



## **Group Award Specification for:**

**HNC Care and Administrative Practice**

**Group Award Code: GL7W 15**

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# 1 Introduction

The HNC/HND Care and Administrative Practice was validated in 2011 and has since gone through a number of updates. This most recent update in 2015/2016 reviewed the HND element of the award and due to the lack of uptake of HND Year 2 it was decided that a scoping exercise would be carried out with relevant stakeholders to establish the value of representing the HND level Units as Professional Development Award (PDA) clusters. This is currently being undertaken. As a consequence of this, this Group Award Specification only relates to the HNC Care and Administrative Practice.

The Health Care context in the early part of the 21st 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 Higher National Certificate (HNC) 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).

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 to support entry to and progression within the NHS.

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 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 recognition of prior learning.

The main target group for this award will be those seeking employment in the NHS in a Senior HCSW (SCQF level 7) 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 HNC Award.

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

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 CF level 3 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 to the appropriate SCQF level and through this provides a rigorous education and training framework for SHCSW 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. The educational requirement for a potential employee at CF 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 CF level 3 role before progressing into a clinical AP role at CF level 4.

**Table 1: Overview of Career Framework Matched to SCQF levels**

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

NES have indicated that SHCSWs will be given the opportunity and support to undertake and achieve a relevant programme of learning at SCQF level 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 Care and Administrative Practice is therefore aimed at providing a specific qualification for those wishing to enter the NHS workforce at CF level 3 of the NHS Career Framework in both clinical and administration roles.

The HNC 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 this award 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

The HNC Award has been designed to meet the requirements of the CF level 3 roles in both clinical and non-clinical areas with a mandatory seven 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 optimise 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 undergraduate programmes.

As well as entering employment at CF level 3 the HNC will allow candidates to articulate with advanced standing to Year 2 of designated degree programmes in either healthcare practice or administration depending on the route taken. 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.

## **2 Qualification structure**

### **HNC Care and Administrative Practice — Overview of main pathways**

The award has two routes that reflect the priorities of the Health Sector in Scotland; to provide career pathways for not only clinical staff but also administrative staff within the care sector. This is reflected in the title of the award; Care and Administrative Practice, where an understanding of both pathways benefits the collaborative working practices across the care sector.

The following diagrams are intended to show the routes which students may follow to achieve this award.

### **HNC Care Practice and Administration**

The Proposed Structure for the HNC Care and Administrative Practice Award has seven 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 must be achieved for the 12 credit HNC award and a total of 96 credit points.

## 2.1 Structure

**NB: There are two 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 a notional 96 SCQF credit points at SCQF level 7.

### Mandatory Units

**Seven HN/56 SCQF credit points must be selected**

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HF25	34	Safe Working Practices for Care	1	8	7
HF29	34	Therapeutic Relationships: Understanding Behaviour	1	8	7
HF26	34	Individual Pathways in Health and Social Care	1	8	7
HF2A	34	Understanding Personal and Professional Development	1	8	7
HF28	34	Sociology for Care Practice	1	8	7
HG1H*	34	Learning through practice	1	8	7
HG1J*	34	Care and Administrative Practice: Graded Unit 1	1	8	7

*\*Refer to history of changes for revision details*

### Route 1

#### Mandatory Optional Units

**Five HN/40 SCQF credit points must be selected**

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
FN2A	34	Physiology for Care Professionals	2	8	7
HF24	34	Essential Skills for Care Practice	2	8	7
HF27	34	Principles of Professional Practice	1	8	7

*\*Refer to history of changes for revision details*

## ROUTE 2

### Mandatory Optional Units

Five HN/40 SCQF credit points must be selected

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HH84*	34	Word processing and Presentation Applications	2	16	7
HH83*	34	IT in Business: Spreadsheets	1	8	7
F84X	34	IT in Business: Databases	1	8	7
H1F0	34	Creating a Culture of Customer Care	1	8	7

*\*Refer to history of changes for revision details*

### Progression

For some progression routes into HEI programmes it is necessary that candidates achieve 15 credits, the following are the options available undertaken in addition to the 12 HNC credits.

