SCOTTISH
QUALIFICATIONS
AUTHORITY

Arrangements for:

HNC Health Care

Group Award Code: G8CE 15

Validation date:16 November 2006

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Version: 03 (December 2009)

Acknowledgement

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	Authorised by
02	Version 2 of Graded Unit 1 issued.	23/07/07	Eleanor Ramsay
03	Updated framework	14/12/09	Alyson Steel

Contents

1 Introduction

This is the Arrangements Document for the revised HNC Award in Health Care which was validated on 16th November 2006. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

This award replaces G6M7 15 and G5XK 15. This new award allows for candidates to progress into employment or HEI.

2 Rationale for the revision of the Group Award

The HNC in Health Care is a revision of earlier versions and will replace those with the same title to reflect the ever changing needs of the Health Care sector. Due to the valuable work carried out in validating previous awards, only minimal changes where required to the Course. This includes the matching of competences required for entry to the branch of Nurse Education in 2001. A Qualification Support Team (QST) will be convened to review the delivery of the award and implement incremental change where appropriate.

The factors influencing the validation were:

♦ Change in the philosophy and delivery of care influenced by the Scottish Executive
♦ SQA's revision of all HNCs to meet the Scottish Credit and Qualification Framework (SCQF)
♦ New Statutory Legislation
♦ Change of the name and role of the Professional Body
♦ Developments of HNC Allied Health Professions
♦ Demand from the sector for a mandatory framework

The consultation process included Further and Higher Education, National Health Service Trusts and professional bodies who took into account all of these factors. The Outcome of this is an HNC consisting of a single mandatory route which continues to ensure that candidates are adequately prepared for the changing roles within their chosen career, lifelong learning and continuing professional development.

The focus of the award on Nursing and the Senior Health Care Assistant role has been influenced by the development by SQA in conjuction with NHS Education for Scotland (NES) of four HNCs with specific routes for Allied Health Professions. There are four Units in the HNC Health Care that are common to the HNC Allied Health Professions framework (see Section 5). The structure of the HNC Health Care potentially allows candidates to articulate to 2nd year of the Nursing Diploma/Degree programmes (where appropriate) as all aspects of the Common Foundation Programme year 1 are covered within the HNC Health Care.There is no set rule as to the number of practice hours candidates must undertake, however where an articulation agreement is in place practice hours should be comparable with the Common Foundation Programme offered by HEIs. This would normally equate to 760 hours.

It is a strong recommendation of NES that where an articulation arrangement is in place, it is imperative that Centres/Course Providers consult with HEIs regarding specific requirements to the branch Training Programe.

The framework of the HNC Health Care is suitable for those currently working in a Health Care environment and for full-time candidates in a placement setting.There is opportunity for all candidates to develop their Core Skills throughout their course of study, specifics of which are detailed within individual Units.

3   Aims of the Group Award

All HNCs have broad aims that allow candidates to:

Develop transferable skills, including Core Skills,
Develop personal effectiveness
Develop critical thinking skills
Progress within the SCQF framework and into Higher Education
Provide opportunities for career progression

3.1   General aims of the Group Award

HNC Health Care, with its mandatory Units allows candidates to work within a variety of health care settings as Senior Health Care Assistants or to progress into the Nursing degree programme, either into first or second year of the progamme (appendix 1). Progression depends on the articulation agreements between the course providers and the HEIs. The mandatory approach also links to the Common Foundation Programme (CFP) of Year one of the nursing Diploma/Degree, which allows the candidate to cover all aspects of this via the one route (Appendix 2).

The HNC Health Care also has Units which are common to both this award and the HNC in Allied Health Professions which allows candidates flexibility in their choice of health career.

3.2   Specific aims of the Group Award

The revised HNC Health Care award is designed to allow candidates to potentially articulate into the Branch Programme of Nursing Degree/Diploma and should allow progression into 2nd year of the Programme. This is dependant on the agreements with HEIs and on candidates completing 760 hours placement experience. While this is not a requirement of the award, it is a strong recommendation of NES that where there are articulation agreements between centres and HEIs. If candidates complete the 760 hours of placement, then it is possible that the 760 hours of practice could be credit rated and leveled to give successful candidates a further 24 SCQF credit points at level 7.

The mandatory nature of this award allows candidates to demonstrate their ability to work as part of a team and to work within a multidisciplinary environment. Furthermore this enables them to relate theory to practice and to reflect on the skills required to become a registered practitioner within the health care field. Candidates should be able to develop skills which allow them to work with a variety of patients/clients/individuals in different health care settings and to practice in an anti-discriminatory way. This award allows candidates to gain knowledge of the current legislation relating to health care, the policies and procedures in their placements

and to critically evaluate their care of others while in employment or to assist them with their further studies at the HEI's.

Candidates will also be able to gain knowledge of health promotion (Appendix 3) throughout the award and use it to enhance their care of patients/clients/individuals to encourage prevention of ill health and promote healthy living strategies in general.

