



Higher National Unit Specification

General information

Unit title: Clinical Skills for Care Practitioners (SCQF level 7)

Unit code: J4DT 34

Superclass: PA

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Unit purpose

This unit has been designed to enable the learner to develop the knowledge and competence to carry out clinical skills and calculations that are frequently used within the role of care practitioner. It has been designed to meet the range of skills required of learners in placement within the wide range of care and support professions. It prepares them for this role by exposing them to the practice of experienced practitioners and allows them to practice skills in a clinical environment. In addition, learners will also be introduced to pharmacokinetics and drug calculations. The unit will also enable learners to develop the knowledge and practical skills which underpin safe and effective person-centred care.

Outcomes

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

- 1 Demonstrate a range of foundation skills associated with safe and effective care practice.
- 2 Demonstrate evidence of achievement of core clinical skills and procedures.
- 3 Calculate numerical data relevant to care practice and medicine management.

Credit points and level

3 Higher National Unit credit at SCQF level 7: (24 SCQF credit points at SCQF level 7)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Learners should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications, for example Higher English, or a qualification equivalent to SCQF level 6 or by the completion of a pre course interview part of which could take the form of a written assignment. The skills to undertake this unit could also be demonstrated through an employer's reference or the process of application and interview. In addition to this, learners should preferably have undertaken some work experience, paid or voluntary, in a health care setting.

Core Skills

Achievement of this unit gives automatic certification of the following Core Skills component:

Core Skill component	Critical Thinking at SCQF level 5 Using Number at SCQF level 5
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There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this unit specification.

Context for delivery

This unit is included in the framework of the HNC Healthcare Practice. It is further recommended that this unit is taught at the beginning of the course prior to the learners commencing placement. The course team must select placements that will provide the learner with the range of opportunities to demonstrate the skills required by the outcomes. Learners must have a supervisor/assessor at the placement who is a registered practitioner and is fully conversant with the requirements of the unit.

In addition, the teaching of this unit should integrate with the units:

- ◆ *Principles of Professional Practice*
- ◆ *Safe Working Practice for Care*
- ◆ *Therapeutic Relationships: Understanding Behaviour*

To ensure that the learner has integrated their theoretical knowledge with application to practice; This unit will be assessed through a placement achievement document which must cover all of the necessary skills and knowledge and provide appropriate evidence to support achievement. Underpinning knowledge and understanding can be evidenced in the placement achievement document by responses to oral questioning by a registered practitioner.

Equality and inclusion

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

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

Higher National Unit Specification: Statement of standards

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

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

Outcome 1

Demonstrate a range of foundation skills associated with safe and effective care practice.

Knowledge and/or skills

- ◆ Approaches to professionalism
- ◆ Organisational policy/procedure, codes of professional conduct and legislation in relation to the following clinical procedures
- ◆ Bed-making techniques including those required for people who are unconscious or who have limited mobility
- ◆ Personal care
- ◆ Catheter care
- ◆ Assisting to eat and drink
- ◆ Continence management
- ◆ Moving and assisting
- ◆ Pressure area prevention and treatment
- ◆ Calculating and recording BMI
- ◆ Holistic care and models of care
- ◆ Assessment documentation and care plans
- ◆ Handwashing

Outcome 2

Demonstrate evidence of achievement of core clinical skills and procedures.

Knowledge and/or skills

Organisational policy/procedure, codes of professional conduct and legislation in relation to the following clinical procedures:

- ◆ Physiological measurements and monitoring
- ◆ Early warning scoring systems
- ◆ Obtaining and testing specimens and swabs
- ◆ Wound dressing aseptic non-touch technique
- ◆ Removal of sutures/staples
- ◆ Removal of IV cannula
- ◆ Removal of urethral catheter
- ◆ Stoma care
- ◆ Palliative/end of life care/last offices

Higher National Unit Specification: Statement of standards (cont)

Unit title: Clinical Skills for Care Practitioners (SCQF level 7)

Outcome 3

Calculate numerical data relevant to care practice and medicine management.

