



# **Group Award Specification for: HNC Social Services**

**Group Award Code: GK89 15**

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# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The HNC in Social Services is a revision of the HNC Social Care validated in 2004, and this revision, has been initiated as part of the normal SQA 5 year cycle and the desire to widen access to employment opportunities in the Care area that are a result of the changing needs of the sector.

The timing of this Review links to several developments in the Social Services:

- ◆ The Review of the National Occupational Standards (NOS) for Care
- ◆ The desire to bring learning for adult care and children and young people's care closer together
- ◆ The increasing changes of job roles within the Social Services Sector
- ◆ The continued movement towards supporting individual's in their own home rather than in Residential Care wherever possible
- ◆ The revision of the Honours Degree's in Social Work and Childhood Practice
- ◆ SQA's revision of ALL HNCs, with new improved design rules

The consultations took account of all of these factors. As a result, this new HNC in Social Services offers learners the opportunity to gain knowledge and skills, which will enable them to work in a wider range of Care settings. Phases 1 and 2 of the SSSC's criteria for residential childcare practitioners, and adult residential care practitioners include the HNC among the qualifications for registration.

The award shares a common core with the newly revised HNC Childhood Practice at SCQF level 7. One of the main features of the common core is afford learners the opportunity to develop the common knowledge and skills reflected in the revised National Occupational Standards while recognising areas of specialism, which are further developed in award specific Units and option Units.

The Evidence Requirements and Assessment Guidance allow and encourage learners a greater variety of Optional Units, selected to take account of the variety of job roles. In addition, the choice of Options also provides areas of learning which would be suitable as 'stand-alone' Units for Continuous Professional Development (CPD).

The flexibility in the framework of this HNC makes the Award suitable for full and part time learners wishing to develop or improve their knowledge and skills about the Care world, and to seek employment in this field. All learners will have the opportunity to develop their Core Skills throughout the course, the specifics of which are contained in the individual HN Unit descriptors.

Workplace Practice is of primary importance in the HNC awards in Care. Workplace Practice will be assessed either in the learner's place of work, or in the case of full-time learners, in a placement setting. Practice competence, will be assessed through the achievement of three mandatory SVQ Units from the new SVQ Social Services at level 3 (SCQF level 7).

## 2 Qualification structure

This Group Award is made up of 12 SQA Unit credits. It comprises of a minimum of 96 SCQF credit points of which 68 are at SCQF level 7 in the mandatory section including a Graded Unit of 8 SCQF credit points at SCQF level 7. A mapping of Core Skills development opportunities is available in Section 5.3.

### 2.1 Structure

The qualification is a Group Award Higher National Certificate (HNC) in Social Services and comprises of the following Units at SCQF level 7. In order to qualify for the full HNC award learners must undertake 12 credits made up as detailed below:

- ◆ four taught mandatory core Unit credits
- ◆ one Graded Unit credit
- ◆ one mandatory option Unit credit
- ◆ three selected optional Unit credits
- ◆ three mandatory workplace vocational Units at SCQF level 7

The following three tables will show how the award is designed. The tables list the Units indicating the SQA credit value, SCQF level and credit points.

#### Mandatory Units

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
H8MN	34	Care in Contemporary Society	7	8	1
H8KC	34	Leadership Starts with Me	7	8	1
H8MM	34	Health Wellbeing and Safeguarding	7	8	1
H8WM	34	Lifespan Development Theoretical Approaches	7	8	1
H5LD	04	Promote Health, Safety and Security in the Work setting	7	10	1
H5LE	04	Develop your Practice through Reflection and Learning	7	9	1
H8X9	34	Social Services: Graded Unit 1	7	8	1
H5RY	04	Promote Effective Communication	7	9	1
		<b>OR</b>			
H5LC	04	Promote Effective Communication	7	9	1

### Mandatory Optional Unit must be taken

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
H8NM	34	Care Practice	7	8	1