The inclusion of the Graded Unit within the revised HNC Health Care allows candidates to develop their understanding of the interdisciplinary connections of the HNC, demonstrate their critical and evaluative approach to study and demonstrate their ability to relate theory to practice. Candidates will also be able to obtain underpinning knowledge for the Scottish Vocational Qualification in Health and Social Care.

3.3 Target groups

The HNC Health Care aims to attract candidates who wish to:

♦ Pursue a career in health care as a Care Support Worker
♦ Gain entry to the pre-registration nurse education Programme with AP(E)L entry to the Branch Programme of a Nursing Degree/Diploma
♦ Obtain a recognised qualification to undertake diploma or degree studies in health studies, health sciences and health promotion
♦ Go on to further study having completed a General Scottish Vocational Qualification (GSVQ) at level 3 or Scottish Group Award at Intermediate level 2 or Higher levels in Care or related areas
♦ Gain underpinning knowledge for the SVQs in Health and Social Care

3.4 Employment opportunities

Candidates who successfully complete their HNC Health Care should be able to gain employment in a variety of health fields, including the statutory, voluntary or private sectors, as Health Care Support or Senior Health Care Support Workers.

4 Access to Group Award

In order to meet the demands of the occupational sector Centres should be as flexible as possible with entry requirements. Consideration should be given to the specific requirements of legislative drivers with regards to access to nurse education. Centres should adhere to Local Authority guidelines where candidates come into contact with children and/or adults at risk while working towards achievement of their course. It is important to recognise that Course Providers and staff remain responsible for the students undertaking the course. It is also important that there are robust protection policies and procedures in place which students should be made aware of and be required to comply with. Where a candidate is carrying out activities without supervision a Disclosure Scotland check would normally be required. However local guidelines should be consulted.

The Skills required to achieve the HNC Health Care include numeracy and communication skills, both written and oral. Evidence of which can be demonstrated through the achievement of nationally recognised qualifications such as Communications Higher or another communication Unit at SCQF level 6 as well as Numeracy/Maths SCQF level 5 or 6. Alternatively through the completion of a pre-

course interview that would include a written assignment and/or references from previous/current employer and/or other Core Skill target assessments carried out by individual centres.

Consideration should also be given to those candidates particularly mature candidates, who have relevant work/life experience who do not possess formal qualifications but whose prior experience and maturity indicate that they are likely to succeed on the course. In the case of candidates for whom English is an additional language or where additional support needs are identified, centres must ensure that candidates not only meet entry requirements but that sufficient support mechanisms are also available.

5 Group Award structure

5.1 Framework

This award consists of nine Units and the HNC Health Care Group Award will be awarded on completion of all Units. The HNC in Health Care carries 96 SCQF credit points benchmarked at SCQF level 7.

The purpose of the Graded Unit is to assess candidates' ability to integrate and apply knowledge and skills gained in the individual Units and to demonstrate that they have achieved the principle aims of the Group Award. In addition the Graded Unit is used to grade candidates' achievement. The instrument of assessment will take the form of a practical assignment as this fits best with a holistic approach and allows the candidate to demonstrate practically across the award through reflective practice.

Opportunity exists for candidates to develop problem solving, working with others communication, numeracy and I.T. skills within the practical and theoretical elements of the course. The signposting of Core Skills (appendix 4) is for guidance only. Centres should ensure that candidates possess sufficient level of Core Skills to complete a qualification level 7.

5.2 Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Physiology for Health Care Professionals	DR3P 34	8	7	1.5
Physiology of the Reproductive System (F84Y 34)	F84Y 34	4	7	0.5
Physiology of the Reproductive System (F0KB 33) lapsing 30/6/2010	F0KB 33	4	6	0.5
Principles of Health Care Practice	F0K8 34	8	7	1.0
Health Care Policy	DR3N 34	8	7	1.0
Psychology and Sociology in Health Care	DR3T 34	8	7	1.0
Health Care Practice Experience	F0KA 34	32	7	4.0
Calculations and Practical Techniques in Health Care	F0K9 34	8	7	1.0
Positive health Care for Individuals	DR3R 34	8	7	1.0

Health Care Graded Unit	F0KF 34	8	7	1.0

The knowledge and competencies within the Units of this HNC were derived from consultation with employers and Sector Skills Council, who are responsible for the National Occupational Standards (NOS) and SVQs, through market research, gap analysis and to meet the requirements of candidates.

5.3   Articulation, professional recognition and credit transfer

The award allows candidates to access the Nursing Diploma/Degree as it enables candidates to cover all aspects of the CFP year one through the single mandatory route.

This approach also links with the tasks and responsibilities of Senior Health Care Assistants in the workplace. The low uptake of optional Units within the predecessor HNC Health Care frameworks indicate the desire from the sector for a fully mandatory award.

