



Arrangements for:

**National Progression Award (NPA) in
Health and Social Care:
Promoting Reablement**

at SCQF level 6

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1 Introduction

This is the Arrangement Document for the National Progression Award (NPA) in Health and Social Care: Promoting Reablement at SCQF level 6. 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.

The NPA is a new qualification at SCQF level 6 which has been designed to meet the needs of the changing Health and Social Care support workers role. It will enhance career progression both horizontally and vertically and promote a mobile skilled workforce of both existing employees and direct entrants across Scotland.

2 Rationale for the development of the qualification

Since 2002, policy and strategic initiatives have focused on the review and development of the Care workforce. The emphasis has been on the concept of nationally transferrable roles which may be identified across the whole range of health and social care delivery and designed to support the skills needs of the changing NHS and Social Care workforce.

The integration agenda was further endorsed by Scottish Government in December 2011. www.scotland.gov.uk/news/releases/2011/12/2111418

It is estimated that between 2007 and 2017 the UK health sector will need to recruit an additional 116,000 people to fill new jobs and to replace existing workers who will retire or leave. The largest expansion is predicted to be in the care service, including support workers. It is estimated that this group will increase by almost 21%. It is a time of significant change across all NHS Boards and local authorities in terms of both work practices and workforce skills needs. In order to help address these changing skills needs, NHS Dumfries and Galloway with Dumfries and Galloway Council formed an initial partnership to respond to the national agenda and developed an in-house training programme for support workers across health and social care in 2008. This became a wider educational partnership involving the local College and University when it was realised that mapping the local in-house programme would lead to an SQA nationally recognised qualification sitting within the Scottish Credit and Qualification framework (SCQF) allowing career progression both horizontally and vertically and promoting a mobile skilled workforce of both existing employees and direct entrants.

One of the key drivers for this initiative is to create an integrated programme of educational and training delivery across health, social and early years practice, at all levels of the NHS career framework, by providing colleges, employers and Higher Education Institutions with an opportunity to work together to ensure an appropriately skilled, mobile and flexible workforce. The future workforce needs a new approach to education and training, based on a national education framework. This will ensure transferable qualifications, avoid duplication of learning and promote best use of public funding.

The development of the NPA in Health and Social Care: Promoting Reablement has been in response to the increasing workforce skill mix needs, arising from National Strategic Initiatives such as:

- ◆ Framework for Adult Rehabilitation in Scotland (2007)
- ◆ Shifting the Balance of Care (2008)
- ◆ Better Health, Better Care (2007)
- ◆ 21st Century Social Work Review: Changing Lives (2006)
- ◆ National Care Standards (2005)

The focus of the NPA in Health and Social Care: Promoting Reablement SCQF level 6 is towards reablement which aims to address the current and future skill requirements in the sector and to facilitate a positive change in practice among support workers.

The term 'Reablement' can be defined as:

'an outcomes-focused approach for individuals with poor physical or mental health to help them accommodate their illness by learning or relearning the skills necessary for daily living usually provided for a defined maximum period of time, often around six weeks. Reablement requires a change of mindset for all parties concerned. The historical approach of doing things for individuals replaced by one that seeks to enable individuals to do as much as they can for themselves through finding new ways of supporting individuals who have clearly stated that they wish to maximise their independence and remain in their home' (Care Services Efficiency Delivery 2007a).

Reablement:

'relates to individuals taking responsibility for their own physical and emotional health and well-being and includes staying fit and healthy, taking action to prevent illness and accidents, using medicines appropriately, seeking prompt treatment for minor physical ailments and self-managing long term conditions appropriately' Coordinated, Integrated and fit for purpose: A Delivery Framework for Adult Rehabilitation in Scotland (2007) (Scottish Executive).

2.1 Initial review phase

Consultation with stakeholders took a variety of formats and in the first instance a series of strategic meetings took place in partnership with Scotland Colleges. These meetings provided a useful platform to update employers and stakeholders on current examples of good practice within already established partnerships and to highlight examples of local practice development. Issues such as the provision of bite-sized learning packages, the mutual benefits of placement provision, transition and articulation can be discussed in a more open and informal forum, leading to new initiatives and other benefits.

