



**National Certificate
Arrangements Document for:
National Certificate in
Health and Social Care at SCQF level 6
Group Award Code: G8K3 46**

First edition: Published May 2007

Valid from: August 2007

Version: 05

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of the National Qualification Group Awards.

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
05	Addition of Unit: H5L5 04 Develop your Own Knowledge and Practice and H5NB 04 Support the Health and Safety of Yourself added to framework within 'SVQ option units' section.	10/07/2017
04	<p>X007 12 Course Assessment Biology and X274 12 Course Assessment Biology (Revised) have been revised by X707 76 Course Assessment Biology and will finish on 31/07/2016.</p> <p>Revision of Unit: F17X 12 Psychology for Care has been revised by H218 76 Care: Human Development and Behaviour <i>and will finish on 31/07/2016.</i></p> <p>Revision of Unit: F17Y 12 Sociology for Care has been revised by H21A 76 Care: Social Influences <i>and will finish on 31/07/2016.</i></p> <p>Revision of Unit: F17W 12 Values and Principles in Care has been revised by H21C 76 Care: Values and Principles <i>and will finish on 31/07/2016.</i></p> <p>X241 12 Course Assessment Care has been revised by X712 76 Course Assessment Care and will finish on 31/07/2016.</p> <p>X012 12 Course Assessment Chemistry and X273 12 Course Assessment Chemistry (Revised) have been revised by X713 76 Course Assessment Chemistry and will finish on 31/07/2016.</p> <p>X009 12 Course Assessment Human Biology and X275 12 Course Assessment Human Biology (Revised) have been revised by X740 76 Course Assessment Human Biology and will finish on 31/07/2016.</p> <p>X228 12 Course Assessment Sociology has been revised by X768 76 Course Assessment Sociology and will finish on 31/07/2016.</p> <p>Revision of Unit: DF5L 12 Psychology: Investigating Behaviour has been revised by H260 76 Psychology: Research <i>and will finish on 31/07/2016.</i></p> <p>Revision of Unit: F5B5 12 Psychology: The Individual in the Social Context has been revised by H262 76 Psychology: Social Behaviour <i>and will finish on 31/07/2016.</i></p> <p>Revision of Unit: F5B4 12 Psychology: Understanding the Individual has been revised by H261 76 Psychology: Individual Behaviour <i>and will finish on 31/07/2016.</i></p> <p>X263 12 Course Assessment Psychology has been revised by X763 76 Course Assessment Psychology and will finish on 31/07/2016.</p> <p>Revision of Unit: DV3P 12 Studying Human Society: The Sociological Approach has been revised by H26J 76</p>	22/12/2014

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1 Introduction

This is the Arrangements Document for the National Certificate in Health and Social Care, at SCQF level 6, which was successfully validated on 30 March 2007. 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.

The National Certificate in Health and Social Care provides a broad based study of the range of topics both theoretical and practical related to health and social care that are required for progression to areas of study or employment in the Care Sector. The framework will meet the differing needs of colleges, schools and training providers around Scotland in both health care and social care.

Credit value

The National Certificate in Health and Social Care consists of 12 SQA Unit credits and has a minimum credit value of 72 SCQF credit points*.

Group Award Classification	SCQF level	SCQF credit points
Higher	6	72

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates. The National Certificate in Health and Social Care includes SVQ level 2 Units which are allocated 10 SCQF credit points. Candidates who choose SVQ Units as part of this qualification will gain more than 72 SCQF credit points.*

2 Rationale for the development of the National Certificate in Health and Social Care

The National Certificate in Health and Social Care is designed to equip candidates with the knowledge and skills relevant to the health and social care sectors. The NHS, local authorities, voluntary and private organisations make up these sectors and provide care to people in a variety of establishments such as nursing homes, residential homes for older people, hospitals and resource centres for people with a learning disability. The demands of each of these sectors are increasing and as a result the need for health and social care professionals is also increasing. This award has been designed to allow candidates to develop the underpinning knowledge and vocational employability skills relevant to these sectors. It has also been designed to help candidates develop an understanding of the nature of health and social care work in order that they can make informed decisions about whether or not they wish to progress to employment in these sectors.