In addition to this award SQA and the NHS Education for Scotland (NES), have developed new HNCs for the Allied Health Professions and this allows candidates to choose a more suitable route to gaining qualifications in their chosen area of work. There are four Units common to the HNC Health Care and the Allied Health Professions; these are;

DR3N 34	*Health Care Policy*
DR3R 34	*Positive Health Care for Individuals*
DR3T 34	*Psychology and Sociology in Health Care*
DR3P 34	*Physiology for Health Care Professionals*

This commonality allows centres to offer candidates the core Units and then candidates can choose the routes which best suit them for their future employment or education needs.

This widening of provision also allowed the design team to focus on the Nursing and Senior Health Care assistant role within the HNC Health Care.

For information on credit transfers for predecessor HNC Health Care see attached (Appendix 5) Health Promotion is embedded in the new award so elements from the previous Health Promotion Unit can be mapped to several Units in the new award (Appendix 3)

6   Approaches to delivery and assessment

The HNC Health Care consists of nine mandatory Units. The award is suitable for Health Care Support Workers wishing to support their practice in their current role or wishing to progress to H.E.I and a nursing qualification. It is also suitable for full-time candidates wishing to enter into a career in Health Care.

Centre/course providers must ensure that candidates are either working in a suitable Health Care environment or that they undertake a work placement in an appropriate setting.

The structure of the award provides candidates with Units that will develop their knowledge for understanding and Units that will develop their knowledge for practice. It is recommended that Units for providing knowledge for understanding should be delivered in the early part of the course delivery (Appendix 7).

As the HNC Health Care has an academic rating of 96 points at SCQF level 7, it is suggested that receiving HEIs recognize an additional 24 SCQF points in the case of candidates who successfully complete 760 hours of clinical practice through the Practice Experience Unit. In the case of those candidates wishing to articulate with a nursing diploma/degree they must meet the requirements of the HEI programme. It is essential that the clinical practice is assessed using the partner HEI clinical assessment tools and that hours of practice are accurately recorded.

Prior to candidates commencing placement it is recommended that the value based Units: Positive Health Care for Individuals and Principles of Health Care Practice are delivered. Likewise to give candidates the opportunities to develop knowledge and understanding both Physiology Units should begin early. By delivering these Units along with Sociology and Psychology in Health Care 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.

The Unit Calculations and Practical Techniques in Health Care should be delivered later in conjunction with the work based Unit Health Care Practice Experience. Health Care Policy is also suited to later delivery as the knowledge gained will develop an overall understanding of Health Care.

Health Promotion is embedded within the award and candidates should demonstrate this within the relevant Unit (Appendix 3).

It is also recommended that the Graded Unit is introduced early in the programme and the practical assignment submitted towards the end of the programme. Candidates having gained some underpinning knowledge, can then make links with their work placement and assist in preparing them for the work placement. Commencing the Graded Unit early will aid candidates in familiarising themselves with the workplace as well as the individuals/client/patients. A team approach is a desirable method for delivery and assessment.

The assessment plans (Appendix 6) are not prescriptive and are meant only as a guide for centres/course providers. Both examples are designed to spread the assessment workload evenly and exemplify were integration should take place. Whilst most 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 Unit: *Health Care: Practice Experience*, which assesses occupational competence.

Assessment strategies, such as written assignments, class presentations, projects, and practical demonstration allow candidates the opportunity to demonstrate and/or develop Core Skills.

Centres/providers must ensure that they have suitably qualified staff and appropriate resources and equipment for delivery of the qualification.

7 General information for centres

Candidates with disabilities and/or 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**).

Internal and external moderation

All instruments of assessment used within this Group Award should be internally moderated, using the appropriate policy within the centre and the guidelines set by SQA.

External moderation 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 moderation can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* (**www.sqa.org.uk**).

8 General information for candidates

The Course has been designed to meet the generic range of skills required of candidates beginning their development as professional care practitioners in the wide range of health care professions. It is, however, primarily intended for candidates who expect to take up nurse education with a view to registering as a nurse. The Course has been designed to meet the NMC defined Outcomes for entry to the branch programmes of pre-registration nurse education. This will assist Higher Education Institutions offering programmes leading to eligibility to register as a nurse, in making decisions about accrediting applicants' prior learning. The Course is also relevant to those with experience of working as a care assistant and to those who have limited experience in care work who wish to develop their skills.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**

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

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

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

Graded Unit: The Graded Unit will assess candidates ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is

to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg HN Units in Information Technology or Communications.

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

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

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

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

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

10   Appendices

Appendix 1

Mapping of course and Unit aims

GROUP AWARD AIMS	
General Aims	
1	obtain employment in the health care sector (statutory, voluntary and independent health care organisations)
2	undertake relevant diploma or degree courses in nursing, with direct entry to second year where appropriate
Specific Aims	
3	develop knowledge and skills with tutor led support and apply knowledge in the workplace
4	enable the candidate to obtain the HNC Health Care through the development of relevant knowledge and skills and through the provision of suitable placement experience
5	enable the candidate to obtain the academic entry qualification for entry to pre-registration nurse education in accordance with the regulations of Nursing Midwifery Council
6	enable the candidate to obtain underpinning knowledge for the Scottish Vocational Qualifications in Health and Social Care at level 3
7	enable the candidate to pursue a career as a health care worker in a range of clinical settings
8	enable candidates to obtain entry to the Branch programme for nursing via the AP(E)L route where agreed access arrangements exist with a partner Higher Education Institution.