### Optional Units — three Units must be taken

4 code	2 code		SCQF level	SCQF credit points	SQA credit
FY1D	34	Promoting Quality of Life Through Dementia Skilled Practice	7	8	1
DJ1N	34	Understanding and Supporting Behaviour	7	8	1
DH44	34	Mental Health Issues in a Care Setting	7	8	1
F9D9	34	Administration of Medication	7	8	1
F86Y	35	Developing the Individual Within a Team	8	8	1
FM96	34	Health and Social Care: Personalisation in Practice	7	8	1
FN28	34	Health Promotion in a Changing Society	7	16	2
H1MX	34	Promoting Positive Behaviour	7	16	2
H3LD	34	Learning Disability: Current Policy Issues in Care	7	8	1
DM6D	34	Supporting Individuals with Autistic Spectrum Disorder	7	8	1
DH45	34	Working with Autism	7	8	1
FX9G	33	Telehealthcare Response	6	8	1
F6CW	34	Health and Social Care: Supervise the Protection of People	7	8	1
DH3W	34	Understanding Loss and the Process of Grief	7	8	1
H994	34	Collaborative working	7	8	1
DM0F	34	Caring for Young People in Secure Care Settings	7	8	1
H990	34	Supporting Children and Young People with Additional Support Needs	7	8	1
H98Y	34	Supporting Children and Young Peoples Behaviour	7	8	1

The qualification is at SCQF level 7. This reflects the level of knowledge required to develop practice and provides a foundation for further study of Social Services practice at SCQF level 8 and 9. This award will replace the 2004 HNC Social Care.

## 3 Aims of the qualification

The principle aim of the HNC Social Services is to prepare learners to work effectively in a wide range of care settings.

### 3.1 General aims of the qualification

The range of broad aims that are generally applicable to the HNC are:

- ◆ Developing transferable skills including Core Skills
- ◆ Developing personal effectiveness
- ◆ Developing critical and evaluative thinking
- ◆ Developing problem solving skills
- ◆ Enabling progression within SCQF including progression to HE
- ◆ Providing opportunities for career planning and enhancing learners' employment prospects

### 3.2 Specific aims of the qualification

The main aim of the HNC is to provide an integrated course of values skills and knowledge, to equip learners to work effectively in a range of care settings. It also aims to provide an award flexible enough to meet the needs of employers, hence the inclusion of National Occupational Standards (three mandatory SVQ Units).

Optional Units have been developed to meet the varying demands and needs of the sector and to provide, continuing professional development opportunities.

The specific aims are:

- 1 to enable learners to demonstrate an understanding of the values which underpin work in social care settings.
- 2 to enable learners to understand how the National Care Standards and SSSC Codes of Practice should inform their practice.
- 3 to enable learners to integrate values, skills and knowledge effectively in a variety of social care settings.
- 4 to enable learners to develop skills appropriate for working with a range of individuals in care settings.
- 5 to enable learners to have an individual and person centred focus in their practice.
- 6 to assist learners to practice in an anti-discriminatory manner.
- 7 to prepare learners for employment in a care setting, and to develop the skills of existing care practitioners.
- 8 to enable learners to critically evaluate their practice and to be reflective practitioners.
- 9 to enable learners to develop a working knowledge of current legislation, policy, procedures and practice methods.
- 10 to enable learners to engage in continuing professional development.
- 11 to facilitate progression (for those who wish) to higher education.

### 3.3 Graded Unit

The Graded Unit is a project the purpose of which is to confirm learner's competence across each of the mandatory Units in the Group Award with a focus on the option Units selected in their area of specialism.

Prior to commencing the assessment for the Graded Unit learners must have successfully achieved a pass mark for each of the Unit assessments contained in the mandatory section of the HNC.

Learners are required to demonstrate their ability to relate theories that underpin their practice to a chosen situation from their workplace.

Completion of the mandatory Units should enable them to consider topics essential to practice which they can then relate to the practice specific areas they are developing in their Graded Unit.

## 4 Recommended entry to the qualification

The following information, on prior knowledge skills experience or qualifications that provide suitable preparation for this qualification provided by the Qualification Design Team are for guidance only.

Applicants should have an understanding of the values and communication skills essential in the delivery of care. Communication skills may be demonstrated through achievement of: certificated courses, Core Skills *Communication* at Higher level, Higher English or other communication Units at SCQF level 5 or 6. Alternatively, applicants may be deemed to be at the appropriate level by a reference preferably from employers and/or through verbal and/or written evidence at interview.

