



National Certificate Arrangements Document

National Certificate in Child, Health and Social Care at SCQF level 5

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

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National Certificate in Child, Health and Social Care (SCQF level 5)

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
03	Revision: X241 11 Care (Intermediate 2) has been revised by X712 75 Care (National 5) and finishes 31/07/2015.X212 10 Psychology (Intermediate 1) and X212 11 Psychology (Intermediate 2) have been revised by X763 75 Psychology (National 5) and finished 31/07/2009.	29/10/2014
02	<p>Revision of Unit: DF5L 11 Psychology: Investigating Behaviour has been revised by H260 75 Psychology: Research <i>and will finish on 31/07/2016.</i></p> <p>Revision of Unit: F17X 11 Psychology for Care <i>has been revised by H218 75 Care: Human Development and Behaviour and will finish on 31/07/2016.</i></p> <p>F17W 11 Values and Principles in Care has been revised by H21C 75 Care: Values and Principles and will finish on 31/07/2016.</p> <p>F17Y 11 Sociology for Care has been revised by Care: Social Influences H21A 75 and will finish on 31/07/2016.</p> <p>F5B4 11 Psychology: Understanding the Individual has been revised by H261 75 Psychology: Individual Behaviour and will finish on 31/07/2016.</p> <p>F5B5 11 Psychology: The Individual in the Social Context has been revised by H262 75 Psychology: Social Behaviour and will finish on 31/07/2016.</p> <p>DV3P 11 Studying Human Society: The Sociological Approach has been revised by H26L 75 Sociology: Social Issues and will finish on 31/07/2016.</p> <p>X228 11 Sociology has been added as an alternative to X768 75 Sociology: Course Assessment</p> <p>H23W 74 Literacy <i>has been added as an alternative to F3GB 10 Communication</i></p> <p>H23W 75 Literacy <i>has been added as an alternative to F3GB 11 Communication</i></p> <p>H225 74 Numeracy <i>has been added as an alternative to F3GF 10 Communication</i></p> <p>H225 75 Numeracy <i>has been added as an alternative to F3GF 11 Communication</i></p>	14/05/2014

1 Introduction

This is the Arrangements Document for the National Certificate in Child, Health and Social Care at SCQF level 5, which was successfully validated on 13 February 2008. This document includes: background information on the development of the National Certificate, its aims, guidance on access, details of the National Certificate structure, and guidance on delivery.

Key features of this National Certificate are the emphasis on:

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

2 Rationale for the development of the National Certificate in Child, Health and Social Care at SCQF level 5

Issues of childcare, health care and social care are becoming increasingly important due to an increase in the population of the various care service users. As a result, there is a growing need for qualified professionals. Representatives from schools, colleges, training providers and employers participated in the debate and the consultation exercise to help determine the future directions of SQA's portfolio in Childcare, Health Care and Social Care.

A National Certificate for Health and Social Care at Higher level (SCQF level 6) and a National Certificate for Early Education and Childcare at Higher level (at SCQF level 6) were developed as a result of the various scoping and consultation exercises carried out. These developments were welcomed by practitioners, but a need was identified for an Award at SCQF level 5 to offer progression.

A Qualifications Design Team (QDT) consisting of group of practitioners from the various sectors was formed and it was agreed to produce one National Certificate framework at Intermediate 2 level (SCQF level 5) that would encompass Childcare, Health Care and Social Care.

The National Certificate in Child, Health and Social Care is designed for choice and flexibility by offering an optional structure to meet the specific needs of colleges, training providers and employers, supporting various progression routes while offering opportunities for candidates to develop skills in problem solving, working as part of a team, developing communication, numeracy and IT skills. It will also provide the basic knowledge and skills that can subsequently be built on for working in a care setting.

It is also essential that workers in care sectors operate from a sound, ethical value base and so a mandatory component of this National Certificate is the study of the principles underpinning the National Care Standards and their application, to enable them to understand the nature and importance of such a value base while working with individuals.

