



Group Award Specification for:

**Professional Development Award (PDA) Renal
Dialysis Practice: Assistant Practitioner at
SCQF level 8**

Group Award Code: GL56 48

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1 Introduction

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

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

Professional Development Award (PDA) in Renal Dialysis Practice: Assistant Practitioner at SCQF level 8

This new award is specifically designed to provide a robust and certified award that equips individuals with a range of knowledge, specialist skills and values to enable them to improve professional practice, and provide continuous professional development.

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); Everyone Matters: 2020 Workforce Vision Scottish Government (2013)*;

The new Professional Development Award (PDA) in Renal Dialysis Practice: Assistant Practitioner has therefore been developed to address the changing skills mix of the National Health Service (NHS) in Scotland, in response to the need identified by NHS Education Scotland for a nationally agreed competency framework and was a policy driver by NHS Grampian (NHSG).

The introduction and development of support workers has been identified as one way of developing and modernising the renal workforce in order to be responsive to current and future needs. Currently support workers mainly carry out unskilled tasks within the renal environment and receive little or no recognition for the enormous contribution that they make to the care and wellbeing of renal patients. There is no career path available or training that offers a recognised role or the opportunity to enter further education to become a qualified health professional. The award has been to meet the educational requirements of support workers who are employed in renal settings.

The award also takes account of developing an award that would assist in 'future proofing' the workforce by supporting the appropriate level of education for entry into the profession.

A Qualification Design Team (QDT) was formed with relevant stakeholders participating in the development of the award. The QDT comprised of stakeholders from industry, further and higher education as well SQA officers.

The core group of stakeholders was available throughout the design process to advise on the structure of the qualification and the content of the award as well as to ensure continuity and progression.

The specialist Units were written by professionals who are working in their respective fields thereby ensuring that content of the Units are relevant and fit for purpose for the professions and for the scope of the work and roles undertaken by the support workers.

The Professional Development Award in Renal Dialysis Practice: Assistant Practitioner will be suitable for those who:

- ◆ have sufficient experience as a support worker in a relevant field.

and/or

- ◆ have completed the HNC Care and Administrative Practice.

There is no nationally recognised qualification in this field in Scotland and it is anticipated that the PDA will meet the needs of the profession and be the appropriate qualification for Health Boards as it has been designed to strengthen and support the workforce through knowledge, skills and tools that offer a consistent approach, safe practice and the promotion of health and wellbeing.

This qualification will be recognised by employers as best practice in the training and up-skilling of the current workforce of renal support workers.

To date we are aware that there are a number of employers who are waiting for the availability of this programme.

2 Qualification structure

This qualification is made up of 3 SQA Unit credits. It comprises 24 SCQF credit points; one is at SCQF level 7 and two at SCQF level 8 and consists of two mandatory Units.

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HF2A*	34	Understanding Personal and Professional Development	1	8	7
HE3M	35	Renal Dialysis Care	2	16	8

*refer to history of changes for revision details

The award is achieved on the successful attainment of both Units contained within the Group Award. Both Units are mandatory.

The qualification is at SCQF level 8. This reflects the level of knowledge required to develop and improve practice. There is currently no qualification available to fulfil this need.

3 Aims of the qualification

The award will give current support workers the knowledge and skills to improve their current practice. The award will provide a qualification that has not been available previously and that has been requested by the profession and workforce planners.

3.1 General aims of the qualification

The overall aim of this award is twofold; firstly, to equip those who are currently working as support workers to enhance their practice through learning. Secondly, to further develop their skills by equipping them with the necessary tools to offer a consistent and reliable service to clients.

The qualification has the following general aims:

- 1 Provide academic stimulus and challenge.
- 2 Develop study, academic writing and research skills appropriate to SCQF level 8.
- 3 To develop investigative, evaluative, analytical skills and reflection
- 4 To provide knowledge and personal effectiveness.
- 5 To develop transferrable skills including the following Core Skills of *Communication, Problem Solving, Working with Others* and *Information and Communication Technology (ICT)*.
- 6 Develop skills in critical thinking and reflection.
- 7 Develop negotiation and enhanced communication skills.
- 8 To provide opportunities for career planning and enhance a learner's career prospects and develop employment skills.
- 9 Enable progression within the Scottish Credit and Qualifications Framework including possible progression to Higher Education.