It is preferable, but not essential, that applicants have some experience of care work; this can be either, paid or voluntary as well as relevant qualifications at SCQF level 5 and 6, or equivalent from other awarding bodies in a related area.

Entry to this qualification is at the discretion of the centre.

### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification.

The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Within the HNC there are opportunities to enhance the Core Skills of:

*Communication* at SCQF level 6

*Information and Communication Technology (ICT)* at SCQF level 6

*Problem Solving* at SCQF level 6

*Working with Others* at SCQF level 6

*Numeracy* at SCQF level 6

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	5	Research Project, Case Study, Reflective Account of Practice, Practical Assignment
Information and Communication Technology (ICT)	5	Research Project, Case Study, Reflective Account of Practice, Practical Assignment
Problem Solving	5	Research Project, Case Study, Reflective Account of Practice, Practical Assignment
Working with Others	5	Research Project, Case Study, Reflective Account of Practice, Practical Assignment
Numeracy	5	Research Project, Case Study, Reflective Account of Practice, Practical Assignment

## **5 Additional benefits of the qualification in meeting employer needs**

This qualification is designed to meet a specific purpose, what follows details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting these aims additional value will be achieved through linking the Unit standards with those defined in National Occupational Standards, and the Scottish Social Services Council (SSSC) requirements for registration. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through completing this qualification.



## 5.1 Mapping of qualification aims to Units

Code	Unit title	Aims										
		1	2	3	4	5	6	7	8	9	10	11
H8MN 34	Care in Contemporary Society	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H8KC 34	Leadership Starts with Me	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H8MM 34	Health Wellbeing and Safeguarding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H8WM 34	Lifespan Development Theoretical Approaches	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H5RY 04	Promote effective Communication	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H5LD 04	Promote Health Safety and Security in a Work Setting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H5LE 04	Develop your Practice through Reflection and Learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H8X9 34	Graded Unit 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H8NM 34	Care Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
FY1D 34	Promoting Quality of Life Through Dementia Skilled Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DJ1N 34	Understanding and Supporting Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DH44 34	Mental Health Issues in a Care Setting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F9D9 34	Administration of Medication	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F86Y 35	Developing the Individual Within a Team	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
FM96 34	Health and Social Care: Personalisation in Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
FN28 34	Health Promotion in a Changing Society	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H1MX 34	Promoting Positive Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Code	Unit title	Aims										
		1	2	3	4	5	6	7	8	9	10	11
H3LD 34	Learning Disability: Current Policy Issues in Care	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DM6D 34	Supporting Individuals with Autistic Spectrum Disorder	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DH45 34	Working with Autism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
FX9G 34	Tele healthcare Response	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F6CW 34	Supervise the Protection of People	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DH3W 34	Understanding Loss and the Process of Grief	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H994 34	Collaborative working	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DM0F 34	Caring for Young People in Secure Care Settings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H990 34	Supporting Children and Young People with Additional Support Needs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H98Y 34	Supporting Children and Young Peoples Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 5.2 Mapping of National Occupational Standards (NOS) Social Services

Code	Unit title	National Occupational Standard					
H8MN 34	Care in Contemporary Society	SCDHSC0031 underpinning knowledge	SCDHSC0033 underpinning knowledge	SCDHSC0035 underpinning knowledge			
H8KC 34	Leadership Starts with Me	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0033 underpinning knowledge and practice evidence	SCDHSC0035 underpinning knowledge and practice evidence			
H8MM 34	Health wellbeing and Safeguarding	SCDHSC0032 underpinning knowledge	SCDHSC0035 underpinning knowledge	SCDHSC0370 underpinning knowledge	SCDHSC0395 underpinning knowledge	SCDHSC03103 underpinning knowledge	
H8WM 34	Lifespan Development Theoretical Approaches	SCDHSC0031 underpinning knowledge	SCDHSC0033 underpinning knowledge	SCDHSC0035 underpinning knowledge	SCDHSC0348 underpinning knowledge	SCDHSC0344 underpinning knowledge	
H8NM 34	Care Practice	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0033 underpinning knowledge and practice evidence	SCDHSC0328 underpinning knowledge and practice evidence	SCDHSC0332 underpinning knowledge and practice evidence	SCDHSC0382 underpinning knowledge and practice evidence
H8X9 34	Graded Unit	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0033 underpinning knowledge and practice evidence	SCDHSC0035 underpinning knowledge and practice evidence	SCDHSC0328 underpinning knowledge and practice evidence	SCDHSC0351 underpinning knowledge and practice evidence