Unit Title and Outcomes	Relevant Group Award aim(s)
Health Care Policy	
1 Identify the role of health care professions in providing opportunities for individuals to achieve optimum health and recognise the importance of collaboration between care professions	**1, 5, 6, 7**
2 Describe the ways in which government policies and legislation can influence an individual's care needs	**1, 5, 6, 7**
Psychology and Sociology in Health Care	
1 Explain psychological theories of individual development and discuss how these can be used to understand the health of an individual today	**1, 5, 6, 7**
2 Explain sociological theories and demonstrate the relationship between social factors and health.	**1, 5, 6, 7**
Positive Health Care for Individuals	
1 Explain how health care values and principles influence practice	**1, 5, 6, 7**
2 Understand and apply the care planning process	**1, 5, 6, 7**
3 Investigate and explain how to establish and maintain a positive health care environment for the individual	**1, 5, 6, 7**
Physiology for Health Care Professionals	
1 Explain the central role of water and its related system in the normal functioning of the body	**1, 5, 7**
2 Describe the mechanisms involved in regulating, controlling and protecting the normal healthy body	**1, 5, 7**
3 Identify how selected body systems provide the energy required to maintain a healthy body	**1, 5, 7**
4 Examine the principles of muscle and skeletal physiology applied to body movement	**1, 5, 7**

Principles of Health Care Practice		
1 Explain the principles of regulation for professional practice	1, 5, 7	
2 Explain the principles of practice in relation to care management	1, 5, 7	
Calculations and Practical Techniques in Health Care		
1 Demonstrate a holistic approach when carrying out practical techniques in health care	1, 5, 7	
2 Carry out calculations and practical techniques in health care	1, 5, 7	
3 Record, interpret and report results of practical techniques	1, 5, 7	
Physiology of the Reproductive System		
1 Identify the structure of the male reproductive system and explain the physiological functions of this system	1, 5, 7	
2. Identify the structure of the female reproductive system and explain the menstrual cycle	1, 5, 7	
Health Care: Practice Experience		
1 Demonstrate an awareness of the principles of professional and ethical practice when caring for individual patient/clients	1, 2, 3, 4, 5, 7, 8	
2 Develop and maintain professional caring relationships with individual patient/clients	1, 2, 3, 4, 5, 7, 8	
3 Demonstrate skills in the delivery of care through participation in holistic care provision to meet the needs of individual patient/clients	1, 2, 3, 4, 5, 7, 8	
4 Participate in inter-professional teamwork for the purposes of integrative care provision	1, 2, 3, 4, 5, 7, 8	
Health Care: Graded Unit 1		
1 To enable candidate's to integrate knowledge, theory and practice effectively in a variety of health care settings	1, 2, 3, 4, 5, 7, 8	
2 To develop and apply a broad range of specialised vocational knowledge and skills, some of which involves recent developments and specialisms	1, 2, 3, 4, 5, 6, 7, 8	
3 To enable candidates to have an individual patient/client focus in their practice	1, 2, 3, 4, 5, 7, 8	
4 To enable candidates to develop reflective practice	1, 2, 3, 4, 5, 6, 7, 8	
5 To promote career progression and academic pathways for within Health Care	1, 2, 3, 4, 5, 7, 8	

Mapping Exercise between HNC Health Care and Year 1 of the Common Foundation Programme

Domain	Outcomes for entry to the branch	Unit Name and Relevant learning Outcome
1 Professional Ethical Practice	**1.1 Discuss, in an informed manner, the implications of professional regulation for nursing practice.**	
	♦ Demonstrate a basic knowledge of professional regulation and self regulation;	♦ Theory — Principles of Health Care Practice, Outcome 1; Practice — Health Care : Practice Experience, Outcome 1
	♦ Recognise and acknowledge limitations of own abilities;	♦ Theory — Health Care : Practice Experience, Outcomes 1 and 3 Practice — Principles of Health Care Practice, Outcome 1;
	♦ Recognise situations that require referral onto a registered practitioner	♦ Theory — Health Care : Practice Experience, Outcomes 3 and 4; Health Care Policy, Outcome 1 Practice — Principles of Health Care Practice, Outcome 1
Professional Ethical Practice	**1.2 Demonstrate an awareness of the NMC Code of Professional Conduct**	
	♦ Commit to the principle that the primary purpose of the professional nurse is to protect and serve society	♦ Theory — Health Care : Practice Experience, Outcome 1 Practice — Principles of Health Care Practice, Outcome 1;
	♦ Accept responsibility for own actions and decisions	♦ Theory — Health Care : Practice Experience, Outcome 1 and 2 Principles of Health Care Practice, Outcome 1*;*