3.2 Specific aims of the qualification

In particular, the award will equip learners with the knowledge, skills and understanding required to prepare for work within a renal setting. The qualification has the following specific aims: The HN Units in the award will equip learners with the knowledge, skills and understanding required to develop their practice in working in the renal setting:

- 1 Develop the underpinning knowledge that enables integration of theory relating to renal practice
- 2 Demonstrate the ability to integrate and apply relevant skills as an assistant renal practitioner
- 3 Develop an understanding of best practice within the renal setting
- 4 Begin to use critical and evaluative thinking in assistant renal practitioner
- 5 Demonstrate the ability to plan and manage work based activities with reference to professional and legal issues within renal
- 6 Develop inter-professional working practices.
- 7 Develop and apply a broad range of specialised vocational knowledge and skills.
- 8 Enable the development of reflective practice.
- 9 Develop/build on co-operative working skills.
- 10 Develop an understanding of government legislation.

3.3 Graded Unit

There is no Graded Unit for this qualification.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Entry to the PDA requires the learner to be working as a support worker, assistant renal practitioner or progressing from; HNC Care and Administrative Practice.

It is recommended that employed learners wishing to undertake the award are able to demonstrate effective written and oral communication skills.

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	Associated assessment activities
Communication	6	<p>Good communication skills are required for learners undertaking this qualification.</p> <p>Learners will be required to read understand and evaluate a range of documentation and participate in class discussion.</p> <p>Learners will be required to produce written assignments and reflective accounts.</p>
Numeracy	5	The learner will be required to interpret information which has either been presented as a number of related, straightforward forms; or in one complex form. Learners will be required to base care decisions on the extrapolated data.
Information and Communication Technology (ICT)	6	<p>Learners may be required to research using the internet books and papers. Learners will be required to submit assignments including reflective accounts.</p> <p>Learners are required to use IT proficiently.</p>
Problem Solving	6	Problem solving skills through class discussion and exercises. Reflective evaluations of how the learner applies theory to practice.
Working with Others	6	Participation in group exercises interaction with training providers clients and colleagues. This skill will be further developed through current employment or placement.

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	9	10
H29T 34	Understanding Personal and Professional Development	X	X	X	X	X	X	X	X	X	
HE3M 35	Renal Dialysis Care	X	X	X	X	X	X	X	X	X	

Code	Unit title	Specific Aims									
		1	2	3	4	5	6	7	8	9	10
H29T 34	Understanding Personal and Professional Development	X	X	X	X	X	X	X	X	X	X
HE3M 35	Renal Dialysis Care	X	X	X	X	X	X	X	X	X	X

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

Code	Unit title	National Occupational Standard	
H29T 34	Understanding Personal and Professional Development	GEN 12 HSC 33 HSC 23 HSC 43	Reflect on and evaluate your own values, priorities, interests and effectiveness Reflect on and develop your own practice Develop your own knowledge and practice Take responsibility for the continuing professional development of self and others
HE3M 35	Renal Dialysis Care	CfA 201 CHS169 CHS19 CHS2 CHS26 CHS27 CHS28 CHS29 CHS30 CHS31 CHS32 CHS36 CHS5 CHS6 ENTO HSP2 GEN 6 GEN12 GEN2 GEN22 GEN23 GEN4 GEN5 GEN57	Carry out your responsibilities at work Comply with legal requirements for maintaining confidentiality in healthcare Undertake routine clinical measurements Assist in the administration of medication Carry out, and conclude, dialysis therapy for individuals with established access Encourage and support individuals undergoing dialysis therapy Support and enable individual undergoing dialysis and their carers to obtain and maintain dialysis equipment and materials Support and enable individuals undergoing dialysis and their carers to carry out dialysis procedures Obtain and maintain vascular access for, and cease access following, haemodialysis therapy Assess and agree the efficacy of the dialysis therapy Agree and implement changes to the dialysis therapy Provide basic life support Undertake agreed pressure area care Move and Position Individuals Promote a positive health and safety culture Manage environments and resources for use during healthcare activities Reflect on and evaluate your own values, priorities, interests and effectiveness Prepare and dress for work in healthcare settings Communicate effectively with individuals Monitor your own work practices Prepare individuals for healthcare activities Support individuals undergoing healthcare activities Collect blood/blood products from storage for transfusion