<b>Code</b>	<b>Unit title</b>	<b>National Occupational Standard</b>					
FY1D 34	Promoting Quality of Life Through Dementia Skilled Practice	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0035 underpinning knowledge	SCDHSC0328 underpinning knowledge and practice evidence	SCDHSC0393 underpinning knowledge and practice evidence	SCDHSC03112 underpinning knowledge and practice evidence
DJ1N 34	Understanding and Supporting Behaviour	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0035 underpinning knowledge	SCDHSC0328 underpinning knowledge and practice evidence	SCDHSC0389 underpinning knowledge and practice evidence	
DH44 34	Mental Health Issues in a Care Setting	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0035 underpinning knowledge	SCDHSC03112 underpinning knowledge and practice evidence		
F9D9 34	Administration of Medication	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0035 underpinning knowledge	SCDHSC0328 underpinning knowledge and practice evidence	SCDHSC03122 underpinning knowledge and practice evidence	
F86Y 35	Developing the Individual Within a Team	SCDHSC0031 underpinning knowledge and practice evidence	SFJCJ EC4 Underpinning knowledge and practice evidence	SCDHSC03121 underpinning knowledge and practice evidence			
FM96 34	Health and Social Care: Personalisation in Practice	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0328 underpinning knowledge and practice evidence	SCDHSC03112 underpinning knowledge and practice evidence	SCDHSC03123 underpinning knowledge and practice evidence		

<b>Code</b>	<b>Unit title</b>	<b>National Occupational Standard</b>					
FN28 34	Health Promotion in a Changing Society	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC3108 Underpinning knowledge	SCDHSC03103 Underpinning knowledge			
H1MX 34	Promoting Positive Behaviour	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0035 underpinning knowledge	SCDHSC0328 underpinning knowledge and practice evidence	SCDHSC0336 underpinning knowledge and practice evidence	
H3LD 34	Learning Disability: Current Policy Issues in Care	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0033 underpinning knowledge and practice evidence	SCDHSC0328 underpinning knowledge	SCDHSC0332 underpinning knowledge	SCDHSC0346 underpinning knowledge and practice evidence	
DM6D 34	Supporting Individuals with Autistic Spectrum Disorder	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0035 underpinning knowledge	SCDHSC0328 underpinning knowledge and practice evidence		
DH45 34	Working with Autism	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0035 underpinning knowledge	SCDHSC0328 underpinning knowledge and practice evidence		
FX9G 33	Tele-healthcare Response	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0035 underpinning knowledge	SCDHSC0343 underpinning knowledge and practice evidence		

Code	Unit title	National Occupational Standard					
F6CW 34	Supervise the Protection of People	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0032 underpinning knowledge and practice evidence	SCDHSC0387 underpinning knowledge and practice evidence	SCDHSC0394 underpinning knowledge and practice evidence	SCDHSC0395 underpinning knowledge and practice evidence	SCDHSC03100 underpinning knowledge and practice evidence
DH3W 34	Understanding Loss and the Process of Grief	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC03112 underpinning knowledge and practice evidence	SCDHSC0384 underpinning knowledge and practice evidence	SCDHSC0350 underpinning knowledge and practice evidence		
H994 34	Collaborative working	SCDHSC0031 underpinning knowledge and practice evidence	SCDHSC0328 underpinning knowledge and practice evidence	SCDHSC0394 underpinning knowledge and practice evidence	SCDHSC0399 underpinning knowledge and practice evidence		

