



**Arrangements for:  
HNC Care and Administrative Practice  
at SCQF level 7**

**Group Award Code: GC9A 15**

**HND Care and Administrative Practice  
At SCQF Level 8**

**Group Award Code: GD0A 16**

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## **Acknowledgement**

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

## 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 candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version number	Description	Date
09	<p><b>GD0A 16</b>            F86Y 35: Developing the Individual within a team, FN66 35: Care of the Acutely ill Adult, DG5D 35: Team Working in a Care Setting, H8X2 35: Intra-operative care, H8X3 35: Pre and Post-operative Care. Units added to route 1.</p> <p>HF26 34: Individual Pathways in Health and Social Care added to Mandatory section.</p>	23/03/2017
08	<p><b>GC9A 15</b>  <b>Revision of Unit:</b> F84V 34 IT In Business: Spreadsheets has been revised by HH83 34 and will finish <i>on 31/07/2019</i>.</p> <p><b>Revision of Unit:</b> F84C 34 IT In Business: Word Processing and Presentation Applications has been revised by HH84 34 and will finish on 31/07/2019.</p> <p><b>GD0A 16</b>  <b>Revision of Unit:</b> F84V 34 IT In Business: Spreadsheets has been revised by HH83 34 and will finish <i>on 31/07/2019</i>.</p> <p><b>Revision of Unit:</b> F84C 34 IT In Business: Word Processing and Presentation Applications has been revised by HH84 34 and will finish on 31/07/2019.</p> <p><b>Revision of Unit:</b> F84A 34 IT In Business: Advanced Word Processing has been revised by HH86 35 and will finish on 31/07/2019.</p> <p><b>Revision of Unit:</b> F84W 35 Information and Communication Technology In Business has been revised by HH87 35 and will finish on 31/07/2019.</p>	27/01/2017
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Graded Unit 1 has been revised by HG1J 34 Care and Administrative Practice: Graded Unit 1 and finishes on 31/07/2018.HG1J 34 Care and Administrative Practice: Graded Unit 1 finishes 31/07/2018.

Revision of Unit: FN26 34 Therapeutic Relationships: Understanding Behaviour has been revised by HF29 34 Therapeutic Relationships: Understanding Behaviour and will finish on 31/07/2018.

Revision of Unit: FN2E 34 Sociology for Care: An Introduction has been revised by HF28 34 Sociology for Care Practice and will finish on 31/07/2018.

Revision of Unit: H29P 34 Safe Working Practice for Care has been revised by HF25 34 Safe Working Practice for Care and will finish on 31/07/2018.

Revision of Unit: H29R 34 Learning through Practice has been revised by HG1H 34 Learning through Practice and finishes on 31/07/2018. H29R 34 Learning through Practice will finish 31/07/2018

Revision of Unit: H29T 34 Understanding Personal and Professional Development has been revised by HF2A 34 Understanding Personal and Professional Development and will finish on 31/07/2018.

Revision of Unit: FN27 34 Essential Skills for Care Practice has been revised by HF24 34 Essential Skills for Care Practice and will finish on 31/07/2018.

Revision of Unit: H29S 34 Principles of Professional Practice has been replaced by HF27 34 Principles of Professional Practice and will finish 31/07/2018.

#### **GD0A 16**

##### **Revision of Unit:**

Revision of Unit: FN3D 34 Care and Administrative Practice: Graded Unit 1 has been revised by HG1J 34 Care and Administrative Practice: Graded Unit 1 and finishes on 31/07/2018.HG1J 34 Care and Administrative Practice: Graded Unit 1 finishes 31/07/2018.

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06	<b>Revision of Unit:</b> DE3N 34 'Communication: Analysing and Presenting' has been revised by H7TK 34 'Communication: Business Communication' and will finish on 31/07/2016.	08/05/15
05	<i>Maternal Health and Wellbeing (H5XF 34). Maternal and Fetal Health and Wellbeing (H5XG 34). Children and Young People's Nursing: An Introduction (H5XH 34). Child Development: Theory into Practice (H5XJ 34). Adult Health and Wellbeing (H5XK 34). Young People's Health and Wellbeing (H5XL 34)</i> added as optional Units to both HNC (Routes 1 and 2) and HND (Routes 1, 2 and 3) frameworks.	03/12/14
04	<i>Mental Health Nursing: An Introduction (H3LB 34), Mental Health and Mental Disorder (H3LC 34), Learning Disability: Current Policy Issues in Care (H3LD 34), Learning Disabilities: Promoting Safe and Effective Practice (H3LE 34)</i> have been added as optional Units to both HNC (Routes 1 and 2) and HND (Routes 1, 2 and 3) Frameworks.	23/08/13
03	<b>Changes to codes:</b> <i>Creating a Culture of Customer Care</i> from DJ42 34 ( <i>lapse date 31/07/2013, finish date 31/07/2015</i> ) to H1F0 34. <i>Medical Terminology for Administration Staff</i> from DM6C 34 ( <i>lapse date 31/07/2011, finish date 31/07/2013</i> ) to FG61 34. <i>Legal Protection of HNSS Patient Data</i> from DM6A 35 ( <i>lapse date 31/07/2011, finish date 31/07/2013</i> ) to FG6A 35. <i>Human Resource Management: Core Activities</i> from DN72 34 ( <i>lapse date 31/07/2013, finish date 31/07/2015</i> ) to H2W8 34.	17/01/13
02	<b>Changes to codes:</b> <i>Safe Working Practice for Care</i> from FN2D 34 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to H29P 34. <i>Learning through Practice</i> from FN29 34 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to H29R 34. <i>Principles of Professional Practice</i> from FN2C 34 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to H29S 34. <b>Change to code and title:</b> <i>Personal Development Planning</i> from DE3R 34 ( <i>lapse date 31/07/2012, finish date 31/07/2014</i> ) to <i>Understanding Personal and Professional Development</i> H29T 34.	20/09/12

## Contents

1	Introduction .....	1
2	Rationale for the development of the Group Award(s).....	1
2.1	Background .....	1
2.2	National Context.....	1
2.2.1	Policy and strategic initiatives.....	1
2.2.2	Qualification and career pathways and requirements.....	2
2.3	Qualification Design Team (QDT) .....	5
3	Aims of the Group Award(s).....	5
3.1	Aims — General Aims of the HNC .....	5
3.2	Aims — Specific Aims of the HNC .....	5
3.3	Aims — General Aims of the HND .....	5
3.4	Aims — Specific Aims of the HND .....	6
3.5	Target groups .....	6
3.6	Employment opportunities.....	6
4	Access to Group Award(s) .....	7
4.1	Formal Qualifications.....	7
4.2	Work Experience .....	7
4.3	General.....	8
4.4	Entry to Year 2 of the HND.....	8
4.5	Transition from Work Based Learning.....	9
5	Group Award(s) structure.....	9
5.1	HNC/HND (Year 1) Care and Administrative Practice .....	9
5.2	HND (Year 2) Care and Administrative Practice .....	10
6	Credit Transfer.....	11
6.1	Articulation and progression.....	12
6.2	Mapping information.....	12
6.3	Industry Standard qualification .....	13
6.4	Other SQA qualifications.....	13
7	Approaches to delivery and assessment .....	13
7.1	Context.....	13
7.2	Delivery and assessment .....	13
7.3	Assessment Strategy .....	15
7.4	Graded Unit Information .....	16
7.5	Core Skills .....	17
7.6	Open Learning.....	17
7.7	E-Learning.....	17
8	General information for centres .....	18
9	General information for candidates.....	18
10	Glossary of terms .....	20
11	Appendices.....	21
Appendix 1:	Qualification Framework .....	22
Appendix 2:	HNC/D Frameworks .....	23
Appendix 3:	Mapping Mandatory Units — relevant NOS .....	33
Appendix 4:	Signposting underpinning skills and knowledge administrative Units — SVQ level 3 and 4 Business Units.....	41
Appendix 5:	Assessment plan chart.....	44

# 1 Introduction

The Health Care context in the early part of the 21<sup>st</sup> Century in Scotland continues to evolve to meet the demands of the population to maintain and improve high quality, safe, effective and patient centred care (The Health Quality Strategy for NHS Scotland — Scottish Government 2010). Scottish Government Policy has highlighted the need for a workforce that will be able to meet the present and future healthcare needs through robust training and educational programme delivery *A Force for Improvement: Scottish Government (2009); A Guide to Education and Role Development for Health Care Support Worker (2010)*.

In response to the challenges identified within workforce planning by a local NHS Board, early strategic discussions identified the potential for new and innovative training and educational provision to meet both the national policy drivers and local workforce plans for Health Care Support Workers (HCSW) at Levels 3 and 4 on the Career Framework (CF) *NHS Scotland Career Framework (2009) Scottish Government; A Guide to Education and Role Development for Health Care Support Worker (2010)*.

The new Higher National Certificate/Diploma (HNC/D) in Care and Administrative Practice has therefore been developed to address the changing skills mix of the National Health Service (NHS) in Scotland and was a policy driver by NHS Greater Glasgow and Clyde (NHSGGC).

## 2 Rationale for the development of the Group Award(s)

### 2.1 Background

Following the formation of a strategic educational partnership, consultation took place with a number of key stakeholders and with NHS Boards, in particular NHS Greater Glasgow and Clyde, Skills for Health, NES, Scotland's Colleges and Higher Education Institutions (HEIs). Engagement with Strategic Health Authorities from England identified commonalities regarding their workforce needs and developing qualification and training options. In England the use of Foundation Degrees allows progression to health sector roles at similar educational levels for the HCSW roles at Levels 3 and 4 on the CF. The evidence gathered led to the conclusion that there was a need for an award that provided qualifications at SCQF level 7 and SCQF level 8 to support entry to and progression within the NHS.

### 2.2 National Context

#### 2.2.1 Policy and strategic initiatives

Since 2002 policy and strategic initiatives have focused on the review and development of NHS Scotland's workforce. The emphasis has been on the '*concept of nationally transferrable roles in the delivery of health care... which may be identified across the whole range of healthcare delivery*' (Nationally Transferable Roles Skills for Health 2009).