### Route 1

#### Optional Progression Units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DR3N	34	Health Care Policy	1	8	7
FN28	34	Health Promotion in a Changing Society	2	16	7
H3LB	34	Mental Health Nursing: An Introduction*	1.5	12	7
H3LC	34	Mental Health and Mental Disorder*	1.5	12	7
H3LD	34	Learning Disability: Current Policy Issues In Care*	1	8	7
H3LE	34	Learning Disability: Promoting Safe and Effective Practice*	2	16	7
H8X2	35	Intra-operative*	2	16	8
HX83	35	Pre and Post-operative Care*	2	16	8



## Route 2

### Optional Progression Units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
FG61	34	Medical Terminology for Administrative Staff	2	16	8
F7JV	34	Recording Financial Information	1	8	8

## 3 Aims of the qualification

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

### 3.1 General aims of the qualification

- 1 Develop transferable skills including the Core Skills of *Communication, Information and Communication Technology (ICT), 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 candidate's 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 Specific aims of the qualification

- 1 Develop and apply a broad range of specialised 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 Graded Unit(s)

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

The purpose of the Graded Unit 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.

The Graded Unit takes the form of:

- ◆ *Care and Administrative Practice: Graded Unit 1* (Project based on an activity at SCQF level 7)

This Unit covers the integration of a range of knowledge and skills achieved through study of the mandatory Units, and mandatory option Units. 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.

## 4 Recommended entry to the qualification

### 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 Unit at level 5
- ◆ Relevant SVQ level 3
- ◆ Equivalent qualifications from other awarding bodies
- ◆ Any appropriate combination of the above qualifications

### 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 with some degree of 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.

### 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 competencies 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

#### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile
Communication	5
Numeracy	5
Information and Communication Technology (ICT)	5
Problem Solving	5
Working with Others	4

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

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to Units

Code	Unit title	General Aims							
		1	2	3	4	5	6	7	8
HF25 34	Safe Working Practice	x	x	x	x	x	x	x	x
HG1H 34	Learning through Practice	x		x		x	x	x	
HF29 34	Therapeutic Relationships: Understanding Behaviour	x	x	x	x	x	x	x	x
HF28 34	Sociology for Care Practice	x	x	x	x	x		x	x
HF27 34	Principles of Professional Practice	x	x	x	x	x	x	x	x
HF24 34	Essential Skills for Care Practice	x	x	x	x	x	x	x	x
FN2A 34	Physiology for Care Professionals	x	x	x		x	x	x	x
HF26 34	Individual Pathways in Health and Social Care	x	x	x	x	x	x	x	x
HG1J 34	Care and Administrative Practice: Graded Unit	x	x	x	x	x		x	x
HF2A 34	Understanding Personal and Professional Development.	x	x	x	x	x	x	x	x
F84C 34	IT in Business: WPPA	x		x	x	x	x	x	
F84V 34	IT in Business: Spreadsheets	x		x		x	x	x	x
F84X 34	IT in Business: Databases	x	x	x	x	x	x	x	x
F7JV 33	Recording Financial Transactions	x		x		x	x	x	
H1F0 34	Creating a Culture of Customer Care	x		x	x	x		x	
FG61 34	Medical Terminology for Administration Staff	x	x	x		x	x	x	x

Code	Unit title	Specific Aims									
		1	2	3	4	5	6	7			
HF25 34	Safe Working Practice	x	x		x	x	x	x			
HG1H 34	Learning through Practice	x	x	x	x	x	x	x			
HF29 34	Therapeutic Relationships: Understanding Behaviour	x	x	x	x	x	x	x			
HF28 34	Sociology for Care Practice	x	x		x	x	x	x			
HF27 34	Principles of Professional Practice	x	x	x	x		x	x			
HF24 34	Essential Skills for Care Practice	x	x	x	x	x	x	x			
FN2A 34	Physiology for Care Professionals	x					x	x			
HF26 34	Individual Pathways in Health and Social Care	x	x	x	x	x	x				
HG1J 34	Care and Administrative Practice: Graded Unit	x	x	x	x	x	x	x			
HF2A 34	Understanding Personal and Professional Development.	x	x	x	x	x	x	x			
F84C 34	IT in Business: WPPA	x	x		x	x	x	x			
F84V 34	IT in Business: Spreadsheets	x	x				x	x			
F84X 34	IT in Business: Databases	x	x		x	x	x	x			
F7JV 33	Recording Financial Transactions	x					x	x			
H1F0 34	Creating a Culture of Customer Care	x	x	x	x	x		x			
FG61 34	Medical Terminology for Administration Staff	x			x	x	x	x			