Knowledge and/or skills

In relation to the following procedures: Physiological measurements, specimen collection, body mass index, fluid balance.

- ◆ Recording of results:
 - Accurately
 - Graphically
 - Numerically

- ◆ Interpretation of results:
 - Interpretation of graphs
 - Recognition of normal values
 - Recognition of deviation from the norm

- ◆ Factors that can affect the reliability of results:
 - Environmental factors
 - Individual factors
 - Faulty equipment
 - Faulty technique

- ◆ Awareness of administration of medicine
 - Pharmacokinetics absorption, distribution, metabolism and excretion of drugs
 - Preparations of drugs

- ◆ Numerical skills required for accurate calculations including:
 - Addition
 - Subtraction
 - Multiplication
 - Division
 - Percentages
 - Decimals
 - Conversion eg, grams/milligrams/micrograms

Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

For Outcome 1 and 2

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

- ◆ use appropriate interpersonal skills when carrying out clinical skills identified in the unit knowledge and skills.
- ◆ by promoting safe practice which complies with employer's policies and procedures.
- ◆ by undergoing observation of practice by a qualified supervisor/assessor

In addition, it will be necessary for learners to provide evidence that they are aware that health care procedures should be documented in the care plan. It will also be necessary for the learner to recognise areas of competence and the parameters of their role.

Assessment of the outcomes is an on-going process that can occur when the opportunity arises in the placement learning experience. However, it is recommended that there is a formal meeting of the learner, the lecturer and the placement supervisor/assessor as necessary, to review the learner's progress. Where a different assessment model is to be used prior moderation of the assessment instrument(s) is recommended to ensure that the Core Skill component is still covered.

Outcome 3

The ability to record results of procedures accurately, using appropriate charts.

Learners will be required to:

- ◆ Interpret a graph
- ◆ Recognise a normal value
- ◆ Recognise deviation from a norm in relation to two procedures
- ◆ Identify factors that can affect the reliability of results
- ◆ Identify correct absorption and distribution of drugs
- ◆ Demonstrate numerical skills required for accurate calculations including, addition, subtraction, multiplication, division, percentages, decimals and conversion

Assessment guidelines

Outcome 1 and 2

An integrated assessment in the form of a placement assessment document should be used for recording evidence of the learner's clinical ability. A supervisor/assessor will observe the learner carrying out the identified competencies.

Evidence can be compiled in the form of checklists, completed recording sheets and reflective accounts. The learner must achieve 80% of the skills to achieve the placement assessment documentation.

Higher National Unit Specification: Statement of standards (cont)

Unit title: Clinical Skills for Care Practitioners (SCQF level 7)

Where the learner is unable to achieve 80% of the skills whilst on placement, simulation may be used for five skills in an observed structured clinical examination appropriate learning environment.

Outcome 3

A closed-book assessment of multiple-choice or short answer questions which meet the evidence requirements. This assessment may be completed online.

Calculators may be used in all parts of this assessment.

Learners will be required to achieve 80% (to maintain professional standard) to pass.

Assessments should vary from year to year and alternative assessments should be available for re-assessment or for use with different groups.



Higher National Unit Support Notes

Unit title: Clinical Skills for Care Practitioners (SCQF level 7)

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

While the exact time allocated to this unit is at the discretion of the centre the notional design length is 120 hours.

Guidance on the content and context for this unit

This unit is a mandatory clinical route unit in the HNC in Healthcare Practice.

This unit is primarily intended to help learners working in a care setting to contribute to individuals care by providing compassionate safe clinical care. It is essential that learners are aware that they need to achieve all evidence requirements for the award.

Outcomes could be taught and assessed in an integrated manner to ensure that the learners demonstrate a holistic approach to care. This unit may also be delivered as a stand-alone unit.