One of the outcomes from these consultation meetings has been more structured dialogue with local authorities and the opportunity to share with Councils the benefits of effective partnership working with their local college(s) to provide appropriate qualifications to current and future staff in social care occupations. This is an increasingly important area as Councils strive to meet the regulation requirements of the Scottish Social Service Council (SSSC). Strategic consultation meetings have allowed Scotland's colleges to share with employers across Scotland example of the benefits of working in partnership and in particular the Dumfries and Galloway education partnership. Key stakeholders endorse this as an excellent example of an education partnership creating an employer driven award which meets the needs of the NHS and extended care community across Scotland, providing clear articulation routes and exit points into employment. It forms part of a career framework linked to a new HNC in Care and Administrative Practice validated earlier this year and supported by SFC and SQA.

2.2 Summary of consultations and market research

The Qualification Design Team (QDT) undertook further consultation with a number of organisations across the health and social care sector, with the response being equal in returns from health and social care. All responses provided a 100% agreement on the suitability of the qualification for their role and the qualification for the emerging role. When asked to comment on the Units for the Award 80% deemed the proposed Units as being either essential or useful.

In response to the survey, QDT meetings and feedback from consultation meetings across Scotland, some amendments were made to the design of the NPA in Health and Social Care: Promoting Reablement SCQF level 6:

- ◆ The inclusion of the SVQ Unit Ensure Your Own Actions Support the Care, Protection and Well-being of Individuals from the SVQ 2 Health and Social Care Award to support the social care registration qualification agenda.
- ◆ The decision to make The Human Body Unit an optional Unit rather than a mandatory Unit as this further supports either staff currently working in employment and equally candidates who are completing the course within the college setting.
- ◆ To increase the number of optional SVQ 2 Units in the structure to allow greater flexibility.

This NPA has a number of important features in that it:

- ◆ Further develops a national integrated framework of education for the health and social care sector.
- ◆ Creates the ability to provide core and transferable skills within the integration of health and social care, and reablement national initiatives for the sector.
- ◆ Incorporates the NHS Induction and Quality Improvement Standards.
- ◆ Provides a flexibility, including SVQ options to support the social care registration qualification agenda, which can be built on over the coming years as new Professional Development Awards are developed and allow existing staff with appropriate qualifications to develop and extend

specialist skills.

- ◆ Is part of a wider national qualifications framework being developed in partnership with SQA to support health, social care and working with children and young people.
- ◆ Units are aligned to existing National Occupational Standards (NOS) (see Appendix 5).

The learning and teaching for this Award requires candidates to be supported by appropriate qualified practitioner led workshops demonstrating techniques, strategies and skills with opportunities for candidates to practice and consolidate. Practitioners from health and social care professions, nursing and allied health professions (occupational therapy, physiotherapy, dietetics, podiatry, clinical nurse specialists, speech and language therapists) should be involved within the delivery and evaluative processes.

Guidance is offered in Appendix 4 on the occupational competence of Assessors and Internal Verifiers when delivering SVQ Units.

3 Aims of the award

The NPA Health and Social Care: Promoting Reablement at SCQF level 6 design will provide the opportunity for candidates — who are currently employed within health and social care — to gain a nationally recognised qualification, contributing to the registration criteria of the SSSC.

The NPA will facilitate school leavers or adult returners to education who wish to develop their skills or change direction into the Health and Social Care sector. It will also facilitate access to further study while developing employability skills. It could become the entry point for some candidates who could progress from school to Higher National and Degree level studies as well as undertaking work based qualifications such as SVQ/Modern Apprenticeship. The NPA is flexible allowing exit points into employment or further study.

3.1 General aims of the award

- 1 To provide academic stimulus and challenge and foster an enjoyment of the subject.
- 2 To prepare for and enable learner progression within the Scottish Credit and Qualifications Framework (SCQF).
- 3 To facilitate progression to higher level study or to enable candidates to progress to work based qualifications.
- 4 To develop the ability to be flexible and to work cooperatively with others.
- 5 To prepare candidates to achieve a consistent level of quality of work within a given time frame.
- 6 Enhance their understanding of partnership working.
- 7 To develop personal effectiveness.

A table showing the link between the Units in the Mandatory Section and the General Aims is attached as Appendix 1.