The structure of this award has been designed to cover the essential knowledge and skills needed to go into employment or further study at higher education institutions. Candidates will investigate who may need care, what provision is available and the roles and responsibilities of a care worker. It is also essential that care workers operate from a sound, ethical value base and so a mandatory component of the award is the study of the principles underpinning the National Care Standards and their application, to enable them to understand the nature and importance of such a value base while working with service users. Candidates will also study, from

psychology, how people develop through life experience and how they manage stress, separation and loss. From sociology they will learn the importance and problems of the socialisation process, of culture and the use of anti-discriminatory practice in the care workplace. This will help prepare candidates for further training or working with any service user (patient or client receiving care) in any setting.

Depending on the options chosen, candidates will also learn about essential procedures in relation to health and safety including carrying out risk assessments and awareness of dangers to service users and themselves of the moving and handling procedures. Both of these give invaluable experience of issues before working in health and social care establishments.

This National Certificate is designed to help candidates develop:

- ◆ Skills and knowledge in the Health and Social Care vocational area
- ◆ Core Skills
- ◆ An understanding of the workplace
- ◆ Positive attitudes to learning
- ◆ Skills and attitudes for employability

Key features of the award are the emphasis on:

- ◆ Underpinning knowledge required to work in a variety of care settings
- ◆ Applying knowledge to actual care scenarios through case studies
- ◆ The opportunity to undertake a placement in a care setting
- ◆ Learning through practical experience and by reflecting on experience

Learning through practical experience and reflection of practice

Teaching/learning programmes will include some or all of the following:

- ◆ Learning in real or simulated workplace settings
- ◆ Learning through role play activities in vocational contexts
- ◆ Carrying out case study work
- ◆ Planning and carrying out practical tasks and assignments
- ◆ Reviewing own personal qualities and skills
- ◆ Evaluating placement experiences including possible examples of bad practice

3 Aims of the National Certificate in Health and Social Care

The overall aim of the National Certificate in Health and Social Care is to develop a range of knowledge, understanding and skills, including transferable skills required to work in the Care sector and an opportunity to develop Core Skills.

The diversity of the optional framework creates vocational pathways for progression to higher education, employment and/or further training within health and social care areas and as part of the regulatory requirements, where support workers will be required to undergo continuous professional development, the component Units from this Award are suitable for this purpose.

The inclusion of the component Units of three National Courses, ie *Care (Higher)* and the project based Courses *Mental Health Care (Higher)* and *Care Practice (Higher)* in the mandatory section of the Award ensures academic rigour. Whilst the Units are mandatory the external assessment components are optional. Candidates who sit and achieve the external assessment enhance their academic profile.

This Course may provide progression to:

- ◆ Scottish Vocational Qualifications in Health and Social Care
- ◆ Higher National Certificate (HNC) Health Care or HNC Social Care
- ◆ Further/higher education courses in Nursing or Care related subjects
- ◆ Training/employment

With the introduction of the Care Commission and the Scottish Social Services Council (SSSC), for many social service workers the main priority for their learning and development in the foreseeable future is that they achieve a qualification which has been recognised as appropriate for registration as a support worker with the SSSC.

However, the preferred route by SSSC would be the completion of the SVQ Care level 2 Units which are included in optional Section F, although it is anticipated that additional SVQ Units must be achieved for such registration. Confirmation of this is awaited.

3.1 Principal aims

The principal aims of the National Certificate in Health and Social care are to:

- ◆ Prepare learners for progression from college programmes to higher education, employment and/or further training within Health and Social Care through the development of knowledge, skills and understanding required to work in the Care sector.
- ◆ Improve employability skills in the Care sector.
- ◆ Increase the knowledge, understanding and practical skills of learners in the Care area through investigation, application, evaluation and observation of good practice.
- ◆ Provide a theoretical basis on which to establish good practice in Care employment.
- ◆ Promote a critical and analytical approach to problem solving within a vocational context of Care.
- ◆ Provide programmes with options for specific Care employment areas whilst maintaining the sector training aim to allow ease of transfer of workers across Health and Social Care vocational areas.
- ◆ Encourage candidates to become reflective practitioners.

3.2 Target groups

This National Certificate in Health and Social Care is aimed at school leavers, adult returners or those in employment in the Care sector as a basis for building on good practice, as continuing professional development or as a basis for progression to further study in health and social care.