The HNC/D aims to provide an academic pathway for the development of health and integrated care workers and administrators that will adequately prepare them for future roles within the NHS and public service provision. The need for which was highlighted by the Scottish Government in their documents Better Health Better Care (2007), A Force for Improvement: The Workforce Response to Better Health, Better Care (SGHD 2009) and A Guide to Healthcare Support Worker Education and Role Development (SGHD 2010). The programme also addresses the needs of existing experienced support workers and care staff who would benefit from accessible RPL.

The main target group for this award will be those seeking employment in the NHS in a Senior HCSW (SCQF level 7) or AP (SCQF level 8) role within either a clinical or non clinical setting. It will also appeal to those seeking to progress to related SCQF level 8 or 9 programmes in the health, integrated care or business and management fields. While likely to be particularly attractive to younger people entering the NHS it will also be accessible to adult returners.

Within this national context the following section provides details on the emerging roles and range of support workers within the health sector and the relevance to the new HNC/D award.

### **2.2.2 Qualification and career pathways and requirements**

The employer led HNC/D qualification will develop an appropriately skilled and qualified workforce that meets both future and current needs within both clinical and administration roles on Levels 3 and 4 of the CF (SCQF Levels 7 and 8 respectively).

Competences and National Occupational Standards (NOS) describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. NOS are tools to help individuals, organisations and training providers to improve performance. Skills for Health, the body responsible for developing NOS for the UK health sector, has created an extensive database of competences each referring to a different health-related function. The NOS for support workers at level 3 and level 4 were considered in designing this new qualification and the standards have been mapped and embedded throughout the award. This ensures the award matches the requirements at CF level 3 and 4 to the appropriate SCQF level and through this provides a rigorous education and training framework for SHCSW and AP roles.

To illustrate this, TABLE 1 shows the education and training requirements for each level of the CF linked to the equivalent level on the Scottish Credit and Qualifications Framework (SCQF). A Senior Health Care Support Worker (SHCSW) role is therefore aligned at level 3 on the CF and Assistant Practitioners (AP) are aligned at level 4. The educational requirement for a potential employee at Level 3 is a qualification at SCQF level 7. Once in post however, a Senior HCSW in a clinical role must show consolidation of practice in a level 3 role before progressing into a clinical AP role.



**TABLE 1: Overview of Career Framework matched to SCQF levels**

	<b>NHS Career Framework</b>	<b>Matched SCQF Level</b>
<b>9</b>	<b>More Senior Staff</b>	
<b>8</b>	<b>Consultant Practitioners</b>	
<b>7</b>	<b>Advanced Practitioners</b>	
<b>6</b>	<b>Senior Practitioners</b>	
<b>5</b>	<b>Practitioners</b>	<b>9</b>
<b>4</b>	<b>Assistant Practitioners</b>	<b>8</b>
<b>3</b>	<b>Senior Healthcare Support Workers</b>	<b>7</b>
<b>2</b>	<b>Healthcare Support Workers</b>	<b>5/6</b>
<b>1</b>	<b>Support Workers</b>	

NES have indicated that SHCSWs will be given the opportunity and support to undertake and achieve a relevant programme of learning at SCQF 7. This will allow them to develop within their role in compliance with the NHS KSF, and, if a relevant accredited programme of learning is completed, will provide a progression route to Assistant Practitioner level. Assistant Practitioners will be given the opportunity to undertake and achieve a relevant programme of learning at SCQF level 8; which may include Professional Development Awards or equivalent. This will also allow them to develop within their role and provide a progression route to entry to a pre-registered undergraduate programme leading to professional registration (NES 2010).

The HNC/D Care and Administrative Practice is therefore aimed at providing a specific qualification for those wishing to enter the NHS workforce at levels 3 and 4 of the NHS Career Framework in both clinical and administration roles. The structure of the award has a range exit routes.

### **HNC/D Year 1**

Year 1 of the HND award has been designed to meet the requirements of the CF level 3 roles in both clinical and non clinical areas with a mandatory 7 Units. The rationale for this is to create a set of skills and competences across all potential occupational areas, clinical and non clinical, and to optimize team working and transferrable skills. Alongside the mandatory Units, candidates will undertake routes focusing on either clinical practice or administration within the health sector.

An HNC at SCQF level 7 (96 credit points) exit route is available for candidates who wish to complete at this point. This qualification meets the requirements of CF level 3 on the NHS CF in both clinical and administration roles. In addition successful completion of the HNC meets the requirement for entry into a number of under graduate programmes.

Candidates will also have the option of an exit route after completion of Year 1 of the HND if they achieve the 120 credit points at SCQF level 7 appropriate to that route. As well as entering employment at CF level 3 this will allow them to articulate with advanced standing to Year 2 of designated degree programmes in either healthcare practice or administration depending on the route taken. For example, if they take the route which

focuses on healthcare practice they will be able to articulate into Year 2 of the Health Studies degree at Glasgow Caledonian University. The route which focuses on administration within the health sector will allow access to Year 2 of a range of designated business and management degrees.

## **HND Year 2**

Year 2 of the HND has also been designed with various options and exit points. One route continues to concentrate on broad healthcare practice and as well as providing the basis for employment in the NHS at CF level 4 (non clinical). Discussions are underway to agree entry with advanced standing into Year 3 of the Health Studies degree at Glasgow Caledonian University.

A second route based on administration services again provides entry to the NHS at CF level 4 (non clinical) and should allow advanced standing into Year 3 of a range of business and management related degrees.

The third route, while open to those progressing directly from the HND Year 1, is specifically designed for those already employed in CF level 3 clinical roles who have an appropriate qualification at SCQF level 7. This route will allow practitioners qualified to SCQF level 7 to access specialist clinical Units at SCQF level 8 to assist in developing their skills and working towards roles at CF level 4. Those who have appropriate qualifications at SCQF level 7 will be able to access and complete Year 2 of the HND and gain the full award. Those with a relevant HNC will have to complete a further 18 credits to get an HND.

Some of the Units within this third route are grouped into clusters such as Acute Care, designed to match the occupational areas with greatest need for Assistant Practitioners. It is envisaged that where demand is justified, these Unit clusters along with agreed mandatory Units will be able to form the basis of Professional Development Awards (PDAs). In this way the award design will offer the flexibility to develop a range of Unit clusters/PDAs to meet the Assistant Practitioner needs of different NHS Boards. Discussions have taken place with NHS GGC regarding the clinical areas to be developed with an acute care cluster of Units having been created and other groupings under discussion. This approach will particularly support the educational and clinical competence requirements for APs working within and across the healthcare sector.

There will also be the potential for those following this currently employed route to undertake the full HND Year 2 and qualify for advanced standing into Year 3 of certain degree programmes. This supports the KS framework within the NHS as it creates opportunities for individuals to undertake continuous professional development (CPD) within their area of practice.

The significance of HND is its ability to offer to both new entrants a range of different exit routes into employment within the health sector as well as providing opportunities for those already employed within the NHS. Those employed at CF level 2 can access the HNC and undertake appropriate training at SCQF level 7, leading to progression to roles at CF level 3 and those employed at CF level 3 can access the HND to undertake appropriate training at SCQF level 8, leading to progression to roles at CF level 4.

## **2.3 Qualification Design Team (QDT)**

The design of the programme was undertaken by a QDT which comprised of Scotland's Colleges, HEIs, NHSGGC representatives, NES and other key stakeholders. Membership of the QDT included all relevant stakeholders to ensure all needs were met. There was always a core group of stakeholders present throughout to ensure continuity and progression during the qualification development process and met regularly over the course of the development of the structure and content of the award.

## **3 Aims of the Group Award(s)**

Broad Aims of both Awards

In addition to the main aim of providing a vocational qualification, the main subsidiary aim of the awards is to enable candidates to progress to further academic/professional qualifications by providing candidates with the skills and competences required for HE entry level.

### **3.1 Aims — General Aims of the HNC**

- 1 Develop transferable skills including the Core Skills of communication, IT, numeracy, problem solving and working with others
- 2 Develop study, academic writing and research skills
- 3 Develop knowledge and personal effectiveness
- 4 Develop skills such as critical thinking and reflection
- 5 Develop employment skills and provide opportunities for career planning and enhancing candidates employment prospects
- 6 Develop employment skills related to the National Occupational Standards
- 7 Enable progression within the Scottish Credit and Qualifications Framework and into HEIs
- 8 Provide academic stimulus and challenge

### **3.2 Aims — Specific Aims of the HNC**

- 1 Develop and apply a broad range of specialized vocational knowledge and skills
- 2 Develop and awareness of legal issues, data management and ethical considerations.
- 3 Enable the development of reflective practice
- 4 Promote career progression and academic pathways for and within a range of settings
- 5 Develop the ability to work co operatively with others
- 6 Develop the underpinning knowledge that enables integration of theory and practice
- 7 Provide the competences required by employers

### **3.3 Aims — General Aims of the HND**

- 1 Develop candidates' knowledge and skills such as planning, implementing, analysing, and critical thinking
- 2 Enable progression within the SCQF
- 3 Develop study and research skills appropriate to SCQF level 8

- 4 Develop transferable skills including Core Skills to the levels required by employers and for progression to advanced entry to HEIs
- 5 Develop vocational skills related to the NOS or other professional body requirements so enhancing candidate's employment prospects

### **3.4 Aims — Specific Aims of the HND**

- 1 Demonstrate the ability to convey complex information
- 2 Demonstrate the ability to integrate and apply complex and advanced skills
- 3 Carry out complex project work involving research and evidence based practice with critical and evaluative thinking
- 4 Develop skills in information technology
- 5 Demonstrate the ability to plan and manage work based activities with reference to professional and legal issues
- 6 Develop the ability to work flexibly and co-operatively within the multi-agency team

### **3.5 Target groups**

The main target group for this award will be those seeking employment in the NHS in a Senior HCSW (SCQF level 7) or AP (SCQF level 8) role within either a clinical or non clinical setting. It will also appeal to those seeking to progress to related SCQF level 8 or 9 programmes in the health or business and management fields. While likely to be particularly attractive to younger people entering the NHS it will also be accessible to adult returners.