3.2 Specific aims of the award

The aim of the NPA in Health and Social Care: Promoting Reablement at SCQF level 6 is to equip individuals with the range of knowledge, skills and values which will enable them to support the changing workforce skill mix, which are consistent with the registration criteria of the SSSC. The NPA will assist in developing an appropriately skilled and qualified workforce that meets both future and current needs within Health and Social Care support workers at level 2 (Knowledge and Skills Framework (KSF), (NHS Career Framework) and level 6 (SCQF) as well as the Continuous Learning Framework (CLF).

Where the NPA is incorporated into a full-time Health and Social Care programme within a centre, it is anticipated that centres may include SVQ Units from the optional section of the NPA to allow learners to gain the SVQ 2 Health and Social Care; with the placement element being provided by Health and Social Care organisations within the community. Successful completion of the SVQ 2 Health and Social Care will enable a candidate to register with the SSSC as a care and support worker and should also provide an exit point to employment.

All Units in the NPA in Health and Social Care: Promoting Reablement at SCQF level 6 have been built around the National Occupational Standards (NOS) (see Appendix 5). There are agreed and potential articulation routes for the NPA. The qualification supports transferability across the Health and Social Care sectors and a number of NHS Boards and local authorities have expressed interest in the proposed new Award, with some employers offering guaranteed employment.

Principal aims

- 1 To provide the knowledge of how principles of reablement underpin the effective practice of support workers within a Health and Social Care setting.
- 2 To develop the aims of reablement and the benefits of maximising reablement opportunities among support workers.
- 3 To provide candidates with an opportunity to demonstrate safe practical application of skills promoting reablement and engagement with the individual in active self-management.
- 4 To enable candidates to demonstrate their ability to relate theory and practice which link with the National Occupational Standards (NOS) for SVQ 2 Health and Social Care.
- 5 To develop problem solving skills
- 6 To develop candidates' knowledge and skills such as planning, analysing and synthesising.
- 7 To enable candidates to gain a deeper understanding of occupational performance.
- 8 To enable candidates to develop an understanding of best practice within a Reablement context.

- 9 Enable the development of reflective practice.
- 10 Promote career progression and academic pathways for and within a range of health and social care settings.
- 11 To enable candidates to demonstrate the ability to plan and manage work based activities with reference to professional and legal issues within a Reablement context.
- 12 To develop transferable skills including Core Skills to the levels demanded by employers and for progression to HNC/HND Care or HNC Social Care.
- 13 To develop research and presentation skills.

A table showing the link between the Units in the Mandatory Section and the Principal Aims is attached as Appendix 2.

3.3 Target groups

The NPA in Health and Social Care: Promoting Reablement is open to everyone but the focus is primarily on:

- ◆ Adult returners re-entering education who have an interest and aptitude for health and social care that can be developed and nurtured over the duration of the programme.
- ◆ Employees currently in the role of support worker.
- ◆ School leavers or those remaining for S5 and S6 year. This may be an option for those still at school who wish to enter a future career path within health and social care. It would be expected that learners in S5 could complete their theory Units and then undertake placement in their S6 year whilst at school.

3.4 Employment opportunities

Completion of the NPA will assist in supporting progression for employees who wish to enrol on a programme of learning at SCQF level 7, for example, HNC Care/HND Care and Administration or HNC Social Care. This level should facilitate the development of an individual's role in complying with the NHS KSF/CLF and progression to Assistant Practitioner level and beyond, leading to entry to a pre-registered undergraduate programme leading to registration (NES 2010) or for entry to social work undergraduate programmes leading to social work registration.

4 Access to awards

All candidates enrolling for the NPA in Health and Social Care: Promoting Reablement SCQF level 6 will require access to a work placement in order to fulfill the required mandatory SVQ Unit standards and conform to the Assessment Strategy for work based qualifications. Where candidates are in employment and wish to complete Units making up the SVQ 2 in Health and Social Care, centres must ensure that the job role currently held by a work-based candidate will facilitate this progression pathway.

4.1 Entry criteria

Eligibility of the candidates will be at the discretion of individual centres. However, it would be beneficial if candidates had achieved one of the following relevant qualifications:

- ◆ NQ course or relevant Units in English or communication at SCQF level 5
- ◆ Standard Grade or national course or Units in a social subject at SCQF level 5
- ◆ Standard Grade or national course or Units in a science subject at SCQF level 5
- ◆ Standard Grade or national course or Units in Social and Vocational Studies at SCQF level 5
- ◆ work experience in Health and Social Care

Candidates wishing to undertake this award should be able to demonstrate effective communication and interpersonal skills. They should be able to use these skills to give an account of their experiences, reflect on them and make valid conclusions.