Many users of current Care qualifications gain access to nursing and this will require each centre, as at present, to have an agreed acceptable programme with the nursing Faculty of a relevant institution.

3.3 Employment opportunities

For candidates who wish to use this National Certificate as a basis on which to enter employment in either the health or social care sector there is ample opportunity in both the mandatory and optional sections to develop skills which will increase their 'employability'.

These skills include:

- ◆ An understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
- ◆ Self-evaluation skills
- ◆ Positive attitude to learning
- ◆ Flexible approaches to solving problems
- ◆ Adaptability and positive attitude to change
- ◆ Confidence to set goals, reflect and learn from experience

Further detail on the links to National Occupational Standards in the care sector are given in Section 5.5.

4 Recommended access

While entry is at the discretion of the centre, candidates would normally be expected to have some knowledge, understanding or skills relating to Social or Health Care practice. This could be demonstrated by the attainment of the following, or equivalent:

- ◆ Care (Intermediate 2) Course or its Units
- ◆ Early Education and Childcare (Intermediate 2) Course or its Units
- ◆ Psychology (Intermediate 2) Course or its Units
- ◆ Sociology (Intermediate 2) Course or its Units
- ◆ Standard Grade in a social subject at Credit level
- ◆ Standard Grade in a science subject at Credit level
- ◆ Standard Grade in Social and Vocational Studies at Credit level
- ◆ Communications Core Skill at Intermediate 2 level or Communications 3 Unit
- ◆ Numeracy Core Skill at Intermediate 1

5 National Certificate in Health and Social Care Qualification Structure

The National Certificate in Health and Social Care is a 12 Unit credit Award comprising of the following sections:

- ◆ 3 credit mandatory section at SCQF level 6
- ◆ 3 credit mandatory optional section at SCQF level 6
- ◆ 6 credit optional sections requiring a minimum of 3 credits at Higher or SCQF level 6

5.1 Mandatory Section

3 credits at SCQF level 6

Unit code	Unit title	SQA credit value
*H218 76	Care Human Development and Behaviour (Higher)	1 credit
*H21A 76	Care: Social Influences (Higher)	1 credit
*H21C 76	Care: Values and Principles (Higher)	1 credit

*Refer to history of changes for revision details

5.2 Mandatory Optional Section

3 credits from one of the two Options below at SCQF level 6

Option 1

Unit code	Unit title	SQA credit value
DF6H 12	Understanding of Mental Health and Mental Illness	2 credits
<i>Either</i>		
D11A 12	Caring for People with Dementia	1 credit
OR		
D10Y 12	Stress and Stress Management	1 credit

Option 2

Unit code	Unit title	SQA credit value
F1NY 12	Working as a Team in a Care Setting	1 credit
F1P0 12	Practical Skills for Carers	2 credit

NB: It is **important** to note that any Unit may be selected from the mandatory section as an optional choice provided it has not already been chosen as a mandatory credit.

5.3 Optional Section

6 credits required with a minimum of 3 credits at SCQF level 6

Six credits must be chosen overall from optional Sections A to F as indicated below, however, a **minimum of 3 credits** must be at SCQF level 6. Units in a hierarchy with the same title at different levels cannot both contribute as credits to the Award; the Unit at the highest level will be credited.

Section A	Care Options
Section B	Science Options
Section C	Social Science Options
Section D	External Assessment Options
Section E	Core Skills Options
Section F	SVQ Care level 2 Unit Options*

*A project was carried out to allocate SCQF credit points and level for SVQ Care level 2 Units. This determined that these Units are levelled at SCQF level 6 and are allocated 10 SCQF points per Unit. Therefore, although the Units will be counted as

1 SQA Credit, candidates choosing one of more SVQ Units will gain more than 72 SCQF credit points.

Optional Section A — Care Units

Unit code	Unit title	SCQF level	SQA credit value
F19M 12	First Aid	6	1
F19M 11	First Aid	5	1
DM5T 12	HIV, Hepatitis B and Hepatitis C Infections	6	1
F1RG 12	Health Promotion	6	1
F1P1 11	Healthy Eating in a Care Setting	5	1
F1P2 11	Maintaining Safety in a Care Setting	5	1
DM5P 11	Prevention of Infection	5	1
F01C 11	Families in Modern Society	5	1
F1P4 11	Mental Health Issues: An Introduction	5	1
F1P5 11	Understanding the Needs of the Older Person	5	1
DF6J 11	Child Protection: An Introduction	5	1
DM86 11	Parenting	5	1
F1C5 12	Understanding and Supporting People in Health and Social Care Settings	6	1
F1C7 12	Working in Health and Social Care Settings	6	1
F1C8 12	Health, Safety and Protection Issues in Care Settings	6	1
FR27 11	Volunteering Experience	5	1