Current local and national policy, best practice statements, codes of conduct and national guidelines should be examined relating to all topics within all three outcomes

Outcome 1

This should be taught through classroom demonstration and it would be beneficial for learners to have the opportunity to become familiar with a range of equipment and procedures through classroom demonstration and practice prior to practical placement experience. Learners should have the opportunity to simulate situations in a practical classroom before they commence the clinical environment.

- ◆ **Professionalism** — Learners should include the purpose of professionalism and how to maintain professionalism. Upholding and enabling professionalism can also be included.

Learners should understand the importance of applying the values and principles from other parts of the HNC programme for example issues relating to informed consent, confidentiality, privacy, dignity, therapeutic relationship, person-centred care and health and safety should be discussed. Discussions should take place about the need to have organisational policies and learners should be encouraged to locate and read policies that exist within their placement workplace. The ability to recognise a need for professional and clinical supervision and to recognise limitations of one's competence should be discussed as central to good practice. Uniform policy, attendance and time keeping and the correct use of social media in relation to professionalism should also be discussed.

Higher National Unit Support Notes (cont)

Unit title: Clinical Skills for Care Practitioners (SCQF level 7)

Lecturer input should provide information on all of the elements listed below each clinical skill. Practical placement preparation should also include role-play and simulation to enable learners an opportunity to develop the ability to explain and carry out procedures safely and sensitively. Experts within the field could be involved as visiting speakers to ensure current evidence-based practice is delivered to provide underpinning knowledge in the following procedures:

Clinical procedures

- ◆ **Bed-making techniques** — including those required for people who are unconscious or who have limited mobility.
- ◆ **Personal care** — dressing, undressing, immersion bath, bed-bath, shower, skin care, mouth care, hair care, eye care, nail care, foot care and shaving.
- ◆ **Catheter care** — the following will be covered using national guidelines and local policy; appropriate hygiene measures to prevent infection, recognition of localised infection. Supporting individuals who have urinary catheters. The equipment/materials required for urinary catheterisation and insertion and maintenance care plans.
- ◆ **Eating and drinking needs** — use of beakers, bottles, adapted cutlery and crockery, assist service users to make appropriate food choices that adhere to the identified nutritional needs, complete fluid intake/output charts, assist service users with eating and drinking, make appropriate use of nutritional assessment tools. Fluid and food and Malnutrition Universal Screening Tool (MUST) charts should also be discussed and case studies given to facilitate simulation; as the learner should be able to accurately complete these. Cultural and religious requirements relating to diet should also be included. Specialised diets such as diabetic and low sodium are to be discussed along with new guidelines regarding textured diets. Best practice for example protective mealtimes and red tray systems can also be included. Current policy should also be identified for example food, fluid and nutritional care standards.
- ◆ **Continence management** — this will include an identification of the common causes of incontinence, assessment of continence and the treatment pathways and aids available, eg, bladder training, absorbent pads, convenes, underwear with built-in continence pads. Causes of faecal incontinence and the Bristol Stool Chart should also be included.
- ◆ **Moving and assisting** — learners should be aware of the legislation and the employer and employee duties of these. Learners must also learn how to use Environment Load Individual Task Equipment (ELITE) as a tool for a risk assessment. An understanding of the basic functions of the Spine and individuals must learn effective moving principles. Learners must understand hazards associated with manual handling, common back injuries and appropriate back care. Controversial techniques and the outcomes of poor practice should also be highlighted. Learners must learn and demonstrate safer people handling techniques and identify the different type of manual handling equipment and its correct usage. Chair manoeuvres, bed manoeuvres and hoisting must be included. Lateral transfers can also be included and some colleges will deliver the Scottish Manual Handling Passport.