3 Aims of the National Certificate in Child, Health and Social Care

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

3.1 Principal Aims

The principal aims of the National Certificate in Child, Health and Social Care are to:

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

3.2 Other Aims

The National Certificate in Child, Health and Social Care will form an important part of the National provision for Childcare, Health Care and Social Care. It will also provide candidates with a recognised Group Award. The inclusion of component Units of two National Courses, ie *Care (Intermediate 2)*, *Early Education and Childcare (Intermediate 2)* in the mandatory section of this National Certificate ensures academic rigour. Whilst the Units are mandatory the external assessment components are optional. Candidates who sit and achieve the external assessment enhance their academic profile.

3.3 Target Groups

The National Certificate in Child, Health and Social Care is aimed at school leavers, adult returners or those in employment in Childcare, Health Care and Social Care sectors as a basis for building on good practice, recognition of prior learning, as continuing professional development or as a basis for progression to further study.

The diversity of the optional framework creates vocational pathways and choices for candidates to progress to their chosen career path. It provides underpinning knowledge for progression to higher education, employment and/or further training within Childcare, Health Care and Social Care sectors as part of the regulatory requirements, where support workers will be required to undergo continuous professional development.

3.4 Employment Opportunities

For candidates who wish to use this National Certificate as a basis on which to enter employment in Childcare, Health Care or Social Care there is ample opportunity in both the mandatory and optional sections to develop skills which will increase their ‘employability’ and citizenship.

These skills include:

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

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

For candidates wishing to progress in the Childcare and Social Care sectors and attain registration at support worker level with Scottish Social Services Council (SSSC), this National Certificate will provide the underpinning knowledge and skills to undertake higher education and/or further training in Social Care.

4 Recommended Access to Qualifications

While entry requirements are at the discretion of the centre, candidates would benefit from having attained Standard Grade or Intermediate 1 level Courses or Units in Sciences, Social Sciences or other relevant subject. Consideration should also be given to candidates without formal Qualifications but with relevant experience.

In addition, it is recommended that candidates should have skills in oral and written communication.

5. Qualification Structure

The National Certificate in Child, Health and Social Care is a 12 SQA credit Award and has a total credit value of 72 SCQF credit points* (1 SQA Credit is equal to 6 SCQF points).

Group Award Classification	SCQF level	SCQF credit points
Intermediate 2	5	72

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

The structure of the National Certificate in Child, Health and Social Care comprises of three main sections;

1. a 3 credit mandatory section,
2. a 6 credit optional mandatory section giving centres a choice of 3 from 6 Units

3. a selection of optional Units at Intermediate 2 (SCQF level 5), Intermediate 1 (SCQF level 4) and External Assessments, giving centres the flexibility of choice in accordance with preferred framework and progression routes.

5.1 Mandatory Section — the following 3 units are **Mandatory**

Unit Code	Unit Title	SQA credit Value	SCQF Level	SCQF Points
*H218 75	Care: Human Development and Behaviour	1	5	6
*H21A 75	Care: Social Influences	1	5	6
*H21C 75	Care: Values and Principles	1	5	6

*Refer to history of changes for revision details.

5.2 Mandatory Optional Section — a **minimum** of 3 units must be selected from this section.

Unit Code	Unit Title	SQA credit Value	SCQF Level	SCQF Points
F19L 11	Child Development and Health	1	5	6
DM41 11	Play in Early Education and Childcare	1	5	6
DM84 11	Working In Early Education and Childcare	1	5	6
F01C 11	Families in Modern Society	1	5	6
F1P2 11	Maintaining Safety in a Care Setting	1	5	6
F1P1 11	Healthy Eating in a Care Setting	1	5	6

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

5.3 Optional Section

This National Certificate is a 12 credit Award. Whether the optional credits are chosen from the mandatory optional section above or the optional sections below, 9 credits must be at the level of the Award, ie Intermediate 2 (SCQF level 5).

Some restrictions will also apply to choices within these sections; for example, if the chosen Units are in a ‘hierarchy’, this is where a Unit is available at more than one level, then only one level of the Unit can be credited to this National Certificate and from the External Assessment Section, a **maximum** of 3 Credits can contribute.