### 5.3 Mapping of Core Skills development opportunities across the qualification(s)

Core Skills that will be developed in each Unit

Unit code	Unit title	Communication		ICT		Problem Solving		Working with Others				Numeracy
		Written	Oral	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution	Using Number
H8MN 34	Care in Contemporary Society	✓	✓		✓	✓	✓	✓	✓	✓	✓	
H8KC 34	Leadership starts with Me	✓	✓		✓	✓	✓	✓	✓	✓	✓	
H8MM 34	Health Wellbeing and Safeguarding	✓	✓		✓	✓	✓	✓	✓	✓	✓	
H8WM 34	Lifespan Development Theoretical Approaches	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
H5RY 04	Promote Effective Communication	✓	✓		✓	✓	✓	✓	✓	✓	✓	
H5LD 04	Promote Health, Safety and Security in the Work setting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
H5LE 04	Develop your Practice through Reflection and Learning	✓	✓		✓	✓	✓	✓	✓	✓	✓	
H8NM 34	Care Practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
H8X9 34	Graded Unit	✓	✓		✓	✓	✓	✓	✓	✓	✓	
FY1D 34	Promoting Quality of Life Through Dementia Skilled Practice	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
DJ1N 34	Understanding and Supporting Behaviour	✓	✓		✓	✓	✓	✓	✓	✓	✓	

Unit code	Unit title	Communication		ICT		Problem Solving		Working with Others				Numeracy
		Written	Oral	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution	Using Number
DH4434	Mental Health Issues in a Care Setting	✓	✓		✓	✓	✓	✓	✓	✓	✓	
F9D934	Administration of Medication	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F86Y35	Developing the Individual Within a Team	✓	✓		✓	✓	✓	✓	✓	✓	✓	
FM9634	Health and Social Care: Personalisation in Practice	✓	✓		✓	✓	✓	✓	✓	✓	✓	
FN2834	Health Promotion in a Changing Society	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
H1MX34	Promoting Positive Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
H3LD34	Learning Disability: Current Policy Issues in Care	✓	✓		✓	✓	✓	✓	✓	✓	✓	
DM6D34	Supporting Individuals with Autistic Spectrum Disorder	✓	✓		✓	✓	✓	✓	✓	✓	✓	
DH4534	Working with Autism	✓	✓		✓	✓	✓	✓	✓	✓	✓	
FX9G33	Telehealthcare Response	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
F6CW34	Supervise the Protection of People	✓	✓		✓	✓	✓	✓	✓	✓	✓	
DH3W34	Understanding Loss and the Process of Grief	✓	✓		✓	✓	✓	✓	✓	✓	✓	
H99434	Collaborative working	✓	✓		✓	✓	✓	✓	✓	✓	✓	



Unit code	Unit title	Communication		ICT		Problem Solving		Working with Others				Numeracy
		Written	Oral	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution	Using Number
DMOF 34	Caring for Young People in Secure Care Settings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
H990 34	Supporting Children and Young People with Additional Support Needs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
H98Y 34	Supporting Children and Young Peoples Behaviour	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

## 5.4 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Care in Contemporary Society	Integrated Research Project	Integrated Research Project	Integrated Research Project	N/A
Leadership Starts with Me	Case Study	Case Study	Case Study	Reflective Account
Lifespan Development Theoretical Approaches	Concept/Mind map for each stage of human development	Case Study	Case Study	N/A
Health Wellbeing and Safeguarding	Research Project	Research Project	Research Project	N/A
Promote Effective Communication	SVQ reflective account + written work from Unit assignments	N/A	N/A	N/A
Promote Health, Safety and Security in the Work setting	SVQ reflective account + written work from Unit assignments	N/A	N/A	N/A
Develop your Practice through Reflection and Learning	SVQ reflective account + written work from Unit assignments	N/A	N/A	N/A
Graded Unit 1	Project based Care Plan	Project based Implementation of Care Plan	Project based Evaluation of Care Plan	N/A
Care Practice	Case Study	Case Study	Case Study	N/A
Option Units Unit assessments will be integrated with mandatory Units				

## **6 Guidance on approaches to delivery and assessment**

The HNC is made up of 4 mandatory credits, 1 Graded Unit credit, 1 specialist optional credit and 3 optional credits and 3 SVQ Unit credits. Learners undertaking the HNC should be in a care practice work setting for a minimum of 60 days during the course. This practice element can be met either as a learner 'on placement' or if employed, their own workplace.

The HN Units will provide underpinning knowledge for Units of the SVQ 3 in Social Services and Healthcare guidance on the appropriate connections are to be found in the support notes for the individual HN Units.