Higher National Unit Support Notes (cont)

Unit title: Clinical Skills for Care Practitioners (SCQF level 7)

- ◆ **Pressure area prevention and treatment** — an understanding of the assessment tools, eg, Pressure Ulcer Daily Risk Assessment (PUDRA), Waterlow and Braden should be examined. Techniques and equipment to be used to prevent pressure should be explored eg, pressure relieving mattresses. Observation, monitoring and reporting in relation to skin condition should be discussed. Learners should be aware of local policy and protocols and national guidelines for example Healthcare Improvement Scotland Prevention and Management of Pressure Ulcers, Scottish Wound Assessment and Action Guide and NHS Scotland Pressure Ulcer safety cross. The use of pressure relieving devices and techniques and patient positioning should also be demonstrated.
- ◆ **Calculating and recording BMI** — Learners should be aware the reason for calculating a BMI, the formula required and the World Health Organizations normal ranges. The accurate procedure and documentation of height and weight should also be included.
- ◆ **Holistic care and models of care** — The learner should understand what 'holistic' care means and be able to apply this in practice, including understanding and applying the care process. The learner will gain an understanding of the various models of care relating to the care process and how these models may be used to produce care plans that identify needs, and encourage independence and empowerment in the patient.
- ◆ **Assessment documentation and care plans** — this could include admission and discharge documents and active care documentation. The principles of record keeping should also be highlighted. Health literacy should also be included highlighting electronic health records. The learner should be able to use various assessment tools to assess the service user's condition and know when and to whom to report a change or deterioration in the individual's condition. It is important that the learners understand the limitations of their role and they should also understand legal and professional accountability in that they are legally responsible for the care that they give and the documentation of this.
- ◆ **Effective hand washing** — lecturers should ensure learners are able to wash hands when appropriate and in keeping with infection control policies. In addition, learners must demonstrate adherence to the World Health Organisations five moments of hand hygiene and the six-step hand hygiene technique.

Outcome 2

Again this should be taught through classroom demonstration and it would be beneficial for learners to have the opportunity to become familiar with a range of equipment and procedures through classroom demonstration and simulation prior to practical placement experience. Throughout learners are expected to demonstrate professional practice and understanding of the 'therapeutic relationship' and its application to practice as well as the importance of promoting equality and diversity in care by working in a fair and anti-discriminatory way. Learners should demonstrate good interpersonal skills, sensitivity and compassion when demonstrating all skills.

- ◆ **Physiological measurements and monitoring** — learners will be competent in basic physiological measurements and the appropriate recording methods used. This will include: blood pressure (manual blood pressure as well as automated) temperature, pulse, respiration, peak flow, oxygen saturation. Normal values should be known and reporting of findings. In specific clinical circumstances, additional monitoring should be considered; for example: hourly urine output and pain score.

Higher National Unit Support Notes (cont)

Unit title: Clinical Skills for Care Practitioners (SCQF level 7)

- ◆ **Early warning scoring systems** — It is important for the learner to recognise the importance of early intervention in acute episodes to prevent any further deterioration and improve patient outcomes. The learner has to be confident that they can monitor patients appropriately so that any deterioration can be promptly recognised. In order to achieve this use of early warning systems track and trigger is essential to ensure the correct expert help is summoned in a timely manner. Learners should be able to simulate case studies using NEWS 2.
- ◆ **Approaches to ensuring adequate nutrition** — this will involve an understanding of basic nutritional needs and how to support an individual to meet this.; PEG feeding and NG feeding techniques. Total parenteral Nutrition should also be discussed. The learner will be able to provide basic advice and information on nutrition such as the eat well guide. The common types of nutritional products and their benefits should be examined. Policy and procedure in relation to nutrition should also be discussed for example the complex nutritional care standards 2015.
- ◆ **Obtaining and testing specimens and swabs** — specimens will include; urine, faeces, wound and sputum. Tests will include routine urinalysis, occult blood in faeces. Mid-stream specimens of urine and catheter specimen of urine should also be taught. Local and national policy and protocols should be explored. Learners should identify the correct equipment and material required.
- ◆ **Sterile dressing technique** — The stages of wound healing and classification of wounds should be taught first. Learners should be competent in wound assessment and recognition of infection and factors contributing to poor healing, the process of, factors affecting and potential complications of wound healing, reporting and recording of findings including appropriate advice to service user. Learners should have an understanding of national and local policy. Thereafter an explanation of procedure and preparation of the individual and hygiene measures. Application of new dressing, equipment and material required should be discussed in relation to this procedure. The learner should safely perform basic wound care using an aseptic non touch technique. Learners should be familiar with different types and purposes of dressings and correct disposal of various dressings. The Scottish Wound Assessment Action Guide can be used.
- ◆ **Removal of sutures/staples** — the different types of wound closure materials for example sutures/staples, adhesive strips and glue should be discussed. The procedure and rationale for removing sutures and staples should be included.
- ◆ **Removal of IV cannula** — Learners should know the potential problems of cannulas such as superficial phlebitis and extravasation. The procedure and resources to remove the cannula should also be discussed and the correct documents such as the PVC care plan/ bundle and nursing notes.
- ◆ **Removal of urethral catheter** — the learner should be taught when not to remove a catheter and potential problems. Procedures for the safe removal of a urinary catheter and disposal of used equipment, including personal protective equipment. The insertion and removal of an in and out catheter. Observation of the patient post catheter removal and patient information should also be included.