Domain	Outcomes for entry to the branch	Unit Name and Relevant learning Outcome
Professional Ethical Practice	**1.3 Demonstrate an awareness of, and apply ethical principles to nursing practice** ♦ Demonstrate respect for patient/client confidentiality ♦ Identify ethical issues in day to day practice	♦ Theory — Positive Health Care for Individuals, Outcome 1 and 3 Practice — Health Care: Practice Experience, Outcome 1 and 2; ♦ Practice — Health Care : Practice Experience, Outcome 1 Positive Health Care for Individuals, Outcome 1 and 3 Principles of Health Care Practice, Outcomes 1;
	1.4 Demonstrate an awareness of legislation relevant to nursing practice ♦ Identify key issues in relevant legislation relating to mental health, children, data protection, manual handling, health and safety etc. **1.5 Demonstrate the importance of promoting equity in patient/client care by contributing to nursing care in a fair and anti-discriminatory way** ♦ Demonstrate fairness and sensitivity when responding to patients/clients/ groups from diverse circumstances;	♦ Theory — Health Care Policy, Outcome 2; Positive Health Care for Individuals, Outcome 1 Practice — Health Care : Practice Experience, Outcome 1 ♦ Theory — Positive Health Care for Individuals, Outcome 1 Practice — Health Care: Practice Experience, Outcome 2; Principles of Health Care Practice, Outcome 2;

Domain	Outcome for entry to the branch	Unit Name and Relevant Outcome
Professional Ethical Practice	♦ Recognise the needs of individual patient/clients whose lives are affected by disability, however manifest	♦ Theory — Health Care Policy, Outcome 2 Practice — Health Care : Practice Experience, Outcome 1 and 2; Positive Health Care for Individuals, Outcome 1
2 Care Delivery	**2.1 Discuss methods of, barriers to and boundaries of effective communication and interpersonal relationships.**	
	♦ Recognise the effects of own values on interactions with patient/clients and their significant others;	♦ Theory — Positive Health Care for Individuals, Outcome 1 Practice — Health Care : Practice Experience, Outcome 2
	♦ Utilise appropriate communication skills with patient /clients;	♦ Theory — Health Care : Practice Experience, Outcome 2; Health Care : Practice Experience, Outcome 2;
	♦ Acknowledge the boundaries of a professional caring relationship	♦ Theory —Principles of Health Care Practice, Outcome 1; Practice — Health Care Practice Experience, Outcome 2
	2.2 Demonstrate sensitivity in interaction with and provision of information to patient/clients	♦ Theory — Positive Health Care for Individuals, Outcome 3 Practice Health Care Practice Experience, Outcome 2

Domain	Outcome for entry to the branch	Unit Name and Relevant Outcome
Care Delivery	**2.3 Contribute to enhancing the health and social well being of patient/clients by understanding how, under the supervision of a registered practitioner, to:**	
	♦ Contribute to the assessment of health needs;	♦ Theory — Health Care Policy, Outcome 1; Positive Health Care for Individuals, Outcome 2 Practice — Health Care Practice Experience, Outcome 3; Principles of Health Care Practice Outcome 2
	♦ Identify opportunities for health promotion;	♦ Theory – Health Care Policy, Outcome 2; Positive Health Care for Individuals, Outcome 2 Practice – Health Care Practice Experience, Outcome 3;
	♦ Identify networks of health and social care services	♦ Theory — Health Care Policy, Outcome 1; Positive Health care for Individuals, Outcome 2 Practice — Health Care Practice Experience, Outcome 3 and 4 Principles of Health Care Practice Outcome 1

Domain	Outcome for entry to the branch	Unit Name and Relevant Outcome
Care Delivery	**2.4 Contribute to the development and documentation of nursing assessments by participating in comprehensive and systematic nursing assessment of the physical, psychological, social and spiritual needs of patient/clients**	
	♦ Be aware of assessment strategies to guide collection of data for assessing patient /clients and use assessment tools under guidance;	♦ Theory — Calculations and Practical Techniques in Health Care, Outcome 1, 2 and 3; Positive Health Care for Individuals, Outcome 3 Practice — Health Care Practice Experience, Outcome 3;
	♦ Discuss the prioritisation of care needs;	♦ Theory —Positive Health Care for Individuals Outcome 2 Practice — Health Care Practice Experience, Outcome 3;
	♦ Be aware of the need to reassess patients/clients as to their needs for nursing care	♦ Theory —Positive Health Care for Individuals, Outcome 2 Practice — Health Care Practice Experience, Outcome 3