Optional Section B — Science Units

Unit code	Unit title	SCQF level	SQA credit value
D029 12	Cell Biology	6	1
D030 12	Genetics and Adaptation	6	1
D031 12	Control and Regulation	6	1
	OR		
H4KD 76	*Biology: DNA and the Genome	6	1
H4KE 76	*Biology: Metabolism and Survival	6	1
H4KF 76	*Biology: Sustainability and Interdependence	6	1
D043 12	Cell Function and Inheritance	6	1
D044 12	The Continuation of Life	6	1
D045 12	Behaviour, Populations and the Environment	6	1
	OR		
H4L8 76	*Human Biology: Human Cells	6	1
H4L9 76	*Human Biology: Physiology and Health	6	1
H4LA 76	*Human Biology: Neurobiology and Communication	3	0.5
H4LB 76	*Human Biology: Immunology and Public Health	3	0.5
D030 12	Genetics and Adaptation	6	1
D031 12	Control and Regulation	6	1
D026 11	Living Cells	5	1
D027 11	Environmental Biology and Genetics	5	1
D028 11	Animal Physiology	5	1
*H21G 75	Chemical Changes and Structure	5	1
*H21J 75	Nature's Chemistry	5	1
*H21L 75	Chemistry in Society	5	1

F1RH 11	The Human Body	5	1
D069 12	Energy Matters	6	1
D070 12	The World of Carbon	6	1
D071 12	Chemical Reactions	6	1
OR			
FE4F 12	Consumer Chemistry	6	1
FE4H 12	Periodicity, Polarity and Properties	3	0.5
FE4D 12	Principles to Production	6	1
FE4J 12	Researching Chemistry	3	0.5
OR			
*H4KH 76	Chemical Changes and Structure	3	0.5
*H4KK 76	Researching Chemistry	3	0.5
*H21J 76	Nature's Chemistry	6	1
*H21L 76	Chemistry in Society	6	1

*refer to history of changes for revision details

Optional Section C — Social Science Units

Unit code	Unit title	SCQF level	SQA credit value
*H260 76	Psychology: Research	6	1
DF5M 12	Psychology: The Individual in the Social Context	6	1
*H261 75	Psychology: Individual Behaviour	5	1
DF5L 11	Psychology: Investigating Behaviour	5	1
*H262 75	Psychology: Social Behaviour	5	1
DV3Y 12 or H26K 76	Understanding Human Society 1 Sociology: Culture and Identity	6	1
DV40 12 or H26L 76	Understanding Human Society 2 Sociology: Social Issues	6	1
*H26J 76	Sociology: Human Society	6	1
DV3P 11	Studying Human Society: The Sociological Approach	5	1
DV3M 11	Social Stratification	5	1
DV3L 11	Socialisation	5	1

*refer to history of changes for revision details

Optional Section D — External Assessments – A maximum of three credits from external assessment options (exams/projects) can contribute to this Award.

Unit code	Unit title	SCQF level	SQA credit value
*X712 76	Care Higher	6	1
X06G 12	Mental Health Care	6	1
X01F 12	Care Practice	6	1
*X707 76	Biology	6	1
*X740 76	Human Biology	6	1
*X713 76	Chemistry	6	1
*X763 76	Psychology	6	1
*X768 76	Sociology	6	1

*Refer to history of changes for revision details

Optional Section E — Core Skill Units

Unit code	Unit title	SCQF level	SQA credit value
D01B 11	Communication	5	1
H23W 75	Or Literacy	5	1
F3GB 12	Communication	6	1
D01F 11	Working with Others	5	1
F3GE 12	Working with Others	6	1
D01C 11	Numeracy	5	1
H225 75	Or Numeracy	5	1
D01C 12	Numeracy	6	1
F3GC 11	Information and Communication Technology	5	1

F3GC 12	Information and Communication Technology	6	1
F3GD 11	Problem Solving	5	1
F3GD 12	Problem Solving	6	1