Higher National Unit Support Notes (cont)

Unit title: Clinical Skills for Care Practitioners (SCQF level 7)

- ◆ **Stoma care** — students should be aware of types of stoma and potential problems. Selection of appliances and rationale will also be included. Step by step guide to stoma care and psychosocial aspects should also be included.
- ◆ **Palliative, end of life care and last offices** — Learners should know the differences in palliative and curative care aims, examining the palliative care model and curative model of healthcare. Learners should examine the assessment and management of symptoms and care needs associated with advanced disease and end of life care. Learners should also be introduced to pain management; including recognising the patient in pain and pain assessment tools. Learners should understand the legal and health and safety requirements in relation to the procedure of last offices and demonstrate this in a classroom setting.

The acquisition of skills should be seen as a process and a placement assessment document can demonstrate that learners have:

- ◆ underpinning knowledge/an evidence base relating to procedures
- ◆ promoted safe practice which complies with employer's policies and procedures
- ◆ observed the procedure being carried out correctly (this may be on one or more occasions depending on learner competence)
- ◆ demonstrated the procedure under supervision (this may be on one or more occasions depending on learner competence)

Outcome 3

Case study material with associated charts should be made available and learners could work in groups to evaluate the individual patient/client's condition and report on their findings. Interpreting charts and calculations should be taught in the context of health care. The ability to recognise and understand normal values is of extreme importance and as is the ability to know the limitations of their role and when and to whom to report findings. The following care procedures in relation to calculations should be examined. Physiological measurements, specimen collection, body mass index and fluid balance.

Learners should be familiar with units of measurement used in health care and should understand the importance of being able to carry out simple conversions. For example, learners might be asked to convert grams to milligrams to micrograms or convert to decimals to percentages.

Calculations should be related to events that occur in a health care environment eg, the calculation of body mass index or the amount of intravenous fluid administered in millilitres per minute if one litre is to be administered over a four-hour period. Learners should also be aware of the factors that can affect results.

Awareness of administration of medication — a knowledge of European/national legislation in relation to administration of medication including professional standards and local policy should be taught. The storage of medication and record keeping can also be included. Care practitioners must also be aware of their sphere of competence in relation to medication administration and have a foundation knowledge in relation to the following:

Higher National Unit Support Notes (cont)

Unit title: Clinical Skills for Care Practitioners (SCQF level 7)