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	National Occupational Standard										
		CHS62012	HSC0246	CPMWRV3	PROHSS1	GEN6 2012	GEN2	GEN96	SCDHSC003 3	PROHSS6	GEN 23	GEN60
HF25 34	Safe Working Practice for Care	GEN1	PROHSP2	GEN97	SCDHSC0 241	SCDHSC0 022	SCDHSC0 023	SCDHSC0 031	PMWRV1	SCDHSC0 223	SCDHSC0 032	CHS212
		IPC2.2012	IPC3.2012	IPC5.2012	IPC6.2012	IPC9.2012	SCDHSC0 213	CHS35	GEN63	SCH46		
		GEN97	SCDHSC0 226	SCDHSC0 241	SCDHSC3 100	SCDHSC0 023	SCDHSC0 031	SCDHSC0 033	SCDHSC0 387	SCDHSC0 234	SCDHSC0 224	SCDHSC0 111
HF29 34	Therapeutic Relationships: Understanding Behaviour	SCDHSC003 5	GEN98	CH34	CHS56	CHS100	OP12	OP1	CHS169	SCDHSC0 021	GEN12	GEN63
		CHDHO2	CHS233	CHS169	CHS126	SCDHSC0 021	GEN12	SCDHSC0 234	SCDHSC0 224	SCDHSC3 111	SCDHSC0 035	GEN98
HG1H 34	Learning through Practice	CHS212	IPC2.2012	IPC3.2012	IPC5.2012	IPC6.2012	IPC9.2012	SCDHSC0 213	CHS6.2012	SCDHSC0 246	CHS36	GEN97
		HT4	GEN6.2012	GEN8	CHS5.2012	IPC4.2012	GEN81	CFA_BAA3 32	<b>SS35</b>	SCDHSC0 241	GEN2	SCDHSC0 242
		CHS145	CHS146	CHS147	CHS9.2012	CHS4.2012	CHS11	CHS16	CHS13	CHS14	CHS19.201 2	CHS131
		CHS150.201 2	GEN4	GEN5	GEN8	GEN15	SCDHSC3 100	CHS39	CHS165	GEN102	SCDHSC0 214	SCDHSC0 27
		SCDHSC021 9	GEN63	PROHSS1								
		GEN12	SCDHSC0 033	SCDHSC0 023	GEN23							
HF2A 34	Understanding Personal and Professional Development	GEN12	SCDHSC0 033	SCDHSC0 023	GEN23							
		CHS165	CHS2	CHS7.2012	PROHSS1	PCS6	HSC17	CHS4.2012	CHS131	SCHHSC0 219	SCDHSC0 214	CHS147
		CHS10	CHS12	CHS14	CHS9	CHS16	CHS17.201 2	CHS5.2012	CHS19.201 2	CHS149	CHS160	CHS150
HF24 34	Essential Skills for Care Practice	CHS136	CHS138	CHS157	CHS155	GEN7	CHS223	CHS239	CHS144	CHS17.201 2	CHDHO2	CHS233
		Gen13										
HF27 34	Principles of Professional Practice	Gen13										
DR3N 34	Healthcare Policy	GEN56	GEN79	CHS98	CHDHO2	PROHSS1						
FN27 34	Health Promotion in a Changing Society	GEN52	PHP37	PHP13	SCDHSC0 241	GEN62	SCDHSC0 035	SCDHSC3 112				

Code	Unit title	National Occupational Standard										
F84C 34	Word Processing and Presentation Applications	315										
F84V 34	IT in Business: Spreadsheets	315										
F84X 34	IT in Business: Databases	216										
H1F0 34	Creating a Culture of Customer Care	305										



### 5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HF25 34	Safe Working Practice for Care	E6	E6	E6			E5	E5	E5	E5	E5	E5	E6
HF29 34	Therapeutic Relationships; Understanding Behaviour	E6	E6	E6			S5	S5	S5	S5	S5	S5	S5
HF2A 34	Understanding Personal and Professional Development	S5	S5	S5					S5	S5	S5	S5	S5
HF26 34	Individual Pathways in Health and Social Care	S5	S5	S5								S5	S5
HG1H 34	Learning through Practice	E6	E6	E6	S5	S5	S5	S6	E5	E5	E5	E5	E5
HF28 34	Sociology for Care Practice	S5	S5	S5					S5	S5	S5	S5	S5
FN2A 34	Physiology for Care Professionals	S5	S5	S5	S5	S5							
HF24 34	Essential Skills for Care Practice	E6	E6	E6	E5	E5			E5	E6	E5	E5	E5
HF27 34	Principles of Professional Practice	S5	S5	S5			S5	S5	S5	S5	S5	S5	S5
FN27 34	Health Promotion in a Changing Society	S5	S5	S5	S5	S5	S5	S5	S5	S5	S5	S5	S5
F84C 34	Word Processing and Presentation Applications		S5				S6	S6	S5	S5	S5	S5	S5