Optional Section F — SVQ Care level 2 Units — A maximum of three SVQ Units can contribute to this Award

Unit code	Unit title	SCQF level	SQA credit value
DK3V 04	Communicate with, and Complete Records for Individuals	6	1
DK8W 04	Support the Health and Safety of Yourself and Individuals	6	1
H5NB 04	Support the Health and Safety of Yourself and Individuals	6	1
DK6D 04	Develop Your Knowledge and Practice	6	1
H5L5 04	Develop Your Knowledge and Practice	6	1
DK6X 04	Ensure Your Own Actions Support the Care, Protection and Well-being of Individuals	6	1

5.4 Opportunities to Achieve Core Skills

Entry and exit levels of Core Skills for the National Certificate in Health and Social Care will be set by individual centres. Automatic certification of Core Skills in this Award is determined by the progression route and selected optional Units. For example, there are opportunities to achieve the Core Skill of Problem Solving at Higher level if the candidate opts to complete the project (External Assessment) in either of the Project Based National Courses (PBNC) included in the Award and the completion of Care Practice PBNC gives automatic certification of Working with Others at Higher level.

Any of the Core Skills can be chosen as optional Units. However, depending on other options chosen, there is the opportunity to achieve the Core Skills of Problem Solving and Working with Others and there is an opportunity to develop further the Core Skills of Communication, Numeracy and Information Technology either as part of the National Certificate or as additional Units in a full time program.

The table below identifies the possible Core Skill or Core Skill components embedded in Units.

Unit code	Unit title	Core Skill or component of Core Skill
DF5L 12	Psychology: Investigating Behaviour (Higher)	Critical Thinking (Higher) Planning and Organising (Higher) Reviewing and Evaluating (Int 2) Using Graphical Information (Higher)
DF5L 11	Psychology: Investigating Behaviour (Int 2)	Complete Core Skill Problem Solving (Int 2)
DV3P 12	Studying Human Society: The Sociological Approach (Higher)	Critical Thinking (Higher)
DV3Y 12	Understanding Human Society 1 (Higher)	Critical Thinking (Higher)
DV40 12	Understanding Human Society 2 (Higher)	Critical Thinking (Higher)
DV3P 11	Studying Human Society: The Sociological Approach (Int 2)	Critical Thinking (Int 2)
DV3M 11	Social Stratification (Int 2)	Critical Thinking (Int 2)
DV3L 11	Socialisation (Int 2)	Critical Thinking (Int 2)

5.5 Links to Occupational Standards

Aspects of the underpinning knowledge in the National Occupational Standards from levels 2 and 3 are reflected in this National Certificate. As a result, the competences, knowledge and understanding achieved by candidates broadly reflect these standards.

The Units in this Award have been linked to elements of the following:

- ◆ level 3: Support the social, emotional and identity needs of individuals
- ◆ level 3: Promote effective communication for and about individuals
- ◆ level 2: Communication with and complete records for the individual
- ◆ level 2: Develop knowledge and practice
- ◆ level 3: Reflect on and develop practice
- ◆ level 3: Contribute to care planning and review
- ◆ level 2: Ensure own actions support the care, protection and wellbeing of individuals
- ◆ level 2: Support the Health and Safety of self and individuals
- ◆ level 2: Move and position individuals
- ◆ level 2: Support individuals who are distressed

In the National Certificate in Health and Social Care, the areas where the above standards are reflected are:

- ◆ Positive self-esteem and maintaining a person's sense of identity
- ◆ Developing good communication skills
- ◆ Awareness and self-reflective practice
- ◆ How to help protect people from abuse
- ◆ Identifying people's needs and planning out an activity to meet a need
- ◆ Health and safety and protection issues in a health and social care setting
- ◆ Moving and handling
- ◆ How to help someone manage stress

6 Approaches to delivery and assessment of the National Certificate in Health and Social Care

The complexity and flexibility of the choice in the structure of this Award does not lend itself to one overall approach to delivery, however, while the delivery is at the discretion of individual centres, it is suggested that when considering the approach to delivery and the framework and choice of optional Units centres should take account of:

- ◆ The individual student
- ◆ Required criteria laid down by other bodies for student entry
- ◆ Requirements for employment
- ◆ SFEFC course funding requirements
- ◆ SSSC registration.
- ◆ Access to a nursing degree

Each individual Unit specification gives detailed information on the Evidence Requirements and approaches to assessment for each Unit, and gives suggestions on different approaches to delivery.