There is flexibility in the order in which the HN Units can be delivered however it is recommended that centres consider opportunities for integration in both learning and assessment.

The principle of 'integrated or holistic assessment' is fundamental to all HNCs. The work learners undertake for a particular HN Unit may not solely link with this Unit alone and similarly, any one task undertaken in a care practice setting will provide evidence of skills and knowledge for more than one of the HN or SVQ Units.

While each HN Unit has very specific Evidence Requirements and assessment guidance, we strongly recommend that where overlaps between Units occurs an assessment from one Unit should be deemed to meet some or all the Evidence Requirements from other linked Units. Otherwise, learners will be over-assessed.

The purpose of the Graded Unit is to assess the learner's ability to retain and integrate the values, skills and knowledge gained in the mandatory Units; to assess that the learner has met the principal aims of the Group Award; and to grade learner achievement.

A portfolio of evidence for the 3 SVQ Units should be kept by the learner in order for them to progress to the full SVQ. It is also advisable for learners to keep copies of all their HN assessments (in the portfolio) as these will contribute to knowledge and possibly some practice evidence for further SVQ Units.

### **6.1 Sequencing/integration of Units**

Delivery of the four mandatory Units should form the first part of the HNC award, and be successfully completed prior to learners commencing assessment for the Graded Unit. The Graded Unit assessment is a project-based assignment; this takes the form of a Practical Assignment, which may then provide evidence for the vocational Units, which form an integral part of the Group Award.

## 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

The HNC Social Services is subject to approval by the Scottish Social Services Council and is a recognised practitioner qualification. The qualification may assist learners to articulate into second year of a range of BA degree programmes, or the planned PDA Residential Child Care at level 9. Learners need 120 credits at level 7 in order to progress to level 8.

### 6.2.2 Professional recognition

This award is subject to approval by the Scottish Social Services Council and is recognised as a practitioner qualification for registration. It is a required qualification for those working in all Residential Child Care settings.

### 6.2.3 Transitional Arrangements

Due to the substantial changes in the new HNC which has resulted in a change of title and a new Group Award there are no transitional arrangements. Learners undertaking the current HNC Social Care (G7ME 15) will have two years to complete from the validation date of the new qualification.

## **6.2.4 Credit transfer**

If a learner has achieved a pass for existing HN Units in the optional section of the new qualification credit transfer will be given. Credit transfer will also be given for the SVQs Units within the mandatory section for 2 years from the validation date of the new qualification for learners that have achieved the SVQ Units from the SVQ 3 Health and Social Care Awards.

## **6.3 Opportunities for e-assessment**

It is possible part or all of the taught programme could be delivered by e-learning however opportunities for e-assessment are limited due to the level of integration and the nature of the delivery of care to individuals.

The mandatory Units will be delivered primarily on a face to face and basis, SVQ Units in a workplace/placement setting The nature of the qualification does not make it suitable for distance/e-learning as much of the focus within the Units is based on team and collaborative working practices. However, there is scope to use on line portfolio building tools as a means for candidates to gather evidence for some assessments; this will be at the discretion of the centre.

## **6.4 Support materials**

Assessment Support Packs will be developed for all the mandatory Units in the new HNCs. The assessment support packs can be located on the SQA Secure site.

## **6.5 Resource requirements**

It is recommended centres have appropriate current knowledge and understanding of Care Services in order to deliver this HNC. Centre staff should be able to demonstrate knowledge and understanding of the Unit contents and have current relevant evidence of CPD. They should hold also a qualification relevant to the areas of the award they will deliver.

Those delivering assessment and internal verification for the SVQ Units contained in the award are required to be qualified in line with the assessment strategy for SVQ Social Services and Healthcare/Social Services (CYP).

The Assessment Strategy requires those who are working predominantly within the social services sector to hold a registerable qualification for the area and level of practice to be assessed however, assessors are not required to register with the SSSC.

It is the responsibility of the centre, to ensure that assessors have achieved, or are working towards, a registerable qualification as defined by SSSC, in the area of practice they are assessing. In addition, the assessor must hold qualifications equivalent to, or above, the level of award they are assessing and in the relevant area of practice.

The SSSC website provides a list of registerable qualifications for each area of practice.