These Awards are appropriate for candidates who have an interest in a career in Care or Administration at any level. The new HNC Care and Administrative Practice award is predominantly skills focused and provides candidates with a broad foundation of skills and knowledge to prepare candidates for employment and/or further academic study. The new HND Care and Administrative Practice further develops the skills and knowledge necessary for candidates who seek positions of greater responsibility within the health care or administration sector and/or further academic study.

Existing HCSWs qualified to SCQF level 6 who wish to improve skills to work at CF level 3 will be able to access the HNC award. Those qualified to SCQF level 7 who wish to work at CF level 4 will be able to access the HND award.

Candidates are likely to come from the following target groups:

- ◆ School leavers
- ◆ Adult returners to education
- ◆ Those in employment within the NHS who wish to enhance their career prospects

### **3.6 Employment opportunities**

One of the key issues highlighted in the policy and strategic review section was the need to develop a qualification structure and entry routes into the emerging health sector posts at SCQF level 7 and 8 which match to the NHS CF levels 3 and 4.

The HNC and HND Care and Administrative Practice will provide the skills and knowledge demanded of a modern working environment. They allow for progression to employment of a general healthcare or administrative nature. Consultation has established that employers will use these awards in the recruitment and selection of staff and for upskilling purposes. Consultation has also confirmed that graduates holding the administration awards are likely to be able to apply for and hold a wide range of posts at varying levels of responsibility.

## 4 Access to Group Award(s)

### 4.1 Formal Qualifications

As with most SQA qualifications, access is at the discretion of the centre. It would be beneficial if candidates possessed at least one of the qualifications listed below to gain access to the award. (The recommendations are for guidance only and although this list is not exhaustive, it provides examples of appropriate formal entry qualifications).

- ◆ Any National Qualifications Group Award at SCQF level 5 or 6 in communication, care, administration or other relevant area
- ◆ Any two relevant National Courses at SCQF level 6 in communication, care, administration or other relevant qualification, together with three Standard Grade passes at level 3 or above
- ◆ Relevant National Units at appropriate levels (eg achievement of the Core Skills entry profile)
- ◆ Relevant SVQ level 3
- ◆ Equivalent qualifications from other awarding bodies
- ◆ Any appropriate combination of the above qualifications

The over-riding criterion to be satisfied is that the applicant has a realistic chance of achieving the qualification within the programme model delivered by the centre. In addition, it is recommended that candidates should possess the following Core Skills profile on entry:

Core Skill or component	SCQF level
Communication	5
Numeracy	5
Information and Communication Technology	5
Problem Solving	5
Working with Others	4

Where candidates do not come with an existing certificated Core Skills entry profile, it is recommended that centres consider carrying out a Core Skills profile exercise. It is anticipated that centres would agree a programme of support activities for any candidate who did not meet the necessary profile.

### 4.2 Work Experience

Consideration should also be given to those candidates, particularly mature candidates who have relevant work/life experience and do not possess formal qualifications, but whose prior experience and maturity indicate that they are likely to succeed on the course.

Work experience that may be considered suitable could include:

- ◆ paid or voluntary roles that include aspects of care or administrative work
- ◆ experienced care workers, either voluntary or paid (Community, Social, Private or NHS)
- ◆ a range of reception/clerical/office work incorporating IT skills
- ◆ active involvement in charity activities that require a range of administrative tasks including planning, organising and completing fund raising activities, minute taking, participating as officials on committees including formal meetings, liaising with others, working with others etc

#### **4.3 General**

- ◆ Where English is not the first language of the candidate, it is recommended that candidates possess English for Speakers of Other Languages at an appropriate level or IELTS at 5.5. Articulation agreements may however stipulate candidates exit from this award with a minimum of 7 before commencing pre-registration programmes
- ◆ Direct entry to the programme could be offered to those applying with equivalent qualifications from this country or other countries, providing the competences can be identified and are appropriate
- ◆ Centres may wish to consider appropriate support for those candidates whom English is not their first language
- ◆ The selection criteria for this award should consider the specific requirements of professional bodies such as the Nursing and Midwifery Council and Health Professional Council, as candidates may wish to apply to study these programmes following completion of the award, for example previous disclosure and health checks
- ◆ A pre-course interview and an appropriate reference may be advised
- ◆ A Disclosure Scotland and health status check may also be necessary
- ◆ Centres should adhere to legislation and local authority guidelines where candidates come in to contact with children and/or adults at risk. It is important that there are robust protection policies and procedures in place which students should be made aware of, and be required to comply with.

#### **4.4 Entry to Year 2 of the HND**

While entry to the second year of the HND course will be at the discretion of the centre, it is envisaged that candidates would have achieved 15 SQA credits/120 SCQF credit points before entering the second year of the HND award. Progression within the award would normally include all of the mandatory Units for the HNC (including the Graded Unit) plus the additional Units to complete Year 1 of the HND.

Those currently employed in the NHS who have completed the HNC Health Care or the SVQ 3 Health Care Support will be able to access HND Year 2 at the discretion of the centre. In discussion with the centre each individual will have to undertake agreed additional HN Units from the HND Year 1 to meet the required credit points to progress, and in the case of the SVQ Health Care Support provide evidence of the necessary academic ability to undertake HND Year 2.

## 4.5 Transition from Work Based Learning

For candidates who have completed a work based learning qualification eg SVQ 3 level, SCQF 7 the academic transition to HND or a PDA SCQF 8 may prove challenging. Centres should be aware of this and be prepared to put in place necessary support to facilitate the transition to the next SCQF level and a more academic approach. For students who are working within the NHS the WEA-UNISON Learning@Work programme (see Appendix 6) may be available to bridge the gap and ease the transition. Within the framework of the new HNC/D Care and Administrative Practice there are also 2 Units which are designed to ensure the necessary academic knowledge and skills are developed.

## 5 Group Award(s) structure

### HND Care and Administrative Practice — Overview of main pathways

#### 5.1 HNC/HND (Year 1) Care and Administrative Practice

The Proposed Structure for Year 1 of the HNC/HND Care and Administrative Practice awards have 7 Mandatory Units totaling 7 credits. These Units must be undertaken before branching to either Route 1 or Route 2.

Both Route 1 and 2 each have Mandatory Optional Units totaling 5 credits which must be achieved for the 12 credit HNC award and a total of 96 credit points.

#### **Please note:**

Candidates wishing to complete the full HND Year 1 of either route must achieve a further 2 Optional Progression Units totaling 3 credits to gain a total of 120 credit points

<b>HNC Care and Administrative Practice GROUP AWARD CODE (GC9A 15)</b>
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NB — There are 2 routes within this framework. Route 1 is for candidates wishing to progress in a healthcare practice setting. Route 2 is for candidates wishing to progress in an administrative setting. Candidates should undertake the route most appropriate to them, depending on what existing qualifications they have, if any.

The HNC will be awarded on successful completion of a total of 12 HN credits. The HNC carries 96 SCQF credit points at SCQF level 7.

## 5.2 HND (Year 2) Care and Administrative Practice

The Proposed Structure for Year 2 of the HND Care and Administrative Practice award has a further 5 Mandatory Units totaling 6 credits. To complete the HND these Units must be undertaken before continuing with Route 1, Route 2 or undertaking a clinically based Route 3. Those undertaking Route 3 must be currently working within a clinical setting, and if progressing directly from HND Year 1, have completed the HND Year 1 Route 1 option.

Route 1 has 6 Mandatory Optional Units totaling 9 credits which must be undertaken to achieve the full HND and 120 credit points.

Route 2 has 4 Mandatory Optional Units totaling 6 credits which must be undertaken along with a further 3 credits from a range of Optional Units to achieve the full HND and 120 credit points.

Route 3 has a range of Optional Units from which 9 credits must be undertaken to achieve the full HND and 120 credits. Within these optional Units there will be specialist clinical clusters which must be undertaken to be able to work at CF level 4. For example the Acute Care cluster will consist of various Units for example Care Planning in Practice, Palliative and End of Life Care, Promoting Nutrition and Hydration and Care of the Acutely Ill Patient. All candidates will be guided in their choice of Units. These clusters can be achieved on a stand-alone basis.

<b>HND CARE AND ADMINISTRATIVE PRACTICE GROUP AWARD CODE (GD0A 16)</b>
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NB — There are 3 routes within this framework. Route 1 is for candidates wishing to progress in a general health studies setting. Route 2 is for candidates wishing to progress in an administrative setting. **Route 3 is only open to those currently working in a clinical setting and is particularly appropriate for existing practitioners qualified to SCQF level 7 who wish to access specialist clinical Units to assist developing their skills and working towards roles at CF level 4.** Those who have appropriate qualifications at SCQF level 7 totaling 120 credit points will also be able to complete the full HND award.

Candidates should undertake the route most appropriate to them, depending on what existing qualifications and experience they have, if any.

The HND will be awarded on successful completion of a total of 30 HN credits. The HNC carries a notional 240 SCQF credit points at SCQF level 8.

See Appendix 2 for Frameworks



## 6 Credit Transfer

In order to address the credit transfer issues between the HNC Health Care and the HNC Care and Administrative Practice it has been necessary to carry out a mapping exercise between the two courses. Excluding the Graded Units from each course the remaining Units have been mapped. The HNC Care and Administrative Practice consists of 9 Units with a credit value of 88 SCQF points and the HNC Health Care consists of 7 Units with a SCQF credit value of 88 points. As indicated by the mapping table it is clear that while all of the Outcomes from the HNC Health Care have been covered by the new qualification there is a shortfall between the two qualifications. At HNC level the shortfall occurs in the following Units: Hospital Patient Administration and Personal Developing Planning which are not reflected in the HNC Health Care.

As there is no credit transfer of Graded Units any candidate who already has a HNC Health Care qualification would also have to complete the Graded Unit appropriate to HNC Care and Administrative Practice. To complete the project for the Graded Unit they can utilise their experience from their previous placement, as long as it was no more than 2 years prior to the current course. It is also advisable that the assessor confirms with the placement that the work is authentic.

Students who wish to progress would have to make up the shortfall of SCQF points by undertaking the equivalent of 3 HN credits before progressing onto the HND year 2. To complete the requirements of the Graded Unit it is necessary that students complete the following Units prior to progressing to HND Care and Administrative Practice: Personal Development Planning, Hospital Patient Administration. Completion of these 3 Units would also serve progression purposes as they would make up the additional 3 credits necessary to allow progression into Year 2 of the HND.