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F84V34	IT in Business: Spreadsheets				E5	E5	S6	S6	E5	E6	E6		
F84X34	It in Business; Databases					E6	E6	E6	E6	E6	E6		
F7JV34	Recording Financial Transactions				S5								
H1F034	Creating a Culture of Customer Care	S6	S6	S6								S6	S6
FG6134	Medical Terminology for Administrative Staff	S6	S6	S6						S6	S6		

## 5.4 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Safe Working Practice for Care	Integrated assessment for Outcomes 1 and 2 of short answer questions			Practical assessment and short answer question paper
Therapeutic Relationships: Understanding Behaviour	Reflective account	Essay		
Understanding Personal and Professional Development	Reflective account	Integrated assessment of the submission of a folio with reflective accounts and action plans		
Individual Pathways in Health and Social Care	Integrated assessment for all Outcomes in the form of a 2,000 word case study			
Learning through Practice	Integrated practical and observed assessment Record of Achievement			
Sociology for Care Practice	Group Presentation with supported with individual supported notes			
Physiology for Care Professionals				
Essential Skills for Care Practice	Multiple-choice calculations assessment	Integrated assessment with Physiology Outcome 1 of an information booklet	Integrated practical and observed assessment Record of Achievement	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Principles of Professional Practice	Comparative report	Integrated assessment for Outcomes 2 and 3 of a 'seen' case study with questions.		
Graded Unit	4,900 word essay written in three stages			
IT in Business: Word Processing and Presentation Applications	Outcomes 1 and 2 integrated; case study		Outcomes 3 and 4 integrated; presentation	
IT in Business: Spreadsheets	Outcome 1 Case study		Outcomes 2 and 3 integrated; portfolio of evidence	
IT in Business: Databases	Outcomes 1, 2 and 3 integrated; Electronic file with a number of databases			
Creating a Culture of Customer Care	Integrated Short answer questions		Report	
Medical Terminology for Administrative Staff	Integrated; Response to scenario questions			
Recording Financial Information	Outcome 1 Closed-book Questions	Outcome 2 open-book case study and information booklet.		

## 6 Guidance on approaches to 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 learner. 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): 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 delivery 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 stages, it is recommended that any value based Units being undertaken are delivered. These are:

HF25 34	<i>Safe Working Practice for Care</i>
HF29 34	<i>Therapeutic Relationships-Understanding Behaviour</i>
HF24 34	<i>Essential Skills for Care Practice — Route1 only</i>
HF27 34	<i>Principles of Professional Practice — Route 1 only</i>

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:

HF2A 34	<i>Understanding Personal and Professional Development</i>
HF28 34	<i>Sociology for Care Practice</i>
HF26 34	<i>Individual Pathways in Health and Social Care</i>
HG1H 34	<i>Learning through Practice</i>

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.

## 6.1 Sequencing/integration of Units

It is advised that the sequence for delivery of the clinical pathway focuses on introducing the candidate to working safely in care both from a practice and therapeutic perspective. It is therefore suggested that delivery starts with *Safe Working Practice* and *Therapeutic Relationships: Understanding Behavior* and *Principles of Professional Practice*. The delivery of the remaining Units will depend upon the programme and placement model being utilised by centres.

A suggested three phase timetable could be:

<b>Phase 1</b>	Therapeutic Relationships; Understanding Behaviour	Safe Working Practice
	Learning through Practice	Sociology for Care: An Introduction
	Principles of Professional Practice	Essential Skills for Care Practice
<b>Phase 2</b>	Graded Unit/Individual Pathways in Health and Social Care	Physiology for Care Professionals
	Placement	Placement
	Essential Skills/UPPD (placement visit)	Placement
<b>Phase 3</b>	Graded Unit/Individual Pathways in Health and Social Care	Physiology for Care Professionals
	Essential Skills for Care Practice/ UPPD	

It is suggested that the *Graded Unit* and *Individual Pathways in Health and Social Care* are delivered concurrently as the candidate may be able use the same patient for both assessments. Details of further integration of assessments can be found in Section 5.4.