Code	Unit title	National Occupational Standard	
		GEN6	Manage environments and resources for use during healthcare activities
		GEN63	Act within the limits of your competence and authority
		GEN64	Ensure the availability of physical resources
		GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities
		GEN8	Assist the practitioner to implement healthcare activities
		GEN80	Move and transport individuals within a healthcare environment
		GEN81	Collect linen and make beds
		GEN96	Maintain health and safety and security practices within a health setting
		GEN97	Communicate effectively in a healthcare environment
		GEN98	Promote effective communication in a healthcare environment
		HSC22	Support the health and safety of yourself and individuals
		HSC223	Contribute to moving and handling individuals
		HSC224	Observe, monitor and record the conditions of individuals
		HSC23	Develop your own knowledge and practice
		HSC241	Contribute to the effectiveness of teams
		HSC242	Receive and pass on messages and information
		HSC246	Maintain a safe and clean environment
		HSC3117	Conduct a health and safety risk assessment of a workplace
		HSC3119	Promote the values and principles underpinning best Practice
		HSC32	Promote, monitor and maintain health, safety and security in the working environment
		HSC33	Reflect on and develop your own practice
		HSS1	Make sure your actions reduce risks to health and safety
		IPC2	Perform hand hygiene to prevent the spread of infection
		IPC3	Clean and remove spillages of blood and other body fluids
		IPC4	Clean and store care equipment to minimise the risks of spreading infection
		IPC6	Use personal protective equipment to prevent the spread of infection
		IPC9	Minimise the risks of spreading infections when removing used bed linen

5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	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
H29T 34	Understanding Personal and Professional Development	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	N/A	N/A	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussions. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.
HE3M 35	Renal Dialysis Care	Written communication through assignments, reflective accounts and written assessments.	Oral communication through class and group discussions and presentations.	Could be developed through working within practice undertaking clinical observations and measurements	Could be developed through working within undertaking clinical observations. Reflection on theory to practice analysing trends while completing charts	Information accessed through the internet researching information.	This could be developed through the production of written assignments and assessments.	This could be developed through group and class discussion. Reflection on theory to practice.	Could be developed through completion and submission of work assignment. Adhering to submission dates. Monitoring time management throughout the delivery of the Unit.	Could be developed through reflective evaluations from knowledge to practice.	Could be developed through working within different teams, ie class groups, work and placement teams.	Could be developed practice evaluation in care planning.

5.4 Assessment Strategy for the qualification

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Understanding Personal and Professional Development	Essay or reflective account of 1,000–1,500.	Integrated with Outcome 3 Portfolio of Evidence and a minimum of three reflective accounts.	Integrated with Outcome 2 Portfolio of Evidence and a minimum of three reflective accounts.		
Renal Dialysis Care	Extended or restricted response questions and should be completed under closed-book supervised conditions.	Integrated with Outcomes 3 and 4 integrated case study approximately 2,500 +/- 10% words.	Integrated with Outcomes 2 and 4 integrated case study approximately 2,500 +/- 10% words.	Integrated with Outcomes 2 and 3 integrated case study approximately 2,500 +/- 10% words.	Clinical record of achievement.

6 Guidance on approaches to delivery and assessment

The qualification is a Professional Development Award (PDA) in Renal Dialysis Practice: Assistant Practitioner. It is a Group Award comprising of three mandatory Units (see Section 2.1) two at SCQF level 8 (32 credit points at SCQF level 8) and one at SCQF level 7 (8 credit points at SCQF level 7).

This PDA qualification is not suitable for direct entry see below for the criteria for entry.

The qualification is suitable for those who have:

- ◆ sufficient experience as a support worker in a relevant field.

and/or

- ◆ have completed the HNC Care and Administrative Practice.

The award is designed to further develop the knowledge and understanding of those currently working as support workers as well as those who have completed the above qualification and wish to undertake the PDA Award as they wish to pursue a career as a support worker in the renal environment.

The Units can be delivered in any sequence, however, the mandatory Unit *Understanding Personal and Professional Development* will be delivered to facilitate the development of reflective practice which is required in the other Unit. The two Units can be delivered together or as individual Units.

If the learner has completed the HNC Care and Administrative Practice then they are exempt from the *Understanding Personal and Professional Development* Unit as they will have already completed its content whilst studying on the HNC.

The Units teaching allocation is 40 Notional hours per credit.

This award may be delivered in a variety of ways which will reflect the learning, employment and development needs of individual learners. 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. The award 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.