In the event that some candidates come forward with other awards or prior work experience some credit transfer may be given, dependant on the qualification and experience. This will be considered on an individual basis. The final decision will lie with the delivering centre, supported by SQA guidance. There will be strong emphasis on ensuring the currency of the competence in meeting Evidence Requirements for this award when giving credit transfer.

In 2009 the Scottish Government published the Mandatory Induction Standards for Healthcare Support Workers in Scotland To demonstrate the value of this qualification a mapping exercise has been carried out to show where these Induction Standards are integrated into the new qualification. The Induction Standards consist of 14 Public Protection Standard Statements and these have been clearly mapped not only to the Core Dimensions of the NHS Knowledge and Skills Framework but also to the following Units of Year 1 of the HNC/D Care and Administrative Practice: Safe Working Practice for Care, Learning through Practice, Principles of Professional Practice, Personal Development Planning, Therapeutic Relationships: Understanding Behaviour, Essential Skills for Care Practice and the Graded Unit Year 1.

## 6.1 Articulation and progression

### Route 1

The HND Care and Administrative Practice has been developed to ensure there are clear articulation pathways in place. Significantly this route has been designed in parallel with the development of the new BA Health Studies degree at Glasgow Caledonian University. This will allow direct entry from HNC/D Year 1 with 120 Credit points at SCQF level 7 into Year 2 of the degree. Mapping has also taken place between HND Year 2 and Year 2 of the BA Health Studies degree and direct entry with 240 credit points (with appropriate level of SCQF level 7 and level 8 Units) to Year 3 of the degree has been agreed.

### Route 2

In terms of this route there has been discussion on the following articulation pathways on completion of the HNC Year 1 with 120 credit points at SCQF level 7

- ◆ BA Integrated Public Services yr 2 University of the West of Scotland

On completion of HND Year 2:

- ◆ BA Business Year 2 University of the West of Scotland
- ◆ BA Marketing Year 2 University of the West of Scotland
- ◆ BA Human Resource Management Year 2 University of the West of Scotland

On completion of HND Year 2:

- ◆ BA Management Year 3 Glasgow Caledonian University
- ◆ BA Management, Technology and Enterprise Year 3 Glasgow Caledonian University
- ◆ BA Business and Enterprise Year 3 Napier University
- ◆ BA Integrated Public Services Year 3 UWS

### Route 3

This route is targeted at those who are already employed within the health sector or wish to directly enter employment.

## 6.2 Mapping information

An exercise has been conducted to signpost all the Mandatory Units against the relevant NOS and this is included in Appendix 3

All of the administration Units in the new award are drawn from the HNC/D Administration and Information Technology and provide underpinning skills and knowledge relating to the Council for Administration's (CfA) National Occupational Standards.

Appendix 4 illustrates signposting of the underpinning skills and knowledge contained within the administrative Units against the relevant SQA SVQ Level 3 and 4 Business and Administration Units.

### **6.3 Industry Standard qualification**

The HNC/D Care and Administrative Practice awards provide a range of underpinning skills and knowledge relevant to the following qualifications awarded by SQA or other awarding bodies:

- ◆ Microsoft Office Specialist qualifications
- ◆ SVQ Business and Administration at levels 3 and/or 4
- ◆ A range of VQs in Care
- ◆ A range of PDAs in Care

### **6.4 Other SQA qualifications**

Within the current HNC/D framework, links exist with a number of Professional Development Awards (PDAs) in the new Care and Administrative Practice subject area.

Examples of relevant PDAs include:

- ◆ PDA Certificate in Information Technology (SCQF level 7) — G8XL 47
- ◆ PDA in Medical Administration (SCQF level 7) — G8KV 47
- ◆ PDA in Office Management (SCQF level 8) — GA10 48

## **7 Approaches to delivery and assessment**

### **7.1 Context**

These awards may be delivered in a variety of ways which will reflect the learning, employment and development needs of individual candidates. The qualification is suitable for individuals who wish to study towards a qualification suitable for a career in the NHS who wish to support practice in their current role or prepare for progression to HEIs. The selected route can be either a clinical or administration role or candidates may decide to progress to an SCQF level 9 qualification. The awards can be delivered on a full-time or part-time (day release or evening) basis and are suitable for HCSW, Senior HCSW and AP staff currently employed within the NHS or appropriate care setting.

### **7.2 Delivery and assessment**

The qualifications can be delivered in a number of ways:

- ◆ Full-time
- ◆ Day release
- ◆ Other Part-time
- ◆ Open Learning

A combination of these approaches can also be used, depending on the nature of the Unit being studied and the employment status of the candidate.

Centres should ensure when planning a programme of delivery it reflects the needs and requirements of the candidates, especially those in employment. Course delivery should, wherever possible, build on candidate knowledge and understanding.

In order to be able to complete the following Unit(s) in Year 1: Learning through Practice, Essential Skills for Care Practice and some specialist clinical Units, centres/course providers must ensure that candidates are either working in a suitable care environment or that they are able to undertake a work placement in an appropriate setting.

The structure of these awards provides candidates with Units that will develop knowledge for understanding and Units that will develop knowledge for practice. It is highly recommended that centres provide suitable placements for candidates to achieve these Units. It is further recommended that centres develop guidelines on deliver and assessment in conjunction with placement providers.

Any Local arrangement for placements should, where possible, involve any relevant educational support systems. It is recommended when using NHS placements that centres collaborate with the appropriate Practice Educator Facilitators (PEFs). This collaboration will maximise and strengthen support between mentors and FE establishments.

It is recommended that prior to commencing placement all the relevant Units that provide knowledge for understanding should be delivered in the early part of the course. Prior to candidates commencing placement in year 1 (HNC/D), it is recommended that any value based Units being undertaken are delivered. These are:

- ◆ Safe Working Practice for Care (H29P 34)
- ◆ Therapeutic Relationships-Understanding Behaviour (FN26 34)
- ◆ Essential Skills for Care Practice (FN27 34)– Route1 only
- ◆ Principles of Professional Practice (H29S 34)– Route 1 only

By delivering these Units along with the remaining mandatory Units early in the delivery of the course, candidates will be provided with the underpinning knowledge for the Graded Unit which candidates can then apply to a practical setting. These are:

- ◆ Understanding Personal and Professional Development (H29T 34)
- ◆ Sociology for Care — An Introduction FN2E 34
- ◆ Hospital Patient Administration (DL51 34)
- ◆ Learning through Practice (H29R 34)

It is recommended that the Graded Units are introduced early, with the practical assignment submitted towards the end of the programme. Candidates who will have gained some underpinning knowledge can then make links with their work placement and this will assist them in preparing for the placement. Introducing the Graded Units early will allow candidates to familiarise themselves with the workplace in preparation for selecting the activity they wish to undertake.

The approach to delivery and assessment in this new qualification is varied in order to give the candidates and centres a variety of teaching, learning and assessment approaches and a wide range and combination of teaching, learning and assessment methods may be used by centres. The following suggested delivery methods could be adopted by centres:

- ◆ lectures
- ◆ tutorials
- ◆ study packs
- ◆ problem based scenarios
- ◆ case studies
- ◆ group work
- ◆ presentation
- ◆ online materials
- ◆ IT based teaching materials
- ◆ projects
- ◆ Virtual Learning Environments

Whilst some Units can be delivered through open/e-learning, it must be remembered that the entire award cannot be delivered via this route, principally due to the practical Units which assess occupational competence.

Throughout delivery, candidates should be set clear standards in terms of presentation of information. It is recommended that standard referencing conventions such as the Harvard referencing system are used throughout so that candidates are confident about using wider evidence in support of research and academic reporting. This should also ensure compliance with copyright and avoid issues of plagiarism.

Centres must ensure that they have suitably qualified staff and appropriate resources and equipment for delivery of these qualifications. Centres must also ensure that sufficient work placements have been secured through appropriate partners, such as local NHS Boards to allow candidates to undertake the relevant Unit as it is crucial that candidates looking to exit into work at CF level 3 or 4 have appropriate work experience through their placement.

### **7.3 Assessment Strategy**

The assessment approaches suggested give candidates the opportunity to develop a range of skills to suit the different assessment requirements for this award. The assessment strategies are flexible in order to accommodate a range of candidate ability and centre facilities. The assessment plan chart (see Appendix 5) provides an overview of the assessment strategy.

Throughout the award the candidate is required to demonstrate responsibility for his or her own learning through the creation of a personal portfolio. This is important as part of the individual's own personal and professional development and is linked to the mandatory Unit Personal Development Planning in Year 1. The portfolio should contain reflective accounts where the candidate records evidence of their self-evaluation and the actions they have taken in setting their own learning goals, seeking the

supervision of a senior or registered practitioner to develop safe health care practice.

Throughout the work placement Units the candidate will have had opportunities to observe an experienced practitioner and then practice the skills detailed under each Outcome. The candidate is judged to have achieved Unit Outcomes when they are able to demonstrate the required skill under the direct supervision of a senior or registered practitioner. Achievement of the level of skills should be recorded in the Record of Achievement which, when completed, is included in the placement portfolio. Records of Achievement are used to assess and record the achievement of the required competences and skills attached to Safe Working Practice, Learning through Practice, Essential Skills for Care and the Acute Care Units.

Candidates should be encouraged to evaluate their own performance prior to being assessed by the registered practitioner and record the details in their reflective accounts. Any reflective accounts and Records of Achievement created during the HNC/D should be included within the portfolio.

It is expected that material produced for assessment should relate to current actual practice in line with the workplace/placement requirements of the Group Award. There are formal requirements in relevant Units for candidates' work to be authenticated by a line manager or lead practitioner. Where this is the case it is stated within the Unit.

Other assessment methods, such as written assignments, presentations, projects and practical demonstration allow candidates the opportunity to demonstrate and/or develop Core Skills.

Throughout the HNC/HND Programme the objective will be to integrate assessments where possible to avoid repetitive evaluation of previous learning Outcomes and therefore preventing assessment overload.

It is hoped that by applying consistent standards across the awards, candidates will be able to appreciate that all Units are relevant to their chosen course/vocation and they will be able to transfer Core Skills to other employment or academic situations.