- ◆ **Pharmacokinetics** — The study of the way in which drugs move through the body during absorption, distribution, metabolism and excretion should be included. For example:
- ◆ **Absorption** — Learners should be aware that before a drug can begin to exert any effect on the body it has to be absorbed into the body systems. Also include that this absorption process can be affected by many things but the main factor relating to absorption is the route of administration. The learner must know the different routes of absorption for example oral, intramuscular and intravenous and the first pass metabolism.
- ◆ **Distribution** — They should be aware that there are four main elements to this: 1 Blood flow and the uptake into body tissues/ organs 2. Solubility of the drug 3. Extent of plasma protein binding 4. Storage sites.
- ◆ **Metabolism** — This could include that the biotransformation of drugs is the process of metabolizing the parent drug compound and occurs mainly in the liver (hence the term hepatic metabolism) to different compounds called metabolites.
- ◆ **Excretion** — learners should be aware that once drugs have had their desired effect they need to be excreted by the body. Principles of excretion should include renal elimination and clearance and secretion into bile for faecal elimination.
- ◆ **Preparation of drugs** — should also be discussed including Enteric-coated, capsules, Liquid preparations, patches, sublingual and creams/ointments.

The following resources may be useful:

- ◆ Boyd, C. (2014) *Care Skills for Nurses*, Oxford: Wiley-Blackwell
- ◆ Burns, D. (2018) *Foundations of Adult Nursing*, 2nd Ed, London: SAGE Publications Ltd
- ◆ Davison, N (2014) *Numeracy and Clinical Calculations for Nurses*, Banbury: Lantern Publishing
- ◆ Dougherty, L., Lister, S. (2015) *The Royal Marsden Hospital Manual Of Clinical Nursing Procedures*, 9th Ed, Chichester: John Wiley & Sons Ltd
- ◆ Gatford, J.D., Phillips, N. (2016) *Nursing Calculations*, 8th Ed, Edinburgh: Elsevier
- ◆ Howatson-Jones, L., Standing, M., Roberts, S. (2014) *Patient Assessment And Care Planning In Nursing*, Chichester: Learning Matters
- ◆ Lapham, R. (2015) *Drug Calculations For Nurses A Step By Step Guide*, 4th Ed, London: Hodder Arnold
- ◆ National Institute Of Clinical Excellence (2020) *Acutely Ill Patients In Hospital Overview NICE Pathway*, Online: NICE. Available from: <http://nice.org.uk/> [accessed 28 February 2020]
- ◆ NHS Education Scotland (2014) *The Health Literacy Place*, Online: NES. Available from: <http://www.knowledge.scot.nhs.uk/healthliteracy.aspx> [accessed 31 January 2020]
- ◆ NHS Scotland (2014) *Making It Easy: A Health Literacy Action Plan For Scotland*, Online: Scottish Government. Available from: <http://www.scotland.gov.uk/Resource/0045/00451263.pdf> [accessed 30 January 2020]

Higher National Unit Support Notes (cont)

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- ◆ Nursing And Midwifery Council (2018) *Enabling Professionalism*, Online: National Midwifery Council. Available from <https://www.nmc.org.uk/standards/guidance/professionalism/read-report/> [accessed 23 February 2020]
- ◆ Peate, I .Wild, K. 2018 *Nursing Practice Knowledge And Care*. 2nd Ed. Chichester John Wiley & Sons Ltd
- ◆ Renton, S., Mcguinness, C., Strachan, E. (2019) *Clinical Nursing Practices*, 6th Ed, Edinburgh: Elsevier.
- ◆ Scottish Healthcare Skills Network (2020). Available from: <https://shsnetwork.wixsite.com/shsn> [accessed 22 June 2020]

Guidance on approaches to delivery of this unit

This unit should provide learners with the opportunity to put theory into practice in a non-threatening simulated environment prior to practical placement.

It is recommended that theory in this unit be linked to theory contained in other units in the programme. Links can be made to values and principles, health and safety policy, and the therapeutic relationship.

College/placement liaison is also essential, as learners will need access to a supervisor/mentor who will observe and sign learner evidence recorded in a placement assessment document.

In order to give learners the opportunity to achieve all of the outcomes it is recommended that 288 placement hours are offered, although this is subject to local agreements with placement providers.