In order to be able to complete the clinical Units, centres/course providers must ensure that learners are either working in a suitable care environment or that they are able to undertake a work placement in an appropriate setting.

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 Education Facilitators (PEFs). This collaboration will maximise and strengthen support between mentors and FE establishments.

The approach to delivery and assessment in this new award is varied in order to give the learners 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

Throughout delivery, learners 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 learners 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.

It is recommended that where specialist knowledge is required, appropriately qualified and experienced tutors deliver these Units. Centres must also ensure that sufficient work placements have been secured through appropriate partners, such as local NHS Boards to allow learners to undertake the relevant Unit as it is crucial that learners looking to exit into work at CF level 3 or 4 have appropriate work experience through their placement.

6.1 Sequencing/integration of Units

None of the Units will be integrated in this award as it was agreed that this would make the Units unwieldy in size for effective learning and teaching. Learners must provide evidence for all of the Evidence Requirements and all of the knowledge and skills. The evidence they provide should relate to their own work setting or placement.

Learners will be assessed on all of the Outcomes though a variety of assessment methods including assignments, essays, reflective accounts and case studies. Details of the integration of assessments can be found above and also within each of the Unit descriptors.

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.

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

There are no articulation agreements attached to this award. For those who wish to undertake further study it may be considered as an entry into a related course of study at college.

6.2.2 Professional recognition

There is no formal professional body recognition for this award, however the service itself identified a need for a qualification to improve renal care as well as to have those entering into this area employment ready.

6.3 Opportunities for e-assessment

Whilst some aspects of the 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.

6.4 Support materials

A **list of existing ASPs** is available to view on SQA's website.

No support materials are available at this time. The content on reading materials is contained within the Units

6.5 Resource requirements

The PDA is a specialist award and it is recommended that it is delivered by centres that have the knowledge and understanding of working with renal services. Centre staff should be able to demonstrate this knowledge and understanding, particularly as they will be supporting learners who work in the field. It is recommended that centre staff are subject specialists.

The class teaching will be based on a wide variety of teaching styles and learning methods including; class and group discussion, exercises and presentations, reading and research. Centres should be equipped with the relevant equipment/resources to be able to meet the in-room training delivery.

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.

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).

8 Glossary of terms

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

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

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

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

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

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

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

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

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

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

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

History of changes

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

NOTE: Where a Unit is revised by another Unit:

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

Version Number	Description	Date
02	Revision of Unit: H29T 34 Understanding Personal and Professional Development <i>has been revised by</i> HF2A 34 Understanding Personal and Professional Development <i>and will finish on 31/07/2018.</i>	01/11/2016

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 PDA Renal Dialysis Practice: Assistant Practitioner at SCQF level 8 is a new award and has been designed to meet the range of skills and knowledge required to develop and improve practice. This award has been developed for those who are currently working in a renal setting or for those who wish to pursue a renal career.

The PDA Renal Dialysis Practice: Assistant Practitioner is suitable for those who have:

- ◆ sufficient experience as a support worker in a relevant field.
- ◆ have successfully completed the HNC Care and Administrative Practice.

In order to achieve this award, all learners, except those who have completed the HNC Care and Administrative Practice, must undertake the mandatory 'Understanding Personal and Professional Development' Unit. In addition two further Units must be completed.

Understanding Personal and Professional Development

This Unit is designed to enable you to carry out a self-evaluation of your individual personal and professional development needs through the use of reflection and action planning.

Renal Dialysis Care

This Unit has been designed to meet the range of skills you will require to develop as an Assistant Renal Practitioner and support you to practice clinical skills in a supervised environment provision of an Assistant Renal Practitioner clinical role within a defined scope of practice. The knowledge and skills gained will enable you to provide safe and effective care to patients in the renal settings who are undergoing renal replacement therapy and undertake a range of duties delegated by the mentor.

Renal Dialysis Care

This Unit has been designed to meet the range of skills you will require to develop as a assistant renal practitioner and support you to practice clinical skills in a supervised environment. The Unit builds upon the theory and underpinning knowledge gained from the previous Units within the Group Award, PDA in Renal Dialysis Care: Assistant Practitioner at SCQF level 8 and will support you in the provision of an assistant renal practitioner clinical role within a defined scope of practice. The knowledge and skills gained will enable you to provide safe and effective care to patients undergoing renal replacement therapy and undertake a range of duties delegated by the mentor.