The tables below detail the optional Units available:

Optional Section A – Childcare Units

Unit code	Unit title	SQA credit Value	SCQF Level	SCQF Points
Childcare Options				
DM5K 12	Supporting Children’s Behaviour	1	6	6
DF6J 11	Child Protection: An Introduction	1	5	6
DM42 11	Play in Practice	1	5	6
DM60 11	Care and Feeding of Children	1	5	6
F2CP 11	Children and Young People: Process of Play	1	5	6
DM5W 11	Partnerships in Early Education and Childcare	1	5	6
DM5Y 11	Creative and Aesthetic Experiences for Children	1	5	6
DM65 11	Supporting Children with Additional Support Needs	1	5	6
DM85 10	Care of Children	1	4	6
DM5V 11	Maintenance of a Safe Environment for Children	1	5	6
DM5V 10	Maintenance of a Safe Environment for Children	1	4	6
DM86 11	Parenting	1	5	6
DM86 10	Parenting	1	4	6
F3FX 11	Working With Individuals in a Care Setting*	2	5	12

Optional Section B – Health Care and Social Care Units

Unit code	Unit title	SQA Credit Value	SCQF Level	SCQF Points
F1P5 11	Understanding the Needs of the Older Person	1	5	6
DM5P 11	Prevention of Infection	1	5	6
F1P4 11	Mental Health Issues: An Introduction	1	5	6
F3G2 11	Social Services in Scotland: An Introduction	1	5	6
F19M 11	First Aid	1	5	6
DM5T 11	HIV, Hepatitis B and Hepatitis C Infections	1	5	6
F17V 10	Health and Safety for Care	1	4	6
F3G3 11	Working With Individuals with Additional Support Needs	1	5	6
F3G4 11	Understanding Loss and Grief	1	5	6
F3FX 11	Working with Individuals in a Care Setting*	2	5	12

* The 2 credit workplace Unit *Working With Individuals in a Care Setting* has been developed to enable delivery in either a Childcare or Health and Social Care Context.

Optional Section C – Science Units

Unit Code	Unit Title	SQA Credit Value	SCQF Level	SCQF Points
F1RH 11	The Human Body	1	5	6
D026 11	Living Cells	1	5	6
D027 11	Environmental Biology and Genetics	1	5	6
D028 11	Animal Physiology	1	5	6
D023 10	Health and Technology	1	4	6
D024 10	Biotechnological Industries	1	4	6

Optional Section D – Social Science Units

Unit Code	Unit Title	SQA credit Value	SCQF Level	SCQF Points
*H261 75	Psychology: Individual Behaviour	1	5	6
DF5K 10	Psychology: Understanding the Individual	1	4	6
*H260 75	Psychology: Investigating Behaviour	1	5	6
DF5L 10	Psychology: Investigating Behaviour	1	4	6
*H262 75	Psychology: Social Behaviour	1	5	6
DF5M 10	Psychology: The Individual in the Social Context	1	4	6
DV3L 11	Socialisation	1	5	6
DV3L 10	Socialisation	1	4	6
DV3M 11	Social Stratification	1	5	6
DV3M 10	Social Stratification	1	4	6
DV3P 11	Studying Human Society: The Sociological Approach	1	5	6
*H26L 75	Sociology: Social Issues	1	4	6

*Refer to history of changes for revision details.

Optional Section E – External Assessments (a maximum of 3 credits from this section can contribute to this Award)

Unit code	Unit title	SQA Credit Value	SCQF Level	SCQF Points
X241 12	Care (Higher)	1	6	6
*X712 75	Care (National 5)	1	5	6
X065 11	Care Issues for Society: Childcare	1	5	6
X06H 11	Care Issues for Society: Older People	1	5	6
X01E 11	Health and Safety in Care Settings	1	5	6
X228 12	Sociology (Higher)	1	6	6
X228 11 Or X768 75	Sociology (Intermediate 2) Sociology: Course Assessment	1	5	6

X228 12	Psychology (Higher)	1	6	6
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*X763 75	Psychology (National 5)	1	4	6
X007 13	Biology (Advanced Higher)	1	7	6
X007 12	Biology (Higher)	1	6	6
X007 11	Biology (Intermediate 2)	1	5	6