Domain	Outcome for entry to the branch	Unit Name and Relevant Outcome
Care Delivery	**2.5 Contribute to the planning of nursing care, involving, patients/clients and where possible their carers, demonstrating an understanding of helping patients/clients to make informed decisions** ♦ Identify care needs based on the assessment of a client/patient;	 ♦ Theory — Principles of Health Care Practice, Outcome 2; Positive Health Care for Individuals, Outcome 2 Practice — Health Care Practice Experience, Outcome 3;
	♦ Participate in the negotiation and agreement of the care plan with the patient/client and significant others, under the supervision of a registered nurse;	♦ Theory – Principles of Health Care Practice, Outcome 2; Positive Health Care for Individuals, Outcome 2 Practice — Health Care Practice Experience, Outcome 3
	2.6 Contribute to the implementation of a programme of nursing care, designed and supervised by registered practitioners ♦ Undertake activities that are consistent with the plan of care and within the limits of own abilities	 ♦ Theory —Positive Health Care for Individuals, Outcome 2 Practice — Health Care Practice Experience, Outcome 3

Domain	Outcome for entry to the branch	Unit Name and Relevant Outcome
Care Delivery	2.7 Demonstrate evidence of a developing knowledge base that underpins safe nursing practice ♦ Access and discuss research and other evidence in nursing and related disciplines; ♦ Identify examples of the use of evidence in planned nursing interventions	♦ Theory — Health Care Policy, Outcome 2; Positive Health Care for Individuals, Outcome 1 Practice – Health Care Practice Experience, Outcome 1; ♦ Practice — Health Care Practice Experience, Outcome 1 Positive Health Care for Individuals Outcome 3 Calculations and Practical Techniques in Health Care, Outcome 3
Care Delivery	2.8 Demonstrate a range of essential nursing skills, under the supervision of a registered nurse, to meet individuals' needs, which include: ♦ Maintaining dignity, privacy and confidentiality; effective communication and observational skills, including listening and taking physiological measurements; safety and health, including moving and handling and infection control; essential first aid and emergency procedures; administration of medicines; emotional, physical and personal care including meeting the need for comfort, nutrition and personal hygiene.	♦ Theory — Principles of Health Care Practice, Outcome 2; Health Care Policy, Outcome 1; Positive Health Care for Individuals, Outcome 3; Calculations and Practical Techniques in Health Care, Outcome 2 and 3 Practice — Health Care Practice Experience, Outcome 3

Domain	Outcome for entry to the branch	Unit Name and Relevant Outcome
Care Delivery	**2.9 Contribute to the evaluation of the appropriateness of nursing care delivered**	
	♦ Demonstrate an awareness of the need to regularly assess a patient's/client's response to nursing interventions;	♦ Theory — Positive Health Care for Individuals, Outcome 3; Practice – Health Care Practice Experience Outcome 3
	♦ Provide for a supervising registered practitioner, evaluative commentary and information on nursing care based on personal observations and actions;	♦ Theory — Calculations and Practical Techniques in Health Care, Outcome 1, 2 and 3 Practice – Health Care Practice Experience, Outcome 3;
	♦ Contribute to the documentation of the outcome of nursing interventions	♦ Theory — Calculations and Practical Techniques in Health Care, Outcome 1, 2 and 3 ♦ Practice — Health Care Practice Experience, Outcome 3
Care Delivery	**2.10 Recognise situations in which agreed plans of nursing care no longer appear appropriate and refer these to an appropriate accountable practitioner**	
	♦ Demonstrate the ability to discuss and accept care decisions;	♦ Theory —Positive Health Care for Individuals, Outcome 2 Practice - Health Care Practice Experience, Outcome 3 and 4;
	♦ Accurately record observations made and communicate these to the relevant members of the health and social care team	♦ Theory — Calculations and Practical Techniques in Health Care Outcome 3 Practice - Health Care Practice Experience, Outcome

Domain	Outcome for entry to the branch	Unit Name and Relevant Outcome
3 Care Management	**3.2 Demonstrate an understanding of the role of others by participating in inter-professional working practice** ♦ Identify the roles of the members of the health a social care team; ♦ Work within the health and social care team to maintain and enhance integrated care	 ♦ Theory — Principles of Health Care Practice, Outcome 1 Practice — Health Care Practice Experience, Outcome 4 ♦ Theory — Principles of Health Care Practice, Outcome 1 Health Care Policy Outcome 1 Practice — Health Care Practice Experience, Outcome 3 and 4
	3.3 Demonstrate literacy, numeracy and computer skills needed to record, enter, store, retrieve and organise data essential for care delivery	♦ Theory — Calculations and Practical Techniques in Health Care, Outcome 3 Practice — Health Care Practice Experience, Outcome 2
4 Personal/ Professional Development	**4.1 Demonstrate responsibility for ones own learning through the development of a portfolio of practice and recognise when further learning is required** ♦ Identify specific learning needs and objective ♦ Begin to engage with, and interpret, the evidence base that underpins nursing practice	 ♦ Theory — Principles of Health Care Practice, Outcome 1 Practice — Health Care Practice Experience, Outcome 1 and 3 ♦ Theory — Principles of Health Care Practice, Outcome 1 and 2 Practice — Health Care Practice Experience, Outcome 1

Domain	Outcome for entry to the branch	Unit Name and Relevant Outcome
Personal/ Professional Development	**4.2 Acknowledge the importance of seeking supervision to develop safe nursing practice**	♦ Theory — Principles of Health Care Practice, Outcome 1 Practice — Health Care Practice Experience, Outcome 1, 3 and 4