#### **7.4 Graded Unit Information**

All Graded Unit specifications are available from SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)).

The purpose of the Graded Units is to assess ability to retain and integrate the knowledge and skills gained in the mandatory Units; to assess that the candidate has met the principal aims of the Group Award and to grade candidate achievement. A Graded Unit is assessed and a grade of A, B or C awarded to candidates who successfully achieve the Unit.

Candidates will take a one credit Graded Unit at SCQF level 7 in the HNC/1st Year HND, and a further two credit Graded Unit at SCQF level 8 in the second year of the HND Group Award.

The Graded Units take the form of:

- ◆ Care and Administrative Practice: Graded Unit 1 (FN3D 34)
- ◆ (Project based on an activity at SCQF level 7)
- ◆ Care and Administrative Practice: Graded Unit 2 (FN6C 35)
- ◆ (Case Study based on activity at SCQF level 8)

Care and Administrative Practice: Graded Unit 1 (FN3D 34) is a Project. This Unit covers the integration of a range of knowledge and skills achieved through study of the mandatory Units, but focusing on Safe Working Practice, Therapeutics: Understanding Behavior, Hospital Patient Administration, Personal Development Planning, Sociology for Care: An Introduction and Learning through Practice. This assessment should take place towards the end of the programme to ensure that candidates have covered the topics which will be assessed within the Graded Unit.

Care and Administrative Practice: Graded Unit 2 (FN6C 35) is a Case Study. This Unit covers the integration of a range of knowledge and skills achieved through study of the mandatory Units, but focusing on Leadership and Decision Making, Supervision in a Care Setting, Research and Evidence Based Practice, Policy and Practice in Public Health. This assessment should take place towards the end of the programme to ensure that candidates have covered the topics which will be assessed within the Graded Unit.

## **7.5 Core Skills**

Under the Higher National design principles HNC/D programmes incorporate opportunities for candidates to develop Core Skills and programmes should clearly include opportunities for candidates to develop these to the levels required by the occupations or progression pathways the awards support. Within the HNC/D Care and Administrative Practice there are opportunities to develop all five Core Skills at SCQF level 5/6.

## **7.6 Open Learning**

Some Units may be delivered through open learning. Centres could develop resources that include hard copy booklets, use of a virtual learning environment and/or e-assessment technologies. If centres can offer the use of mentored discussion forums, wikis and other developing technologies to reduce the feelings of isolation and encourage collaboration even from a distance, this will help open learning candidates remain motivated and on track.

## **7.7 E-Learning**

Centres are encouraged to use new technologies to support and enhance the delivery and assessment of the HNC/D Care and Administrative Practice Group Awards. Formative e-assessment materials are in development at the time of writing (March 2011). More information about online resources available via SQA's SOLAR project can be found at the website — [www.sqasolar.org.uk](http://www.sqasolar.org.uk)

## 8 General information for centres

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. 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 Group Award(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](http://www.sqa.org.uk)).

## 9 General information for candidates

The Scottish Government has published a number of documents examining the future approach to better health care and the roles of the range of professionals involved over the last eight years. The Outcome of this analysis has included the emergence of posts within NHS Scotland at Senior Health Care Worker and Assistant Practitioner level across a range of occupational areas.

This award therefore comes at a time of significant change for the national health sector. It offers a single integrated framework supporting significant alternative career routes both for those seeking to enter the health sector for the first time and those already employed within the sector seeking to improve skills and to meet the emerging job opportunities and requirements. The new award will strengthen skills and career development within the sector.

This qualification provides articulation pathways to awards at SCQF level 9 or above in related fields. Candidates will also be able to progress into employment within the health sector in appropriate occupational areas or, while already employed within the sector, undertake specific clusters of HN Units to support their progression and skills base within the workplace. The nature of the subject area encourages self reflective practitioners and independent learning and the award structure promotes the ongoing development of specialist skills supported by transferrable skills developed through knowledge, understanding and application.



## **Aims of the award**

The overall aim of the HNC/D Care and Administrative Practice is to develop knowledge and skills in healthCare and Administrative Practice within the health sector workforce, working towards improving Outcomes for service users. The award allows you to specialise in either healthcare practice or administration within a healthcare setting and will provide a platform allowing you to progress to employment and/or further study at an equivalent or higher level.

## **Structure of the award**

The HNC Care and Administrative Practice is an SCQF level 7 qualification which contains 12 HN credits (96 SCQF credit points), 7 of which are mandatory and 5 of which are gained from mandatory optional credits specific to the route chosen. The HND Care and Administrative Practice is an SCQF level 8 qualification which contains 30 HN credits (240 SCQF credit points), 13 of which are mandatory with 17 to be obtained in varying ways depending on the route chosen.

Route 1 supports entry or progression in healthcare practice and in addition to the 13 mandatory credits requires 17 mandatory optional credits. Route 2 supports entry or progression into administration within a healthcare setting and in addition to the 13 mandatory credits requires 14 mandatory optional credits and 3 optional credits. Route 3 supports progression within a clinical healthcare practice setting and in addition to the 13 mandatory credits requires 8 mandatory optional credits and 9 optional credits.

The 12 credits within the HNC contribute to the HND. Some Units are worth 2 HN credits (rather than 1) so the number of Units you will be required to complete will not be the same as the overall number of HN credits required.

You will be assessed throughout the HNC or HND qualification on either on a Unit or on some occasions via an integrated assessment, with assessments taking a range of forms including placements, portfolios, practical assignments, classroom assessment and case studies.

Towards the end of the HNC (or 1st Year of the HND) you will undertake a Graded Unit (Care and Administrative Practice: Graded Unit 1), which is designed to assess your ability to integrate the knowledge and skills gained across the mandatory Units.

Care and Administrative Practice Graded Unit 1 is a one credit Unit which provides the opportunity to reflect on the main topics covered within the other Units and how these link together.

The HND requires candidates to complete a second Graded Unit (Care and Administrative Practice Graded: Graded Unit 2) which will also assess your ability to integrate knowledge and skills gained across the breadth of the qualification. This is a two credit Unit which takes the form of a case Study.

On successful completion of each Graded Unit you will be awarded a grade of A, B or C according to the mark attained. This grading applies only to the relevant Graded Unit and not the overall HNC or HND award.

## Articulation and progression

The HND Care and Administrative Practice has been developed to ensure there are clear articulation pathways in place. Depending on the route chosen there are articulation options into the BA Health Studies degree at Glasgow Caledonian University as well as a number of business related degrees.

## 10 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](http://www.scqf.org.uk)

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

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

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

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

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

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

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

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

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

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

## **11 Appendices**

Appendix 1 — Qualification Framework

Appendix 2 — HNC/D Frameworks

Appendix 3 — Mapping Mandatory Units — relevant NOS

Appendix 4 — Signposting underpinning skills and knowledge administrative Units — SVQ level 3 and 4 Business Units

Appendix 5 — Assessment plan chart

## Appendix 1: Qualification Framework

Location of the HNC/D on the SCQF

The table below shows the location of this award in the scheme of health care qualifications in the Scottish Credit and Qualification Framework. It shows a range of possible progression opportunities for successful candidates.

<b>SCQF</b>	<b>'Academic Awards' Develop Capacity</b>	<b>'Vocational Awards' Assess Competence</b>
11	Masters	
10	Degree (Hons)	
9	Degree (ordinary)	
8	HND Care and Administrative Practice	
7	HNC Care and Administrative Practice HNC Health Care	SVQ Healthcare Support Clinical Level 3 SVQ Healthcare Support Non-clinical Level 3
6		SVQ Healthcare Support Clinical Level 2 SVQ Healthcare Support Non-clinical Level 2

## Appendix 2: HNC/D Frameworks

### HNC Care and Administrative Practice at SCQF Level 7

#### Mandatory Units

7 HN/56 SCQF credit points must be selected

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
Therapeutic Relationships: Understanding Behaviour	HF29 34*	1	8	7
Individual Pathways In Health and Social Care	HF26 34*	1	8	7
Hospital Patient Administration	FG65 34	1	8	7
Sociology for Care	HF28 34*	1	8	7
Safe Working Practice for Care	HF25 34*	1	8	7
Learning through Practice	HG1H 34*	1	8	7
Understanding Personal and Professional Development	HF2A 34*	1	8	7
Care and Administrative Practice: Graded Unit 1	HG1J 34*	1	8	7

#### Route 1 Mandatory Optional Units

5 HN/40 SCQF credit points must be selected

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
Physiology for Care Professionals	FN2A 34	2	16	7
Essential Skills for Care Practice	HF24 34*	2	16	7
Principles of Professional Practice	HF27 34*	1	8	7

#### Route 2 Mandatory Optional Units

5 HN/40 SCQF credit points must be selected

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
IT in Business: Word Processing and Presentation Applications	F84C 34	2	16	7
IT in Business: Spreadsheets	F84V 34	1	8	7
IT in Business: Databases	F84X 34	1	8	7
Creating a Culture of Customer Care	H1F0 34*	1	8	7

\*Refer to History of Changes for revision changes.

For those candidates wishing to progress to the HND it is recommended that they take the following free standing units which are appropriate to each route.

These units are embedded in the optional section of the HND.

### Route 1 Optional Units

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
Health Care Policy	DR3N 34	1	8	7
Health Promotion in a Changing Society	FN28 34	2	16	7
Recording Financial Information	F7JV 34	1	8	7
Mental Health Nursing: An Introduction	H3LB 34*	1.5	12	7
Mental Health and Mental Disorder	H3LC 34*	1.5	12	7
Learning Disability: Current Policy Issues in Care	H3LD 34*	1	8	7
Learning Disability: Promoting Safe and Effective Practice	H3LE 34*	2	16	7
Maternal Health and Wellbeing	H5XF 34*	1	8	7
Maternal and Fetal Health and Wellbeing	H5XG 34*	2	16	7
Children and Young People's Nursing: An Introduction	H5XH 34*	2	16	7
Child Development: Theory into Practice	H5XJ 34*	1	8	7
Adult Health and Wellbeing	H5XK 34*	1.5	12	7
Young People's Health and Wellbeing	H5XL 34*	1.5	12	7

\*Refer to History of Changes for revision changes.