4.2 Work experience

Potential candidates in the workplace should be able to express strengths and development needs, both personal and organisational.

4.3 Recommended Core Skills entry levels

The recommended Core Skills entry level for the NPA in Health and Social Care: Promoting Reablement at SCQF level 6 is as follows:

Core Skill or components	Level
Communication	level 4
Numeracy	level 4
Working with Others	level 4
Information and Communication Technology (ICT)	level 4
Problem Solving	level 4

5 Group Award structure

5.1 Framework

For candidates to achieve the NPA Health and Social Care: Promoting Reablement at SCQF level 6, they must achieve 4 mandatory Units, (5 credits) and 2 further credits from the optional section.

The award equates to 5 SQA Units of learning (6 SQA credits)

Unit title	Code	SQA credit value	SCQF level	SCQF credit points
Mandatory Section				
Mental Health Issues: An Introduction	F1P4 11	1	5	6
Supporting the Safeguarding of Individuals	H5NC 04	1	6	9
Reablement and Self-Management: Practical Skills	H2M7 12	2	6	12
Total		5		34
Optional Section: At least 1 Unit from this section must be selected				
	Code	SQA credit value	SCQF level	SCQF credit points
*Care: Values and Principles in Care	J230 76	1	6	6
The Human Body	F1RH 11	1	5	6
Maintain the feet of individuals who have been assessed as requiring help with general foot care (HSCO220)	DK9J 04	1	6	10
Help individuals to maintain mobility (HSC0215)	H5NR 04	1	6	10
Support individuals in their daily living (HSC0027)	H5NG 04	1	6	9
Support Effective Communication(HSC21)	H5NA 04	1	6	10
Support the Health and Safety of Yourself and Individuals (HSC0022)	H5NB 04	1	6	10
Develop your knowledge and practice (HSC023)	H5L5 04	1	6	8
Support Individuals to access and use information(HSC0026)	DK7F 04	1	6	10
Monitor the conditions of individuals(HSC0224)	H5NY 04	1	6	10
Support Individuals to carry out their own healthcare and monitoring procedures (HSC00225)	H5P0 04	1	6	10
Support Individuals who are Distressed(HSC0226)	H5P1 04	1	6	10
Contribute to effective group care (HSC0228)	H5P3 04	1	6	8
Maintain Safety and Security When Accessing individuals' homes (HSC0229)	H5P4 04	1	6	8
Protect yourself from the risk of violence at work (HSC0232)	DK4L 04	1	6	10

*Refer to history of changes for revision details

5.2 Mapping information

5.2.1 Core Skills

There is no automatic certification of Core Skills in the Units contained within the NPA Health and Social Care: Promoting Reablement at SCQF level 6.

It is recognised that the NPA is at SCQF level 6, and where candidates who are working in the workplace may not have achieved Core Skills at SCQF level 5; it is recommended that centres can accept candidates who have achieved SCQF level 4 as a minimum. This would allow for greater access and widen opportunities.

It could be that centres may offer Core Skill profiling and provide support for employers to facilitate further development in the candidate's Core Skills profile.

It is recommended that where the NPA is incorporated within a full-time Health and Social Care programme, that the remaining SVQ 2 Health and Social Care Units will be included to achieve the SVQ 2 Health and Social Care Award which will assist to generate the evidence for Core Skills certification.

Learners who achieve the NPA will have opportunities to develop Core Skills to the following levels as a minimum, see Appendix 3.

Core Skill	Level	Signposted
Communication	level 5	Signposted
Numeracy	level 5	Signposted
Problem Solving	level 5	Signposted
Information and Communication Technology (ICT)	level 5	Certificated
Working with Others	level 4	Signposted

5.3 Articulation, professional recognition and credit transfer

On completion of the NPA in Health and Social Care: Promoting Reablement SCQF level 6, candidates may be able to progress to other qualifications such as:

- ◆ Completing the SVQ Health and Social Care level 2
- ◆ HNC/HND Care and Administration
- ◆ HNC Social Care
- ◆ University, ie BSc Nursing or BA Social Work (Hons)

Credit transfer will require to be judged on an individual basis and centres will be required to follow SQA guidance.