HEALTH PROMOTION — KNOWLEDGE, SKILLS AND EVIDENCE EMBEDDED WITHIN THE AWARD

Unit title	Outcomes with Health Promotion embedded	Relevant Statement in Unit
Health Care Policy (DR3N 34)	**Outcome 1** **Outcome 2**	**Knowledge and skills** ♦ current funding arrangements: this could apply to Health Care initiatives eg healthy eating, smoking cessation ♦ the service user and their contribution: An opportunity for the individual to take responsibility for their own health **Evidence Requirements** ♦ demonstrate the role of care professions in providing opportunities for the individual to achieve optimum health **Knowledge and skills** ♦ strategies for Health Promotion ♦ describe the ways in which Government policies and legislation can influence individual care needs
Health Care Practice Experience	**Outcome 1**	**Knowledge and skills** ♦ identify opportunities for health promotion and make best use of these either directly or through referral to other professional agencies **Planning** ♦ identify opportunities for health promotion **Implementation** ♦ "To do this the candidate must access and discuss research in nursing, health promotion and related fields and show how this is applied to the planned care interventions"

Unit title	Outcomes with Health Promotion embedded	Relevant Statement in Unit
Positive Health Care for Individuals (DR3R 34)	**Outcome 1**	**Knowledge and skills** ♦ core values as expressed in the National Care Standards and their translation to principles of practice **Evidence Requirements** ♦ explain the importance and relevance of values and how they underpin health care practice
	Outcome 2	**Knowledge and skills** ♦ the needs of the individual including physical, social, cognitive and emotional **Evidence Requirements** ♦ identify the needs of the individual holistically over the developmental areas as listed above
	Outcome 3	**Evidence Requirements** ♦ recognise that the care planning process must at all times respect the individual's beliefs and preferences ♦ recognise and demonstrate the importance of involving individuals in their plan of care
Psychology and Sociology in Health Care	**Outcome 1**	**Evidence Requirements** ♦ "The evidence should show an ability to explain how the health of an individual can be understood in relation to the chosen [psychological] theories"
	Outcome 2	**Knowledge and skills** ♦ health issues/problems in contemporary society **Evidence Requirements** ♦ identify a health issue and select sociological factors and perspectives that will show an ability to clearly explain the relationship between social factors and health in contemporary society

Unit title	Outcomes with Health Promotion embedded	Relevant Statement in Unit
Principles of Health Care Practice	**Outcome 2**	**Knowledge and skills** Factors which can affect health: ♦ Physical ♦ Psychological ♦ Social ♦ Environmental **Evidence Requirements** ♦ Identify and explain factors which can affect an individuals health

Appendix 4

Core Skills

The signposted Core Skills exit profile for the HNC Health Care is as follows:

♦ **Communication**   **SCQF level 5 (Intermediate 2)**
♦ **Information Technology**   **SCQF level 5 (Intermediate 2)**
♦ **Numeracy**   **SCQF level 5 (Intermediate 2)**
♦ **Problem Solving**   **SCQF level 5 (Intermediate 2)**

♦ **Communication**   **SCQF level 6 (Higher)**
♦ **IT**   **SCQF level 6 (Higher)**

In the other Units there are opportunities to develop Core Skills. The table below illustrates the Units where Core Skills are likely to be developed. Please refer to the individual Unit specifications for the likely level of each Core Skills claim.

Unit	Comms	IT	Numeracy	Problem Solving	WWO
Physiology for Health Care Professionals	SCQF 5		SCQF 5		
Physiology of the Reproductive System (F84Y 34)	SCQF 6	SCQF 6			
Physiology of the Reproductive System (FOKB 33) lapsing June 2010	SCQF 5				
Health Care Policy	SCQF 5			SCQF 5	SCQF 5
Psychology and Sociology in Health Care	SCQF 5			SCQF 5	
Positive Health Care for Individuals	SCQF 5	SCQF 5		SCQF 5	SCQF 5
Calculations and Practical Techniques in Health Care	SCQF 5		SCQF 5	SCQF 5	SCQF 5
Principles of Health Care Practice	SCQF 5	SCQF 5		SCQF 5	SCQF 5
Health Care : Practice Experience	SCQF 6	SCQF 5	SCQF 5	SCQF 6	SCQF 5*
Graded Unit	SCQF 5			SCQF 5	SCQF 5

*Embedded Core Skill

The embedded Core Skills exit profile for the HNC Health Care is as follows:

♦ **Working With Others**   **SCQF level 5 (Intermediate 2)**

Candidates achieving the Unit Health Care: Practice Experience will be certificated for the Core Skill Working with Others at SCQF level 5.

