate safely in the Allied Health area
- to demonstrate that candidates can transfer routine practical skills and apply them to unfamiliar situations

In other cases, practical skills are assessed in the workplace by identified assessors. This approach has been taken to reduce the overall assessment load. As noted above, this practical experience and associated case logs form the basis of investigative and evaluative project work.

Assessment of some Outcomes involves project work with a requirement for planning, critical evaluation and recommendations for improvements.

For Assessment strategy, please see Appendix 2.

6.2.4 Flexible Learning

Flexible delivery modes are possible in the longer term through the development of distance learning delivery and the accreditation of prior learning (APL). This would enable work-based candidates in employment to achieve Units and work towards the completion of an award at HNC level.

6.3 Graded Unit

The purpose of the Graded Unit is to assess the candidate's ability to integrate and apply the knowledge and/or skills gained in the individual Units to demonstrate that they have achieved the principal aims of the group award. In addition, the Graded Unit is also used to grade candidate achievement.

For HNC Allied Health Professions, the most appropriate form of Graded Unit is a Project: Practical Assignment.

Candidates will be prepared for the Graded Unit during normal delivery time. This Graded Unit will be introduced early in the year of delivery and the Practical Assignment will be submitted towards the end of the programme.

6.4 The Development of Core Skills

Core skills are the broad transferable skills that people need to be full, active and responsible members of society. SQA's core skills framework provides a set of nationally agreed standards for five core skills at each of five levels from Access 2 (SCQF level 2) to Higher (SCQF level 6). The core skills and their components are shown in the table below.

Core skill	Component
<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Written Communication (Reading & Writing) • Oral Communication
<ul style="list-style-type: none"> • Numeracy 	<ul style="list-style-type: none"> • Using Graphical Information • Using Number
<ul style="list-style-type: none"> • Information Technology 	<ul style="list-style-type: none"> • Using Information Technology
<ul style="list-style-type: none"> • Problem Solving 	<ul style="list-style-type: none"> • Critical Thinking • Planning and Organising • Reviewing and Evaluating
<ul style="list-style-type: none"> • Working with Others 	<ul style="list-style-type: none"> • Working with Others

The recommended core skills entry profile for the HNC award is:

- Communication SCQF level 5
- Information Technology SCQF level 4
- Numeracy SCQF level 4
- Problem Solving SCQF level 4
- Working with Others SCQF level 4

The general aims of the Higher National Certificate in Allied Health include developing a range of personal and key skills which will improve ability, confidence and employability.

All teaching and learning activities of the programme provide a context for developing and enhancing the five core skills to levels significantly beyond recommended entry levels. Several core skill elements are subsumed within the context of assessment. Candidates who achieve the HNC award will have the opportunity to develop aspects of the core skills to the following levels:

- Communication SCQF level 6
- Numeracy SCQF level 5
- Information Technology SCQF level 5
- Problem Solving SCQF level 5
- Working with Others SCQF level 5

Appendix 1 provides details of the opportunities for the development of core skills throughout the award. The signposting guide focuses on the principal areas offering opportunities for core skills development.

Additional skills recognised as critical by employers and Universities, such as meeting deadlines, attention to detail, personal target setting and dealing effectively with clients are not precisely reflected in the SQA core skill specifications. Awareness and development of these skills is also incorporated into the award by a range of Units, and by the requirement for candidates, supported by tutors, to take responsibility for their learning programme.

The Graded Unit integrates the knowledge and skills developed and it provides further opportunities for candidates to demonstrate transferable skills and opportunities to achieve at grades A, B and C.

7 General information for centres

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Internal and external moderation

All instruments of assessment used within this/these Group Award(s) should be internally moderated, using the appropriate policy within the centre and the guidelines set by SQA.

External moderation will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external moderation can be found in SQA's *Guide to Assessment and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

Professional Recognition

As detailed in earlier sections of this document, these awards were developed at the request of, and in close consultation with, NHS Education Scotland. They were developed primarily for those already employed in appropriate roles in clinical environments. Before undertaking delivery of the awards, centres **must** consider the requirements for appropriate professional body recognition both of their centre and of the programme of study being offered. This will usually be required to be "HNC + work role effectiveness Unit". Introductory guidance is given in Section 3 but centres should consult the relevant professional body for current information.

Centres considering accepting students not currently in employment should note the need for appropriate specialist placement in a clinical site approved by the professional body.

8 General information for candidates

HNC Allied Health Professions

The main focus of this award is to provide an educational foundation to support skills development and employment in the Allied Health Professions.

The HNC qualification in Allied Health is designed to equip you with the knowledge, understanding and skills required for success in your present and future employment.

This is a specific award which also aims to provide you with transferable skills that will enable you to meet changing circumstances, whether these arise from a shift in your own sphere of employment or promotion to supervisory or management roles.