It is expected that centres delivering the NPA, implement Recognition of Prior Learning (RPL) mechanisms and policies. The document entitled *Recognition of Prior Informal Learning (RPL): guidance and resources for mentors and candidate*, SSSC 2007, provides guidance on the mechanisms, policies and support. Implementation of the guidelines helps ensure consistent RPL policies across Scotland.

The purpose of the guidelines is to assist providers in developing and operating processes of recognising prior learning within the suite of qualifications. In order to ensure quality, consistency and transparency, all providers should follow the same process.

6 Approaches to delivery and assessment

The NPA in Health and Social Care: Promoting Reablement has been designed to be delivered through a partnership approach engaging with employers such as National Health Service (NHS), local authorities and the voluntary sector. It is recommended that for placements, guidelines and assessments are designed in line with the centres' resources, the placement providers' resources and the Sector Skills Council's Assessment Strategy for work based qualifications. Where using NHS placements it may be appropriate to collaborate with the designated person (currently the Practice Educator Facilitator (PEF)). This will maximise and strengthen the support between mentors and the centres.

In order to complete the following Units, *Ensure your own Actions Support the Care, Protection and Well-Being of Individuals (DK6X04)* and *Reablement and Self-Management: Practical Skills (H2M7 12)*, candidates must be able to undertake a work placement in an appropriate setting or they must be working in a suitable care environment.

Modes of delivery could be:

- ◆ full-time
- ◆ part-time
- ◆ day release/twilight
- ◆ open learning

Full-time delivery

When delivered as a full-time programme, the NPA will be a combination of theoretical Units with the option of including the remaining component Units of SVQ2 Health and Social Care Award. This would enable candidates to gain the full SVQ 2 Award as well as the NPA in Health and Social Care: Promoting Reablement. Another option would be to include a more theoretical Unit, eg *The Human Body (F1RH 11)* which may support the progression of candidates to SCQF level 7 qualifications.

Part-time delivery

Where the NPA is being completed on a part-time basis and candidates are currently working in a clinical setting, there may be the option to complete the remaining SVQ Units to gain the full SVQ 2 Health and Social Care Award if they wished. This will assist in developing their skills and working towards SVQ level 3 or progression to higher level courses.

Where the NPA is offered to candidates who are still at school then it would be expected that for the S5 group the theory Units would be completed first to assist in providing the underpinning knowledge and the practical Units the following year.

Open learning delivery

There may be the option for some Units to be taught through open learning however the full award will not be available as the SVQ Units require direct observation of practice.

Assessment Strategy

Prior to assessing candidates' practical activity, which is contained in the SVQ Unit Observe, Monitor and Record the Conditions of Individuals (HSC0024) and the practical skills outcome contained within the Unit *Reablement and Self-Management: Practical Skills* (H2M7 46); it is essential that candidates gain an understanding of the National Care Standards which underpin professional health and social care practice. This includes:

- ◆ dignity, choice, safety, privacy, equality and diversity principles of reablement and how these underpin the practice of health and social care support workers.
- ◆ the relationship between specific physical conditions and the impact on the ability to self-manage daily living.

It would also be expected that there would be integration of content and assessment as the candidates demonstrate knowledge and practice.

If selected as options, the SVQ Units will be integrated within learning and teaching of other topics, however the standards contained in the SVQ will still require to be assessed in full.

NB: Delivery of the SVQ component of the NPA Award must be in line with the Assessment Strategy and Guidance for the SVQ 2 Health and Social Care.

The learning and teaching approaches will vary from lectures, tutorials, group work, presentations, self-directed learning, research, reflective practice, on line materials such as Computer assisted interactive e-learning to expand knowledge and skills: such as the Stroke Core Competencies www.StrokeCoreCompetencies.org

The main element for the NPA in Health and Social Care: Promoting Reablement is contained within the Reablement and Self-Management: Practical Skills Unit where the principles of Reablement underpin the effective practice of support workers within a health and social care setting. This will challenge current thinking and practice to fully adopt the philosophy underpinning the Reablement agenda. This change needs to occur within the individual receiving services and all those involved with the individual which includes health and social care support workers.

The learning and teaching for this Unit requires candidates to be supported by appropriate qualified practitioner led workshops demonstrating techniques, strategies and skills with opportunities for candidates to practice and consolidate. Practitioners from health and social care professions, nursing and allied health professions (occupational therapy, physiotherapy, dietetics, podiatry, clinical nurse specialists, and speech and language therapists) should be involved within the delivery and evaluative processes.