In delivering this Award centres should look for opportunities for integration of learning and teaching eg the F17W 12 *Values and Principles in Care (Higher)* Unit gives candidates an understanding of the values, principles and legislation that underpin care practice. It also introduces candidates to the process of care planning. All these aspects of care practice are intertwined with the insights provided by psychology and sociology. For this reason, this Unit is best delivered alongside the two Units F17X 12 *Psychology for Care (Higher)* and F17Y 12 *Sociology for Care (Higher)* to offer a more holistic view to candidates. The Units *Practical Skills for Carers* and *Caring for People with Dementia* (whichever option is chosen) likewise provide insights into the skills required for caring.

Learning and teaching approaches should include lectures, individual and group work reinforced by handouts and worksheets which should incorporate problem-solving exercises. Candidates should be encouraged to use and become familiar with a wide range of care sources and resources, including ICT. It is recommended that suitably qualified staff with recent and relevant occupational experience deliver this Award to ensure that learning and teaching is linked to the workplace.

7 General information for centres

This specification shows the **minimum** requirements of the Award. However, centres may wish to encourage candidates to exceed the minimum. Candidates achieving above the minimum will have this achievement recorded on their Scottish Qualifications Certificate.

Knowledge and understanding

Candidates should develop the ability to recall and understand facts and principles detailed in Unit specifications.

Problem Solving

Problem solving skills should be developed so that candidates can:

- ◆ select relevant information from reference sources and other texts, charts, graphs and diagrams.
- ◆ present information appropriately in a variety of forms, including written summaries, extended writing, tables and graphs.
- ◆ process information accurately.
- ◆ plan, implement and evaluate practical tasks related to care service users.
- ◆ draw valid conclusions and give explanations supported by evidence.

Practical Abilities

Practical work is essential for Care candidates to develop the basic skills required for working with care service users within a care setting. Practical work is also essential to underpin theoretical work, re-enforcing the understanding of concepts and principles.

Practical skills should be developed so that candidates can:

- ◆ contribute to planning, implementation and evaluation of a range of experiences designed to meet the needs of care service users.
- ◆ record information relating to these experiences accordingly to national policy and local practice.
- ◆ reflect on their contribution and the contribution of others.
- ◆ work as part of a team.

7.1 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).

7.2 Internal and External Verification

All instruments of assessment used within this National Certificate should be internally moderated, using the appropriate policy within the Centre and the guidelines set by SQA.

External verification will be carried out on a Unit by Unit basis by SQA to ensure that internal assessments are within the national guidelines for these qualifications.

8 General information for candidates

The National Certificate in Health and Social Care is aimed at school leavers, adult returners or those in employment in the Care sector. It offers an opportunity for candidates to progress to higher education and/or further training but also to improve employability skills within the care sector through the knowledge, skills and understanding of Care issues. The mandatory section provides a theoretical basis in the areas of understanding psychological and sociological approaches to care situations which are transferable to other academic career choices particularly those which involve working with people.

The Award is designed for flexibility by offering an optional structure to meet the specific needs of colleges, training providers and employers, supporting various progression routes while offering opportunities for developing skills in problem solving, working as part of a team, developing communication, numeracy and IT skills. Candidates will also be required to develop practical skills in care through investigation, evaluation and observation of good practice and reflect on their contribution and the contribution of others.

Possible areas of employment including voluntary agencies and formal/informal caring covered in the Care sector are:

- ◆ Primary health care
- ◆ Residential care
- ◆ Support services
- ◆ School medical services
- ◆ Mental health care
- ◆ Health promotion.

Access to nursing will require, as at present, agreement of an acceptable programme with the nursing college/university. Science Units are included within the options to allow for such progression.

For candidates wishing to gain registration with the Scottish Social Services Council (SSSC) as a support worker, the preferred route would be the completion of the SVQ Care level 2 Units which are included in the optional sections, although additional SVQ Units may be required for automatic registration. Confirmation of the requirements is awaited from SSSC.

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 visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2-6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. 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.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg National 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 National Certificate/National Progression Award 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 National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.