## Route 2 Optional Units

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
Medical Terminology for Administrative Staff	FG61 34*	2	16	7
Recording Financial Information	F7JV 34	1	8	7
Mental Health Nursing: An Introduction	H3LB 34*	1.5	12	7
Mental Health and Mental Disorder	H3LC 34*	1.5	12	7
Learning Disability: Current Policy Issues in Care	H3LD 34*	1	8	7
Learning Disability: Promoting Safe and Effective Practice	H3LE 34*	2	16	7
Maternal Health and Wellbeing	H5XF 34*	1	8	7
Maternal and Fetal Health and Wellbeing	H5XG 34*	2	16	7
Children and Young People's Nursing: An Introduction	H5XH 34*	2	16	7
Child Development: Theory into Practice	H5XJ 34*	1	8	7
Adult Health and Wellbeing	H5XK 34*	1.5	12	7
Young People's Health and Wellbeing	H5XL 34*	1.5	12	7

\*Refer to History of Changes for revision changes.



## HND Care and Administrative Practice at SCQF Level 8

### Mandatory Units

13 HN/104 SCQF credit points must be selected

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
Safe Working Practice for Care	HF25 34*	1	8	7
Therapeutic Relationships: Understanding Behaviour	HF29 34*	1	8	7
Hospital Patient Administration	DL51 34	1	8	7
Understanding Personal and Professional Development	HF2A 34	1	8	7
Sociology for Care	HF28 34*	1	8	7
Learning Through Practice	HG1H 34*	1	8	7
Leadership and Decision Making	FN5T 35	1	8	8
Supervision in Care Settings	DH40 35	1	8	8
Evidence Based Practice and Research	FN69 35	1	8	8
Policy and Practice in Public Health	FN5V 35	1	8	8
Care and Administrative Practice: Graded Unit 1	HG1J 34*	1	8	7
Care and Administrative Practice: Graded Unit 2	FN6C 35	2	16	8

\*Refer to History of Changes for revision changes.

## Route 1 Optional Units

17 HN/136 SCQF credit points must be selected

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
Physiology for Care Professionals	FN2A 34	2	16	7
Essential Skills for Care Practice	HF24 34*	2	16	7
Principles of Professional Practice	H29S 34	1	8	7
Health Care Policy	DR3N 34	1	8	7
Health Promotion in a Changing Society	FN28 34	2	16	7
Pharmacology for Care	FN5X 35	1	8	8
Disease Processes and Pain Management	FN67 35	2	16	8
Contemporary Health and Social Care Perspectives	FN60 35	2	16	8
Essential Academic Skills	FN6A 35	1	8	8
Clinical Decision Making	FN5Y 35	2	16	8
Public Health: An International Perspective	FN68 35	1	8	8
Mental Health Nursing: An Introduction	H3LB 34*	1.5	12	7
Mental Health and Mental Disorder	H3LC 34*	1.5	12	7
Learning Disability: Current Policy Issues In Care	H3LD 34*	1	8	7
Learning Disability: Promoting Safe and Effective Practice	H3LE 34*	2	16	7
Maternal Health and Wellbeing	H5XF 34*	1	8	7
Maternal and Fetal Health and Wellbeing	H5XG 34*	2	16	7
Children and Young People's Nursing: An Introduction	H5XH 34*	2	16	7
Child Development: Theory into Practice	H5XJ 34*	1	8	7
Adult Health and Wellbeing	H5XK 34*	1.5	12	7
Young People's Health and Wellbeing	H5XL 34*	1.5	12	7

\*Refer to History of Changes for revision changes.

## Route 2 Optional Units

14 HN/112 SCQF credit points must be selected

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
IT in Business: Word Processing and Presentation Applications	F84C 34	2	16	7
IT in Business: Spreadsheets	F84V 34	1	8	7
IT in Business: Databases	F84X 34	1	8	7
Creating a Culture of Customer Care	H1F0 34*	1	8	7
Medical Terminology for Administrative Staff	FG61 34*	2	16	7
Mental Health Nursing: An Introduction	H3LB 34*	1.5	12	7
Mental Health and Mental Disorder	H3LC 34*	1.5	12	7
Learning Disability: Current Policy Issues In Care	H3LD 34*	1	8	7
Learning Disability: Promoting Safe and Effective Practice	H3LE 34*	2	16	7
Recording Financial Information	F7JV 34	1	8	7
Developing the Individual within a Team	F86Y 35	1	8	8
Communication: Business Communication	H7TK 34*	1	8	7
Information and Communication Technology in Business	F84W 35	2	16	8
Office Management	F84D 35	2	16	8
Maternal Health and Wellbeing	H5XF 34*	1	8	7
Maternal and Fetal Health and Wellbeing	H5XG 34*	2	16	7
Children and Young People's Nursing: An Introduction	H5XH 34*	2	16	7
Child Development: Theory into Practice	H5XJ 34*	1	8	7
Adult Health and Wellbeing	H5XK 34*	1.5	12	7
Young People's Health and Wellbeing	H5XL 34*	1.5	12	7

\*Refer to History of Changes for revision changes.

## Route 2 Optional Units

3 HN/24 SCQF credit points must be selected

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
Human Resource Management: Core Activities	H2W8 34*	2	16	7
IT in Business: Advanced Word Processing	F84A 35	1	8	8
IT in Business: Advanced Databases	F848 35	1	8	8
IT in Business: Advanced Spreadsheets	F849 35	1	8	8
Legal Protection of NHSS Patient Data	FG6A 35*	1	8	8
Using Financial Accounting Software	F7JP 34	1	8	7
GP Medical Administration	FG63 34*	1	8	7
Marketing: An Introduction	F7BX 34	1	8	7
Business Law: An Introduction	F84P 34	1	8	7
Managing Administrative Services	F3FM 35	2	16	8
Mental Health Nursing: An Introduction	H3LB 34*	1.5	12	7
Mental Health and Mental Disorder	H3LC 34*	1.5	12	7
Learning Disability: Current Policy Issues In Care	H3LD 34*	1	8	7
Learning Disability: Promoting Safe and Effective Practice	H3LE 34*	2	16	7
Maternal Health and Wellbeing	H5XF 34*	1	8	7
Maternal and Fetal Health and Wellbeing	H5XG 34*	2	16	7
Children and Young People's Nursing: An Introduction	H5XH 34*	2	16	7
Child Development: Theory into Practice	H5XJ 34*	1	8	7
Adult Health and Wellbeing	H5XK 34*	1.5	12	7
Young People's Health and Wellbeing	H5XL 34*	1.5	12	7

\*Refer to History of Changes for revision changes.

## Route 3 Optional Units

8 HN/64 SCQF credit points must be selected

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
Physiology for Care Professionals	FN2A 34	2	16	7
Essential Skills for Care Practice	HF24 34*	2	16	7
Principles of Professional Practice	HF27 34*	1	8	7
Health Care Policy	DR3N 34	1	8	7
Health Promotion in a Changing Society	FN28 34	2	16	7

## Route 3 Optional Units

9 HN/72 SCQF credit points must be selected

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
Care Planning in Practice	FN62 35	2	16	8
Palliative and End of Life Care	FN63 35	2	16	8
Learning and Professional Development	FN64 35	1	8	8
Promoting Nutrition and Hydration	FN65 35	2	16	8
Care of the Acutely Ill Adult	FN66 35	2	16	8
Pharmacology for Care	FN5X 35	1	8	8
Disease Processes and Pain Management	FN67 35	2	16	8
Clinical Decision Making	FN5Y 35	2	16	8
Understanding Dementia	DH4134	1	8	7
Contemporary Health and Social Care Perspectives	FN60 35	2	16	8
Administration of Medication	F9D9 34	1	8	7
Public Health: An International Perspective	FN68 35	1	8	8
Health and Social Care: Supervise People	F6CX 34	1	8	7
Understanding and Supporting Behaviour	DJ1N 34	1	8	7
Mental Health Issues in a Care Setting	DH44 34	1	8	7
Essential Academic Skills	FN6A 35	1	8	8

\*Refer to History of Changes for revision changes.

## Route 3 Optional Units (cont)

9 HN/72 SCQF credit points must be selected

UNIT TITLE	CODE	CREDIT VALUE	SCQF CREDITS	SCQF LEVEL
Perspectives of Health	F1BR 34	1	8	7
Working With Problematic Substance Use	DH3R 35	1	8	8
Team Working In Care Settings	DG5D 35	1	8	8
Independent Learning and Research	FN5W 35	1	8	8
Working In Partnership With People Who Have a Learning Disability	DH3V 34	1	8	8
Mental Health Nursing: An Introduction	H3LB 34*	1.5	12	7
Mental Health and Mental Disorder	H3LC 34*	1.5	12	7
Learning Disability: Current Policy Issues In Care	H3LD 34*	1	8	7
Learning Disability: Promoting Safe and Effective Practice	H3LE 34*	2	16	7
Maternal Health and Wellbeing	H5XF 34*	1	8	7
Maternal and Fetal Health and Wellbeing	H5XF 34*	2	16	7
Children and Young People's Nursing: An Introduction	H5XH 34*	2	16	7
Child Development: Theory into Practice	H5XJ 34*	1	8	7
Adult Health and Wellbeing	H5XK 34*	1.5	12	7
Young People's Health and Wellbeing	H5XL 34*	1.5	12	7

\*Refer to History of Changes for revision changes.