If an assessor does not meet the above requirement, they must plan to work towards a listed qualification within the agreed timescale of three years as stated within the Assessment Strategy.

Centres should be equipped with the relevant equipment/resources to meet the in-room training delivery. In order to meet the practical element of the course centres must be able to provide appropriate placement experience for learners.

## 7 General information for centres

### Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

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

External verification 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 verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded Unit:** Graded Units assess learners' 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 learners to retain and adapt their skills and knowledge. (**Note to writer:** delete if not applicable to product type)

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

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

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## 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. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date



## 9 General information for learners

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

The HNC Social Services award is suitable for those seeking to work as a practitioner in the care sector as well as being suitable for those currently employed in this role.

This is a major revision of the HNC Social Care award validated in 2004 and this revision initiated as part of the normal SQA revision cycle, the revision of the National Occupational Standards in Care. It also reflects the desire to widen access to employment opportunities in the Social Care area that are a result of the changing needs of the sector. This has resulted in a change of title and new Group Award.

This new HNC Social Services offers you the opportunity to gain knowledge and skills, which will enable you to work in a wider range of care settings. The Scottish Social Services Council published the Qualifications Criteria for Registration of Care Practitioners in March 2004.

The HNC Social Services practice award identified as appropriate for practitioners and achievement of this qualification and the achievement of the SVQ award relevant to your work setting will allow you to register with the SSSC.

The award shares a common core of Units with the new revised HNC Childhood Practice at SCQF level 7. One of the main features of the common core is to afford you the opportunity to develop common knowledge and skills reflected in the revised National Occupational Standards while recognising areas of specialism, which are further developed in award specific Units.

The Evidence Requirements and Assessment Guidance allow you a greater variety of Optional Units, selected to take account of the variety of job roles. In addition, the choice of Options also provides areas of learning which would be suitable as stand-alone Units for Continuous Professional Development (CPD).

This Group Award comprises 12 SQA Unit credits and a minimum of 96 SCQF credit points of which 68 are at SCQF level 7 in the mandatory section. The mandatory section also includes a Graded Unit of 8 SCQF credit points at SCQF level 7. Core Skill components are signposted, which means you will be developing aspects of Core Skills through the teaching and learning approaches but not enough to attract automatic certification.

The main aim of the HNC is to provide an integrated course of values, skills and knowledge to equip you to work effectively in a range of care settings. It also aims to provide an award flexible enough to provide continuous professional development opportunities.

Specific aims are:

- ◆ to enable learners to demonstrate an understanding of the values which underpin work in social care settings.
- ◆ to enable learners to understand how the National Care Standards and SSSC Codes of Practice should inform their practice.
- ◆ to enable learners to integrate values, skills and knowledge effectively in a variety of social care settings.
- ◆ to enable learners to develop skills appropriate for working with a range of individuals in care settings.
- ◆ to enable learners to have an individual and person centred focus in their practice.
- ◆ to assist learners to practice in an anti-discriminatory manner.
- ◆ to prepare learners for employment in a care setting, and to develop the skills of existing care practitioners.
- ◆ to enable learners to critically evaluate their practice and to be reflective practitioners.
- ◆ to enable learners to develop a working knowledge of current legislation, policy, procedures and practice methods.
- ◆ to enable learners to engage in continuing professional development.
- ◆ to facilitate progression (for those who wish) to higher education.

You should have an understanding of the values and communication skills essential in the delivery of care. Communication skills may be demonstrated through achievement of: certificated courses, *Core Skills Communication* at Higher level, Higher English or other communication Units at SCQF level 5 or 6. Alternatively, applicants may be deemed to be at the appropriate level by a reference preferably from employers and/or through verbal and/or written evidence at interview.

It is preferable, but not essential, that applicants have some experience of care work; this can be either, paid or voluntary as well as relevant qualifications at SCQF level 5 and 6, or equivalent from other awarding bodies in a related area.

The HNC Social Services is subject to approval by the Social Services Council and is a recognised practitioner qualification. The qualification may assist learners to articulate into second year of a range of BA degree programmes, or the planned PDA Residential Child Care at level 9. Learners need 120 credits at level 7 in order to progress to level 8.