## 6.2 Recognition of Prior Learning

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

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

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

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

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

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

### 6.2.1 Articulation and/or progression

#### Route 1

The HNC Care and Administrative Practice has been developed to ensure there are clear articulation pathways in place. There has been increasing numbers of candidates articulating to year 2 of the undergraduate nursing programmes in a number of Scottish Universities. However it must be emphasised that this is not a guaranteed articulation route and it **depends on candidates meeting the criteria for each individual HEI.**

#### 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 Year 2 University of the West of Scotland



## 6.2.2 Professional recognition

There is no professional qualification attached to this award. However the HNC Care and Administrative Practice Award provides 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

## 6.2.3 Transitional Arrangements

The HNC Care and Administrative Practice is a revision of the previous Group Award. There will be a lapse period of one year for the previous Group Award GC9A 15 which will finish in June 2017. The HND Group Award GD0A 16 will no longer exist in its current format after June 2017 but will instead be replaced by a number of Professional Development Awards.

Learners who hold existing Units in the Group Award GD0A 15, which have been mapped for credit transfer (Appendix A), do not have to be entered for the corresponding revised Unit. They will be entered for the remaining Units and Graded Unit required to achieve the revised HNC. The Units with no credit transfer are:

- ◆ *Individual Pathways in Health and Social Care*
- ◆ *Care and Administrative Practice: Graded Unit 1*

## 6.3 Opportunities for e-assessment

Centres are encouraged to use new technologies to support and enhance the delivery and assessment of the HNC Care and Administrative Practice Group Award. Formative e-assessment materials have been developed since the award was validated in 2011 and will be available through SQA. 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)

## 6.4 Resource requirements

In order to contextualise the teaching and learning for candidates it is strongly recommended that those delivering the HNC Care and Administrative Practice (clinical pathway) have a professional qualification and experience of working as a nurse or as an allied health professional. The administrative pathways require experience and appropriate qualifications in administrative practices within care sector.

In addition, for centres wishing to deliver the practical core Units of HNC Care and Administrative Practice, ie *Safe Working Practice and Learning through Practice*, it is necessary to have access to appropriate practical resources to be able to teach the necessary clinical skills.

## 7 General information for Centres

### Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

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

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

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

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

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

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

**Graded Unit:** Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge. (**Note to writer:** delete if not applicable to product type)

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

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

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

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

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

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

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

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

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

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

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

Version Number	Description	Date
04	H3LB 34: Mental Health Nursing: An Introduction, H3LC 34: Mental Health and Mental Disorder, H3LD 34: Learning Disability: Current Policy Issues In Care, H3LE 34: Learning Disability: Promoting Safe and Effective Practice, H8X2 35: Intra-operative, H8X3 35: Pre and Post-operative Care added to Route 1 Optional Progression.	23/03/2017
03	<b>Revision of Unit:</b> F84V 34 IT In Business: Spreadsheets has been revised by HH83 34 and will finish on 31/07/2019 <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	27/01/2017
02	<b>Revision of Unit:</b> FN3D 34 Care and Administrative Practice: Graded Unit 1 has been revised by HG1J 34 Care and Administrative Practice: Graded Unit 1 and finished on 31/07/2016. HG1J 34 Care and Administrative Practice: Graded Unit 1 finishes 31/07/2018.  Revision of Unit: H29R 34 Learning through Practice has been revised by HG1H 34 Learning through Practice and finished on 31/07/2016. H29R 34 Learning through Practice will finish 31/07/2018.	16/11/2016


## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

## 9 General information for learners

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

The 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 few 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 8 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 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), seven of which are mandatory and five of which are gained from mandatory optional credits specific to the route chosen.

Route 1 supports entry or progression in healthcare practice, Route 2 supports entry or progression into administration within a healthcare setting.

Within the HNC the 12 credits 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 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 you will undertake a Graded Unit (*Care and Administrative Practice: Graded Unit*), which is designed to assess your ability to integrate the knowledge and skills gained across the mandatory Units.

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

On successful completion of the 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 award.

### **Articulation and progression**

The HNC 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 undergraduate nursing and allied health degrees at Glasgow Caledonian University, the University of the West of Scotland and Robert Gordon's University as well as to a number of business related degrees.

## Appendix 1: Qualification Framework

### Location of the HNC/HND 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	
7	HNC Care and Administrative Practice	SVQ Healthcare Support Clinical level 3 SVQ Healthcare Support Non-clinical level 3
6		