Guidance on approaches to assessment of this unit

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

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

Outcome 1 and 2

An integrated assessment in the form of a placement assessment document should be used for recording evidence of the learner's clinical ability. A supervisor/assessor will observe the learner carrying out the identified skills. At this stage in the learner's development, practice is judged as sufficient to pass the outcomes when the skills are demonstrated under direct supervision. There is no requirement for the learner to work independently. The learner should have an interim assessment carried out by the supervisor to discuss performance and highlight any areas for development.

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Learners will provide evidence of:

- ◆ using appropriate interpersonal skills when carrying out practical techniques promoting safe practice which complies with employer's policies and procedures
- ◆ identifying the appropriate equipment and demonstrating the correct procedure for the practical technique/competencies
- ◆ observation by a qualified supervisor/assessor

Evidence can be compiled in the form of checklists, completed recording sheets and reflective accounts. Underpinning knowledge and understanding can be evidenced in the placement assessment document by responses to oral questioning by a senior practitioner. When the senior practitioner deems the learner competent in each skill they then should be signed off.

The learner must achieve 80% of the clinical skills to achieve the placement assessment document. Where the learner is unable to achieve 80% of the competences whilst on placement, simulation may be used for five competences in an appropriate learning environment.

Outcome 3

Learners should be given opportunities to gain confidence in their ability to perform calculations through the provision of formative assessment opportunities.

A closed-book summative assessment of multiple-choice or short answer questions which meet the evidence requirements could be used. This assessment may be completed online.

Calculators may be used in all parts of this assessment.

Learners will be required to achieve 80% (to maintain professional standard) to pass. Assessments should vary from year to year and alternative assessments should be available for re-assessment or for use with different groups.

Opportunities for e-assessment

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

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

There are opportunities to develop:

Communication may be evidenced via the learner's work with individuals and groups and clinical skills achieved through the placement achievement document.

Working with Others may be evidenced in the learner's workplace via their ability to interact, communicate and negotiate with those with whom they come into contact.

Information and Communication Technology (ICT) may be evidenced in researching current evidence-based practice and the calculations question assessment may be delivered online.

Numeracy may be evidenced through learner ability to carry out physiological measurements. Results of measurements are recorded graphically and numerically. Learners will recognise normal values and deviations from the norm. Learners will also demonstrate the ability to carry out basic calculations relating to drug dosage.

The Critical Thinking component of Problem Solving at SCQF level 5 and Using Number component of Numeracy at SCQF level 5 are embedded in this unit. When a learner achieves these units, their Core Skills profile will also be updated to include these components

History of changes to unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking and Using Number at SCQF level 5 embedded.	06/10/20

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General information for learners

Unit title: Clinical Skills for Care Practitioners (SCQF level 7)

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

This unit is designed to enable you to acquire the knowledge and skills needed to enable you to carry out practical procedures and contribute to care practice. You will undertake foundation and core clinical skills to be able to deliver high standards of person-centred care. You will also develop the knowledge to undertake calculations and gain an awareness of drug administration.

Practical work experience is essential for this unit. You will need to be working or on placement in a care setting and have a qualified practitioner as a supervisor/assessor as you progress through this unit.

Outcome 1 will introduce you to foundation clinical skills in which you will demonstrate in a classroom setting before commencing placement.

Outcome 2 requires you to carry out a range of core clinical skills. You will be shown how to do these and then you will practice under supervision until you become competent.

Outcome 3 will increase your confidence in carrying out calculations. You will be introduced to units of measurements used when carrying out practical techniques. You will become familiar with different care situations that require measurements and calculations to be made and you will learn how to carry these out accurately.

The assessment of Outcome 1 and 2 is through the placement assessment document, where possible, be carried out in the workplace by a registered practitioner. Outcome 3 may be an online assessment.

The Critical Thinking component of Problem Solving at SCQF level 5 and Using Number component of Numeracy at SCQF level 5 are embedded in this unit. When a learner achieves these units, their Core Skills profile will also be updated to include these components.