Appendix 5

Credit transfer/transitional arrangements

The following Units transfer directly from the predecessor HNC Health Care awards
(G5XK 15 and G6M7 15)

Predecessor HNC Health Care awards (G6M7 15 & G5XK 15)		Units in new HNC Health Care G8CE 15 Framework
Health Care Policy (D88T 04, 1.0 credit)	→→full credit transfer →→	**Health Care Policy** (DR3N 34, 1.0 credit)
Behavioural Science In Health Care (D88V 04, 1.0 credit)	→→full credit transfer →→	**Psychology and Sociology for Health Care Professionals** (DR3P 34, 1.0 credit)
Principles of Health Care Practice (D89A 04, 1.0 credit)	→→full credit transfer →→	**Principles of Health Care Practice** (F0K8 34 1.0 credit)
Physiology for Health Care Professionals (D88P 04, 2.0 credits)	→→full credit transfer →→	**Physiology for Health Care Professionals** (DR3P 34, 1.5 credit) _**and**_ **Physiology of the Reproductive System** (F0KB 33 0.5 credit)

Elements from Unit **Healthy Eating and Diet** (A6WF 04, 0.5 credit) can contribute credit towards the new Units **Health Care Policy** (DR3N 34, 1.0 credit) and **Positive Health Care for Individuals** (DR3R 34, 1.0 credit). Health Promotion is embedded in the new course so elements from the previous **Health Promotion** (D88X 04, 1.0 credit) Unit can be mapped to several Units in the new award.

The credit transfer arrangements outlined above have been vetted by an External Moderator.

SUGGESTED ASSESSMENT GUIDANCE AND DELIVERY MODEL

3 SEMESTER BLOCKS

BLOCK ONE

Week	1	2	3	4	5	6	7	8	9	10	11	12
Delivery	Positive Health Care for Individuals (1.5 hours x 24 weeks) Principles of Practice (1.5 x 24 weeks) Health Care: Practice Experience Start at beginning and continue through until final week (approx. 80 hours theory/80 hours practice visits) Physiology for Health Care Professionals (3 hours x 12 weeks) Psychology and Sociology (3 hours x 12 weeks)											
Assessment Issued			14	7		2		8		10		
Assess Due							7		2	10	8	

BLOCK TWO

Week	13	14	15	16	17	18	19	20	21	22	23	24
Delivery	Positive Health Care for Individuals (1.5 hours x 24 weeks) Principles of Practice (1.5 x 24 weeks) Health Care: Practice Experience Physiology for Health Care Professionals (3hours x 24 weeks) Physiology for the Reproductive Systems and Calculations and Practical Techniques in Health Care (1.5 hours x 24 weeks) Graded Unit (1.5 hours x 24 weeks)											
Assessment Issued		4	1	3	11	6				12	13	
Assess Due					11			3		12	13	

BLOCK THREE

Week	25	26	27	28	29	30	31	32	33	34	35	36
Delivery	Health Care: Practice Experience Health Care Policy (3 hours x 12 weeks) Calculations and Practical Techniques in Health Care 1.5 hours x 12 weeks Graded Unit (1.5 hours x 24 weeks)											
Assessment Issued		9			5							
Assess Due					5	6/9	1	14				

2 SEMESTER BLOCKS -

BLOCK ONE

Week	I	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Delivery	**Positive Health Care for Individuals }** *integrate with* **Principles of Practice** **Integrated teaching of these two Units 2 hours x 36 weeks this will allow assessments to be spread over blocks & avoid end of block 1 overload assessment** **Health Care: Practice Experience (3hours x 18 weeks) (approx. 80 hours theory/ 80 hours practice visits) Start at beginning and continue through until final week 3 hours x 36 weeks for teaching/placement visits)** **Calculations and Practical Techniques in Health Care (1 hour x 36 weeks)** **Physiology for Health Care Professionals 2 hours x 1 8 weeks)** **Physiology of the Reproductive Systems** **Psychology and Sociology (2 hours x 18 weeks)** **Graded Unit hour x 36 weeks)** (1																	
	2 Days - 12 hours classroom teaching including 1 hour guidance & 2 days available for practice placement																	
Assess Issued			14	4		1		2		7		3		8	6			10
Assess Due												2	7		3	8		10

BLOCK TWO

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Delivery	**Positive Health Care for Individuals }** *integrate with* **Principles of Practice** **Integrated teaching of these two Units 2 hours x 36 weeks this will allow assessments to be spread over blocks & avoid end of block 1 overload assessment** **Health Care: Practice Experience (3 hours x 1 8 weeks) (approx. 80 hours theory/80 hours practice visits) Start at beginning and continue through until final week 3 hours x 36 weeks for teaching/placement visits)** **Calculations and Practical Techniques in Health Care (1 hour x 36 weeks)** **Physiology for Health Care Professionals (2 hours x 1 8 weeks)** **Physiology of the Reproductive Systems** **Health Care Policy (2 hours x 1 8 weeks)** **Graded Unit hour x 36 weeks)** (1																	
	2 Days — 12 hours classroom teaching **including 1 hour guidance & 2 days available for practice placement**																	
Assess Issued		9		11					5	12				13				
Assess Due				11					5	12	6 9			1 14	4	13		