Optional Section F – Core Skill Units

Unit code	Unit Title	SQA Credit Value	SCQF Level	SCQF Points
F3GB 11 Or H23W 75	Communication Literacy	1 1	5 5	6 6
F3GB 10 Or H23W 74	Communication Literacy	1 1	4 4	6 6
F3GF 11 Or H225 75	Numeracy Numeracy	1 1	5 5	6 6
F3GF 10 Or H225 74	Numeracy Numeracy	1 1	4 4	6 6
D01D 11	Information Technology	1	5	6
D01D 10	Information Technology	1	4	6
D01E 11	Problem Solving	1	5	6
D01E 10	Problem Solving	1	4	6
D01F 11	Working With Others	1	5	6
D01F 10	Working With Others	1	4	6

5.4 Opportunities to Achieve Core Skills

Entry and exit levels of Core Skill requirements for the National Certificate in Child, Health and Social Care will be set by individual centres. However, opportunity to develop all five Core Skills exists within the framework of this National Certificate.

Any of the Core Skill Units may be included as options within the framework or as additional Units within a full time programme. Automatic certification of Core Skills is determined by the progression route and selected optional units. For example, completion of the Project Based National Courses, Care Issues for Society: Childcare (C06F 11), Care Issues for Society: Older People (C06H 11) or Health and Safety in Care Settings (C01E 11) gives automatic certification of Problem Solving at Intermediate 1.

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

Unit code	Unit title	Core skill or component of core skill
DF5L 11	Psychology: Investigating Behaviour (Int 2)	Complete Core Skill Problem Solving (Int 2)
DF5L 10	Psychology: Investigating Behaviour (Intermediate 1)	Complete Core Skill Problem Solving (Int 1)
DV3P 11	Studying Human Society: The Sociological Approach (Int 2)	Critical thinking (Int 2)
DV3M 11	Social Stratification (Int 2)	Critical Thinking (Int 2)

DV3L 11	Socialisation (Int 2)	Critical Thinking (Int 2)
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This award also offers the opportunity to achieve further Course qualifications. This can be done either through completion of Units within the required 12 credits or as credits additional to those required for successful completion of the award.

These include:

Early Education and Childcare (Intermediate 2) (Skills for Work)

Care (Intermediate 2)

Care Issues for Society: Childcare (Intermediate 2)

Care Issues for Society: Older People (Intermediate 2)

Health and Safety in Care Settings (Intermediate 2)

Biology (Intermediate 2)

Sociology (Intermediate 2)

Psychology (Intermediate 2)

Psychology (Intermediate 1)

5.5 Links to Occupational Standards

The integration of some of the National Occupational Standards (NOS) into the content of the various developments is essential and this National Certificate in Child, Health and Social Care allows for the mapping of these standards across the qualification.

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

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

- Level 2: Communication with and complete records for the individual
- Level 2: Develop your knowledge & practice
- Level 2: Ensure your own actions support the care, protection and wellbeing of individuals
- Level 2: Support the Health and Safety of yourself and individuals
- Level 2: Move and position individuals
- Level 2: Support individuals who are distressed

The areas where the above standards are reflected are:

- Developing good communication skills
- Self-awareness and self-reflective practice
- Understanding how to help protect people from abuse
- Identifying people's needs and planning out an activity to meet a need
- Awareness of health and safety and protection issues in a child, health or social care setting

6. Approaches to Delivery and Assessment of the National Certificate in Child, Health and Social Care

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

- ◆ The individual student
- ◆ Required criteria laid down by other bodies for candidate entry
- ◆ Requirements for employment
- ◆ SFEFC course funding requirements

Ideally the three Mandatory Units would be delivered in an integrated way, with learning and teaching drawing on related content from all three Units.

Sociology for Care will show the ways in which social influences impact on care delivery and shape the principles that underpin care values and practice. This enables candidates to understand the reasons certain groups in society are marginalised.

The *Psychology for Care* Unit gives an insight into understanding human development and behaviour. This enables candidates to achieve an understanding of the developmental and behavioural issues which may affect socially isolated groups.