## Appendix 3: Mapping Mandatory Units — relevant NOS

### Mapping of HNC/D to Skills for Work National Occupational Standards (NOS)

#### HNC

Unit Title	National Occupational Standard	
Safe Working Practice		
	CHS6	Move and Position Individuals
	HSC246	Maintain a clean and safe environment.
	CHS 36	Provide basic life support
	HSC 232	Protect yourself from the risk of violence at work
	HSS1	Make sure your actions reduce risks to health and safety
	GEN 6	Manage environments and resources for use during healthcare activities.
	GEN 2	Prepare and dress for work in a health care setting.
	Gen 96	Maintain health and safety and security practices within a health setting.
	HSC 33	Reflect on and develop your own practice
	HSC 3117	Conduct a health and safety risk assessment of a Workplace
	HSC 3119	Promote the values and principles underpinning best Practice
	GEN 23	Monitor your own work practices.
	GEN 60	Support individuals during emergency situations.
	GEN1	Ensure personal fitness for work.
	ENTO HSP2	Promote a positive health and safety culture
	GEN 97	Communicate effectively in a healthcare environment
	CfA 201	Carry out your responsibilities at work
	HSC241	Contribute to the effectiveness of teams
	HSC 22	Support the health and safety of yourself and individuals.
	HSC24	Ensure your own actions support the care protection and well-being of individuals.
	HSC 23	Develop your own knowledge and practice
	GEN 22	Communicate effectively with individuals.
	ENTOWRV1	Make sure your actions contribute to a positive and safe working culture.
	HSC223	Contribute to moving and handling individuals

	HSC32 HSC240 CHS 212 IPC2 IPC3 IPC5 IPC6 IPC9 HSC213 CHS35 GEN 63	Promote, monitor and maintain health, safety and security in the working environment Contribute to the identification of the risk of danger to individuals and others. Disposal of clinical and non clinical waste within healthcare Perform hand hygiene to prevent the spread of infection Clean and remove spillages of blood and other body fluids. Minimise the risks of exposure to blood-borne infections while providing care. Use personal protective equipment to prevent the spread of infection. Minimise the risks of spreading infections when removing used bed linen. provide healthier food and drink for individuals Provide first aid to an individual needing emergency assistance Act within the limits of your competence and authority
<b>Therapeutic relationships: Understanding behaviour</b>		
	GEN 97 HSC 226 HSC241 HSC 3119 HSC3100 HSC 23 GEN 22 HSC 33 GEN 62 HSC387 HSC234 HSC224 HSC3116 HSC 35 GEN 98 CHS33 CHS34 CHS 56	Communicate effectively in a healthcare environment Support individuals who are distressed Contribute to the effectiveness of teams Promote the values and principles underpinning best practice. Participate in interdisciplinary team working to support individuals Develop your own knowledge and practice Communicate effectively with individuals. Reflect on and develop your own practice Collate and communicate health information to individuals. Work in collaboration with carers in the caring role. Ensure your own actions support the equality, diversity, rights & responsibilities of individuals Observe, monitor and record the conditions of individuals. Contribute to promoting a culture that values and respects the diversity of individuals Promote choice well-being and the protection of all individuals. Promote effective communication in a healthcare environment. Develop relationships with children and young people. Provide help for children and young people to understand their health and well-being.



	<p>CHS100 OP4 OP4 GEN14 CHS 169 CHS126 HSC21 GEN 12 GEN 63</p>	<p>Provide clinical information to individuals. Develop relationships with individuals with long term conditions Enable older people to cope with changes to their health and well-being. Enable older people to make informed choices concerning their health and well-being Provide advice and information to individuals on how to manage their own condition. Comply with legal requirements for maintaining confidentiality in healthcare Conduct handover between healthcare personnel. Communicate with and complete records for individuals Reflect on and evaluate your own values, priorities, interests and effectiveness. Act within the limits of your competence and authority</p>
<b>Learning through Practice</b>		
	<p>CHS 169 CHS126 HSC21 GEN 12 HSC234 HSC224 HSC3116 HSC 35 GEN 98 CHS 212 IPC2 IPC3 IPC5 IPC6 IPC9 HSC213 CHS6 HSC246 CHS 36 GEN97</p>	<p>Comply with legal requirements for maintaining confidentiality in healthcare Conduct handover between healthcare personnel. Communicate with and complete records for individuals Reflect on and evaluate your own values, priorities, interests and effectiveness. Ensure your own actions support the equality, diversity, rights &amp; responsibilities of individuals Observe, monitor and record the conditions of individuals. Contribute to promoting a culture that values and respects the diversity of individuals Promote choice well-being and the protection of all individuals. Promote effective communication in a healthcare environment Disposal of clinical and non clinical waste within healthcare Perform hand hygiene to prevent the spread of infection Clean and remove spillages of blood and other body fluids. Minimise the risks of exposure to blood-borne infections — while providing care. Use personal protective equipment to prevent the spread of infection. Minimise the risks of spreading infections when removing used bed linen. Provide healthier food and drink for individuals Move and Position Individuals Maintain a clean and safe environment. Provide basic life support</p>

CfA201	Communicate effectively in a healthcare environment.
GEN 6	Carry out your responsibilities at work
CHS7	Manage environments and resources for use during healthcare activities
GEN8	Obtain and test specimens from individuals
CHS5	Assist the practitioner to implement healthcare activities
IPC4	Undertake agreed pressure area care.
GEN 81	Clean and store care equipment to minimise the risks of spreading infection.
CfABAD332	Collect linen and make beds.
CfABAA231	Store and retrieve information
LLUK RM/4	Use office equipment.
HSC 241	Protect records.
GEN 2	Contribute to the effectiveness of teams
HSC242	Prepare and dress for work in healthcare settings.
CHS145	Receive and pass on messages and information.
CHS146	Provide support to individuals to manage their body weight.
CHS 147	Monitor individuals' progress in relation to managing their body weight and nutrition.
CHS9	Provide oral nutrition products to individuals.
CHS4	Undertake care for individuals with urinary catheters.
CHS11	Undertake tissue viability assessment for individuals.
CHS 16	Undertake personal hygiene for individuals unable to care for themselves.
CHS13	Undertake care for individual with nasogastric tubes.
CHS 14	Undertake wound drainage care
CHS 19	Remove wound closure materials from individuals.
CHS 131	Undertake routine clinical measurements.
CHS150	Obtain and test capillary blood samples
GEN 4	Maintain the feet of clients who have been assessed as requiring help with general foot care.
GEN 5	
GEN 8	Prepare individuals for healthcare activities.
GEN 15	Support individuals undergoing healthcare activities.
HSC 3100	Assist the practitioner to implement healthcare activities.
CHS39	Support individuals in undertaking their desired activities.
CHS 165	Participate in inter –disciplinary team working to support individuals.

	AG2 MH32 HSC 214 HSC 27 HSC 218 HSC219 HT4 GEN 63	Assess an individual's health status Manage fluid levels and balance. Contribute to care planning and review. Enable individuals to maintain their personal hygiene and appearance Help individuals to eat and drink Support individuals in their daily living. Support individuals with their personal care needs. Support individuals to manage continence. Manage and organise your own time and activities Act within the limits of your competence and authority
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<b>Hospital Patient Administration</b>		
	<p>CfABAD332  CfABAA231  LLUK RM/4  HSC 241  GEN 2  HSC242  CfA201  A4  M&amp;L D2  GEN 25  CFA BAC312  CfABAA211  LLUK RM/2  LLUK R/M6  GEN 23  CHS 169  GEN 12  HSC434  GEN 63</p>	<p>Store and retrieve information  Use office equipment.  Protect records.  Contribute to the effectiveness of teams  Prepare and dress for work in healthcare settings.  Receive and pass on messages and information.  Carry out your responsibilities at work.  Give customers a positive impression of yourself and your organisation.  Develop productive working relationships with colleagues and stakeholders  Administer appointments  Provide reception services  Produce documents in a business environment  Maintain the arrangements of records.  Administer the current record system  Monitor your own work practices.  Comply with legal requirements for maintaining confidentiality in healthcare  Reflect on and evaluate your own values, priorities, interests and effectiveness  Maintain and manage records and reports.  Act within the limits of your competence and authority</p>
<b>Understanding Personal and Professional Development</b>		
	<p>GEN 12  HSC 33  HSC 23</p>	<p>Reflect on and evaluate your own values, priorities , interests and effectiveness  Reflect on and develop your own practice  Develop your own knowledge and practice</p>

## HND

Unit Title	National Occupational Standard	
<b>Supervision in Care Settings</b>		
	GEN 12 HSC 33 HSC 23 GEN 63 GEN 97 AC3 GEN 36 GEN 33  HSC 43 GEN 35 CJHD8	Reflect on and evaluate your own values, priorities , interests and effectiveness Reflect on and develop your own practice Develop your own knowledge and practice Act within the limits of your competence and authority Communicate effectively in a healthcare environment. Contribute to the development of the knowledge and practice of others. Make use of supervision Enable other individuals to reflect on their own values, priorities interests & effectiveness Take responsibility for the continuing professional development of self and others. Provide supervision to other individuals Support and challenge workers on specific aspects of their practice
<b>Research</b>		
	Gen 32 H120.2010 GEN 13 H18.2010	Search Information, evidence and knowledge resources and communicate the results Critically appraise clinical information and evidence Synthesise new knowledge into the development of your own practice Analyse data and information and present output in a health context
<b>Leadership and Decision Making</b>		
	M&L E11 M&L E10 M&L D2 M7L B5 M&L D13 HSC 33 HSC 23	Communicate information and knowledge Take Effective Decisions Participate in Meetings Provide Leadership for your Team Support individuals to develop and maintain their performance. Reflect on and develop your own practice Develop your own knowledge and practice

	GEN 63 GEN 97 AC3	Act within the limits of your competence and authority Communicate effectively in a healthcare environment. Contribute to the development of the knowledge and practice of others
<b>Policy and Practice in Public Health</b>		
	PHP 38 PHP37	Monitor trends in development of policies for their impact on health and well being Evaluate and review the effects of policies on health improvement

## Appendix 4: Signposting underpinning skills and knowledge administrative Units — SVQ level 3 and 4 Business Units

### Sign Posting to Council for Administrations (CfA) National Occupational Standards (NOS)

#### SVQ Business and Administration Level 3

SVQ		HNC/D	
Unit No	Unit Title	Unit No	Unit Title
110	Ensure your own actions reduce risks to health and safety (ENTO)	F7JA 34	Office Administration
212	Use IT Systems (IT User)	F84C 34 F84V 34 F84X 34	IT in Business units
216	Use database software (IT User)	F84X 34	IT in Business: Databases
217	Use presentation software (IT User)	F84C 34	IT in Business: Word Processing and Presentation Skills
218	Use specialist or bespoke software (IT User)	DE59 34	Using Financial Accounting Software
221	Prepare text from notes	F84C 34	IT in Business: Word Processing and Presentation Skills
303	Supervise an office facility	F84D 35	Office Management
305	Manage and evaluate customer relations	DJ42 34	Creating a Culture of Customer Care
307	Complete year-end procedures (AOSG)	DE59 34	Using Financial Accounting Software
308	Monitor information systems	F848 35	IT in Business: Advanced Database
309	Plan and run projects	F86Y 35	Developing the Individual within a Team
310	Research, analyse and report information	DE3N 34	Communications: Analysing and Presenting Complex Information
311	Plan, organise and support meetings	DE3N 34	Communications: Analysing and Presenting Complex Information
313	Organise and co-ordinate events	F86Y 35	Developing the Individual within a Team
314	Use word processing software (IT User)	F84C34	IT in Business: Word Processing and Presentation Skills
315	Use spreadsheet software (IT User)	F84V 34	IT in Business: Spreadsheets