The course will allow you:

- ◆ to build upon your existing knowledge and skill, allowing you to fulfill your potential both professionally and academically
- ◆ to gain a formal academic qualification recognising and acknowledging your role within the Allied Health team
- ◆ to acknowledge and build upon existing transferable skills allowing you the opportunity to pursue a career in a wide range of practices
- ◆ to progress to further academic and/or professional qualifications.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF see Appendix 2 or visit the SCQF website at www.scqf.org.uk.

SCQF credits: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8 (see Section 6 for further information on this).

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, e.g. HN Units in Information Technology or Communications.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

APPENDIX 1:

Core Skills Signposting Summary for HNC Allied Health Professions: Radiotherapy & HNC Allied Health Professions: Diagnostic Imaging

Under the current design principles, HN Group Awards must demonstrate opportunities for Core Skill development. This can be achieved through:

- 1 Formal certification (via carrier HN Units or embedding in HN vocational units).
- Or
- 2 Signposting development opportunities for Core Skills through the teaching and learning of HN Units.

Unit No	Unit Name	Written Comms - Reading	Written Comms - Writing	Oral Comms	Using Graphical Info	Using Number	Using IT	Problem Solving – critical thinking	Problem Solving – planning & org.	Problem Solving – review & eval.	WWO
	Health Care Policy	5S	5S	5S			4S	5S	5S	5S	5S
	Psychology & Sociology in Health Care	5S	5S					5S	5S	5S	
	Physiology for Health Care Professions (x1.5)			5S	5S	5S		5S	5S		5S
	Positive Health Care for individuals	5S	5S				4S	5S	5S	5S	5S
	Communication: Writing Skills (0.5)	6S	6S								
	Graded Unit	6S	6S	5S	5S		4S	5S	5S	5S	5S
	General Radiographic Anatomy							5S	5S	5S	
	Radiation Physics: Foundations					5S		5S	5S	5S	
	Patient Care in Radiography	5S	5S	5S				5S	5S	5S	6S
	Clinical Oncology: Introduction	6S	6S	6S			4S	5S	5S	5S	
	Diagnostic Imaging: Introduction	6S	6S	6S				5S	5S	5S	5S
	Radiotherapy: Foundations	6S	6S	6S				5S	5S	5S	5S
	Visceral & Dynamic Imaging							5S	5S	5S	5S
	Radiotherapy Procedures				5S	5S		5S	5S	5S	
	Skeletal Imaging	6S	6S	6S				5S	5S	5S	5S

Enter level and S for signposted and C for certificated

APPENDIX 2: HNC Allied Health Professions

Assessment Strategy

Unit title	Credit Value	Propose Level	Assessment Type	Assessment Duration (where appropriate)
Health Care Policy	1	7	Integrated Case study	
Psychology & Sociology in Health Care	1	7	Extended response	
Physiology for Health Care Professions	1.5	7	Multiple Choice, short answer response, restricted response	
Positive Health Care for individuals	1	7	Integrated Case Studies	
Communication: Writing skills	0.5	7	Holistically by a written document	
Graded Unit	1	7	Practical Assignment	
General Radiographic Anatomy	1	7	Objective Structured Radiographic Examination (OSRE), Oral and/or written questions	
Radiation Physics: Foundations	1	7	Short closed book assessments	
Patient Care in Radiography	1	7	Patient case study Practical examination	
Clinical Oncology: Introduction	1	7	Research based investigation	
Diagnostic Imaging: Introduction	1	7	Holistic unit assessment, organisation study/patient information leaflet	
Radiotherapy: Foundations	1	7	Case study & short closed book multiple choice	
Visceral & Dynamic Imaging	1	7	Short closed book multiple choice questions	
Radiotherapy Procedures	1	7	Objective Structured Radiography Examination (OSRE), oral and/or written questions	
Skeletal Imaging	1	7	Short closed book multiple choice questions	

APPENDIX 3: Mapping of aims to Units

Group Award: HNC Allied Health Professions: Radiotherapy & HNC Allied Health Professions: Diagnostic Imaging

Unit No	Unit Name	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8
	Health Care Policy	X	X		X	X	X	X	X
	Psychology & Sociology in Health Care	X	X		X	X		X	X
	Physiology for Health Care Professions	X	X		X	X		X	X
	Positive Health Care for individuals	X	X	X	X	X	X	X	X
	Communication: Writing skills	X	X		X	X		X	X
	Graded Unit	X	X	X	X	X	X	X	X
	General Radiographic Anatomy	X	X	X	X	X		X	X
	Radiation Physics: Foundations	X	X	X	X	X	X	X	X
	Patient Care in Radiography	X	X	X	X	X	X	X	X
	Clinical Oncology: Introduction	X	X	X	X	X	X	X	X
	Diagnostic Imaging: Introduction	X	X	X	X	X	X	X	X
	Radiotherapy: Foundations	X	X	X	X	X	X	X	X
	Visceral & Dynamic Imaging	X	X	X	X	X	X	X	X
	Radiotherapy Procedures	X	X	X	X	X	X	X	X
	Skeletal Imaging	X	X	X	X	X	X	X	X