Values and Principles in Care Unit enables candidates to achieve an understanding of the values, principles and legislation that underpin care practice. It also introduces candidates to the process of care planning. All these aspects of care practice are intertwined with the insights provided by psychology and sociology.

Both the mandatory Units and those in the optional section provide excellent opportunity for candidates to learn about the issues related to working in the Childcare, Health Care and Social Care sectors. There are opportunities for work placements and for experiential learning and it is recognised that this will depend on the availability of placement opportunities and the candidate cohort undertaking the Award. Topics such as child protection, care of the elderly, healthy eating and the importance of play provide teachers/lecturers with the opportunity to make candidates aware of current social and political issues.

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

Learning and teaching approaches should include lectures, individual and group work reinforced by handouts and worksheets which should incorporate problem-solving exercises. Practical work is essential and should underpin theoretical work in addition to developing practical skills. Candidates should be encouraged to use and become familiar with a wide range of care sources and resources, including information and computing technology (ICT).

It is recommended that suitably qualified staff with recent and relevant occupational experience deliver this National Certificate to ensure that learning and teaching is linked to the workplace.

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

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

Many of the Units in this award are assessed through written and/or oral recorded evidence while others are assessed through a combination of written and/or oral evidence and a folio of evidence gathered through an investigation or a folio of collected materials. The Evidence requirements section in the Unit Specification clearly defines what is to be assessed in each Unit assessment. The majority of Units have National Assessment Bank materials which clearly specify the evidence requirements needed for successful completion. Care should be taken to avoid a concentration of Unit assessments at any one time during the delivery of the award.

Recognition of prior learning from either a formal educational setting or from previous employment experience may provide underpinning knowledge and enable the candidate to progress through Vocational Qualifications appropriate to the sector in which they wish to seek employment.

7 General information for centres

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

Knowledge and understanding

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

Problem Solving

Problem solving skills should be developed so that candidates can:

- ◆ select relevant information from reference sources and other texts, charts, graphs and diagrams.
- ◆ present information appropriately in a variety of forms, including written summaries, extended writing, tables and graphs.
- ◆ process information accurately.
- ◆ draw valid conclusions and give explanations supported by evidence.

Practical Abilities

Practical work is essential for candidates whether in Childcare, Health Care or Social Care settings to develop the basic skills required for working within a care setting. Practical work is also essential to underpin theoretical work, re-enforcing the understanding of concepts and principles.

7.1 Information on Candidates 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 alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

7.2 Internal and External Verification

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

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

8 General information for candidates

This section is provided to enable centres to adapt as necessary and distribute to candidates or include in the centre handbook/prospectus.

The National Certificate in Child, Health and Social Care is aimed at school leavers, adult returners or those in employment in the Childcare, Health Care or Social Care sectors. It offers an opportunity for candidates to progress to higher education and/or further training but also to improve employability skills and citizenship within the care sector through the knowledge, skills and understanding of the issues within these areas.

The mandatory section provides a theoretical basis in the areas of understanding psychological and sociological approaches to care situations which are transferable to other academic career choices particularly those which involve working with people.

Candidates will investigate who needs care, what provision is available and the roles and responsibilities of a care worker. Candidates will also study, from psychology, how humans of all ages develop through life experience and how they manage stress, separation and loss. From sociology they will learn the importance and problems of the socialisation process, of culture and the use of anti-discriminatory practice in any care setting.

Candidates will also develop practical skills in the Childcare, Health Care and Social Care settings through investigation, evaluation and observation of good practice and reflect on their contribution and the contribution of others.

Possible areas of employment including voluntary agencies and formal/informal caring covered in these sectors are:

- ◆ Primary health care
- ◆ Nursery care
- ◆ Pre-school care
- ◆ After school care
- ◆ Support services

- ◆ School medical services
- ◆ Mental health care
- ◆ Health promotion.

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

Candidates who may wish to attain registration at support worker level with Scottish Social Services Council (SSSC) this National Certificate will provide the basic knowledge and skills to undertake higher education and/or further training leading to recognised qualifications.