SVQ		HNC/D	
Unit No	Unit Title	Unit No	Unit Title
318	Design and produce documents	F84C 35	IT in Business: Word Processing and Presentation Skills
320	Develop productive working relationships with colleagues (MSC)	F86Y 35	Developing the Individual within a Team
321	Provide leadership for your team (MSC)	F86Y 35	Developing the Individual within a Team



## Sign Posting to National Occupational Standards (NOS)

### SVQ Business and Administration Level 4

SVQ		HNC/D	
Unit No	Unit Title	Unit No	Unit Title
401	Carry out your responsibilities at work		Relevant content throughout the awards
305	Manage and evaluate customer relations	DJ42 34	Creating a culture of customer care
310	Research, analyse and report information	DE3N 34	Communications: Analysing and Presenting Complex Information
403	Manage an office facility	F84D 35	Office Management
406	Monitor and review the implementation of corporation objectives, strategies and policies	F84D 35	Office Management
410	Create and manage information systems	F848 35	IT in Business: Advanced Databases
411	Manage projects	F84W 35 F86Y 35	ICT in Business Developing the Individual within a Team
412	Chair meetings	DE3N 34 F86Y 35	Communications: Analysing and Presenting Complex Information Developing the Individual within a Team
413	Promote innovation and change	F84D 35	Office Management
414	Develop productive working relationships with colleagues and stakeholders (MSC)	F86Y 35	Developing the Individual within a Team
415	Allocate and monitor progress and quality of work in your area of responsibility (MSC)	F84D 35 F86Y 35	Office Management Developing the Individual within a Team
417	Provide learning opportunities for colleagues (MSC)	F84D 35	Office Management
418	Provide leadership for your area of responsibility (MSC)	F86Y 35 F84D 35	Developing the Individual within a Team Office Management

## Appendix 5: Assessment plan chart

### Assessment Plan — HND Year 1 and Year 2

#### HND Year 1

#### Mandatory Units

Unit Title	Unit Code	SCQF Credit Point	SCQF Level	SQA Credit Value	Assessment
Safe Working Practice for Care	H29P 34	8	7	1	Short answer questions Online assessment Practical assessment
Therapeutic Relationships: Understanding Behaviour	FN26 34	8	7	1	One reflective account 1,250 word essay
Understanding Personal and Professional Development	H29T 34	8	7	1	Portfolio of Evidence and a minimum of 3 reflective accounts
Hospital Patient Administration	DL51 34	8	7	1	Project Case Study questions
Learning Through Practice	H29R 34	8	7	1	Practical assessment via Record of Achievement
Sociology For Care: An Introduction	FN2E 34	8	7	1	Presentation 300–500 supported notes
Graded Unit 1	FN3D 34	8	7	1	3,000 word essay

#### Route 1 — Mandatory Optional

Unit Title	Unit Code	SCQF Credit Point	SCQF Level	SQA Credit Value	Assessment
Physiology for Care Professionals	FN2A 34	16	7	1	Short question answers
Essential Skills For Care Practice	FN27 34	16	7	1	Information leaflet Online multiple choice test Record of Achievement
Principles of Professional Practice	H29S 34	8	7	1	1,500 Report Case Study

### Route 1 — Optional Progression

Unit Title	Unit Code	SCQF Credit Point	SCQF Level	SQA Credit Value	Assessment
Health Care Policy	DR3N 34	8	7	1	Presentation 300–500 support words
Health Promotion in a Changing Society	FN28 34	16	7	2	1,500 word essay Presentation or Academic Poster with 300–500 support words

### Route 2 — Mandatory Optional

Unit Title	Unit Code	SCQF Credit Point	SCQF Level	SQA Credit Value	Assessment
IT in Business: Word Processing and Presentation Applications	F84C 34	8	7	2	Case Study questions
IT in Business: Spreadsheets	F84V 34	8	7	1	Case Study for analysis Calculations
IT in Business: Databases	F84X 34	8	7	1	Electronic file with a number of databases
Creating a Culture of Customer Care	DJ42 34	8	7	1	Short answer questions Report

### Route 2 — Optional Progression

Unit Title	Unit Code	SCQF Credit Point	SCQF Level	SQA Credit Value	Assessment
Medical Terminology For Administrative Staff	DM6C 34	16	8	2	Response to Scenario Question
Recording Financial Information	F7JV 34	16	8	1	Questions Case Studies

## HND Year 2

### Mandatory Units

Unit Title	Unit Code	SCQF Credit Point	SCQF Level	SQA Credit Value	Assessment
Leadership and Decision Making	FN5T 35	8	8	1	1,500 word essay
Supervision in Care Settings	DH40 35	8	8	1	Written discussion 1,500 words Reflective accounts Written assignment
Evidence Based Practice and Research	FN69 35	8	8	1	Research report — 1,500 words
Policy and Practice in Public Health	FN5V 35	8	8	1	Essay Project
Graded Unit 2	FN6C 35	16	8	2	Case Study

### Route 1 — Mandatory Optional

Unit Title	Unit Code	SCQF Credit Point	SCQF Level	SQA Credit Value	Assessment
Pharmacology for Care	FN5X 35	8	8	1	Short answer questions Case studies
Disease Processes and Pain Management	FN67 35	16	8	2	20 extended response questions 1,500 word Report
Clinical Decision Making	FN5Y 35	16	8	2	Extended response questions 'Seen' case study
Contemporary Health and Social Care Perspectives	FN60 35	16	8	2	1,500 research report 1,500 evaluation
Essential Academic Skills	FN6A 35	8	8	1	Personal Action Plan Annotated Bibliography 2,000 word Academic essay
Public Health: An International Perspective	FN68 35	8	8	1	1,500 written assignment (essay)

## Route 2 — Mandatory Optional

Unit Title	Unit Code	SCQF Credit Point	SCQF Level	SQA Credit Value	Assessment
Communication: Analysing and Presenting Complex Information	DE3N 34	8	7	1	Business report writing and participation in meeting
Developing the Individual within a Team	F86Y 35	8	8	1	Team Project
Information and Communication Technology in Business	F84W 35	16	8	2	Case study Questions Report
Office Management	F84D 35	16	8	2	Case study and short response Report

## Route 2 –Optional (3 credits required)

Unit Title	Unit Code	SCQF Credit Point	SCQF Level	SQA Credit Value	Assessment
Human Resource Management: Core Activities	DN72 34	16	7	2	Report and/or questions
IT in Business: Advanced Word Processing	F84A 35	8	8	1	Case study Portfolio of evidence Report
IT in Business: Advanced Databases	F848 35	8	8	1	Case Study Statistical data
IT in Business: Advanced Spreadsheets	F849 35	8	8	1	Report Creating database
Legal Protection of NHSS Patient Data	DM6A 35	8	8	1	Project Case study
Using Financial Accounting Software	F7JP 34	8	7	1	Practical assignment
GP Medical Administration	DJ4H 34	8	7	1	Response to Scenario Case study
Marketing: An Introduction	F7BX 34	8	7	1	Structured questions Case study
Business Law: An Introduction	F84P 34	8	7	1	Case study Restricted response questions
Managing Administrative Services	F3FM 35	16	8	2	Portfolio or case study Project

### Route 3 –Optional (9 credits required)

Unit Title	Unit Code	SCQF Credit Point	SCQF Level	SQA Credit Value	Assessment
Care Planning in Practice	FN61 35	8	8	1	2,500 word essay Record of achievement
Palliative and End of Life Care	FN63 35	8	8	1	2 case studies
Learning and Professional Development	FN64 35	8	8	1	2 reflective accounts 1,500 word report
Promoting Nutrition and Hydration	FN65 35	16	8	2	1,500–2,000 word case study Record of achievement
Care of the Acutely Ill Adult	FN66 35	16	8	2	Case study Record of achievement 1,000–1,500 word Reflective account
Pharmacology for Care	FN5X 35	8	8	1	Short answer questions Case studies
Disease Processes and Pain Management	FN67 35	16	8	2	20 extended response questions 1,500 word report
Clinical Decision Making	FN5Y 35	16	8	2	Extended response questions Case study
Understanding Dementia	DH41 34	8	7	1	Case study
Contemporary Health and Social Care Perspectives	FN60 35	16	8	2	1,500 word Research report 1,500 word Evaluation
Administration of Medication	F9D9 34	8	7	1	2,000–2,500 word Integrated case study
Public Health: An International Perspective	FN69 35	8	8	1	1,500 Written assignment (essay)
Health and Social Care: Supervise People.	F6CX 34	8	7	1	3,000 word Analytical Case Study
Understanding and Supporting Behaviour	DJ1N 34	8	7	1	1,500 word essay Reflective account
Mental Health Issues in a Care Setting	DH44 34	8	7	1	2,000 word Integrative case study
Essential Academic Skills	FN6A 35	8	8	1	Personal Action Plan Annotated bibliography 2,000 word Academic essay
Perspectives of Health	F1BR 34	8	7	1	3,000 word Investigative report

<b>Unit Title</b>	<b>Unit Code</b>	<b>SCQF Credit Point</b>	<b>SCQF Level</b>	<b>SQA Credit Value</b>	<b>Assessment</b>
Working with Problematic Substance Use	DH3R 35	8	8	1	Integrated care plan.
Team Working in Care Settings	DG5D 35	8	8	1	Case Studies 2,000 word essay
Independent Learning and Research	FN5W 35	8	8	1	1,500–2,000 word Research Report
Working in Partnership with People who have a Learning Disability	DH3V 34	8	8	1	2,800 word Investigative Project