The collaborative and practical nature of the delivery mode envisaged will determine the blend of delivery approaches. This is likely to include:

- ◆ tutor led delivery (combination of college or work-based teaching and mentoring)
- ◆ practical, hands on experience
- ◆ facilitated candidate enquiry (including use of the internet and Virtual Learning Environment (VLE) based references and learning packs)
- ◆ experiential learning through work placement
- ◆ visiting speakers from relevant organisations

The Unit contains a 40 hour placement allocation, which is suggested as a minimum. It is expected that during this period candidates will develop skills to demonstrate safe practical application of skills to promote reablement and engage individuals in active self-management, demonstrate an understanding of the skills and qualities required in reablement relevant to an individual and support individuals to make the most of their own capacity and potential ability. The support worker will, under the supervision of a registered or appropriate practitioner, practice activities through strategies and techniques.

Assessment strategies are varied to accommodate a range of learner ability. Please see Appendix 6.

Integration of assessments may be an option, possible examples could be:

Unit	Outcome	Integration with other Units
Values and Principles in Care	Outcomes 1, 2, 3	Elements contained within Reablement Learning Outcomes 1/3/4/5
Mental Health Issues: An Introduction	Outcomes 1, 2, 3	Elements contained within Reablement Learning Outcomes 1/2/3/4/5
Ensure Your own Actions Support the Care, Protection and Well-Being of Individuals (HSC0024)	Elements 1, 2, 3	Elements contained within Reablement Learning Outcome 5
Reablement and Self-Management: Practical Skills	Outcomes 1, 2, 3, 4, 5	As indicated
The Human Body	Outcomes 1, 2, 3	Elements contained within Reablement Learning Outcomes 1/2

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

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

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

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

8 General information for candidates

The National Progression Award (NPA) Health and Social Care: Promoting Reablement at SCQF level 6 is designed to equip you with the skill, knowledge and understanding you require to achieve the Outcomes of each Unit in the award. Undertaking the NPA requires a combination of theory and practical activities which will allow you to develop an understanding of the term 'reablement'. You will work, under supervision, with individuals to help improve their daily living.

Aims of the award

The NPA in Health and Social Care: Promoting Reablement will provide you with a nationally recognised qualification and equip you to do a variety of different jobs across the range of the health and social care sector. The qualification will develop your skills in line with the changing NHS and Social Care workforce.

You will study subjects such as Values and Principles, Mental Health, Human Body, Support the Care, Protection and Wellbeing of Individuals and Practical Skills in Reablement and Self-Management.

Entry requirements

While entry requirements to this NPA will be at the centres discretion, it would be helpful if you possessed one or more of the following:

- ◆ NQ course or Units in English or Communication at SCQF level 5
- ◆ Standard Grade or national course or Units in a social subject at SCQF level 5
- ◆ Standard Grade or national course or Units in a science subject at SCQF level 5
- ◆ Standard Grade or national course or Units in Social and Vocational Studies at SCQF level 5
- ◆ Work experience in Health and Social Care

If you do not have any of these but can show an aptitude and interest for health and social care which can be developed and nurtured over the duration of the programme then this may also provide you with an opportunity to do the Award.

If you wish to complete this Award whilst in employment it is essential that you are in the appropriate job role to meet the National Occupational Standards as indicated in the SVQ 2 Health and Social Care.

For full-time candidates, work placements will be organised by the centre.

Progression routes

The NPA in Health and Social Care: Promoting Reablement should enhance progression to employment for example support worker in Health and Social Care, provide job satisfaction and practical care skills and may provide a stepping stone to Higher Education for example HNC Care and Administration (SCQF level 7).

For you to achieve the NPA Health and Social Care: Promoting Reablement at SCQF level 6, you must achieve 4 mandatory Units, (5 credits) and 1 further credit from the optional section.

Below is a brief description of the content of each of the mandatory Units:

F17W 12 Values and Principles in Care

The purpose of this Unit is to enable you to develop an understanding of the caring relationship and the values and principles that underpin professional care practice. You will have an opportunity to examine the role of legislation and the care planning process in promoting positive outcomes for people requiring care. It is important that you understand that values and principles relate to all other Units and Outcomes in the NPA.

F1P4 11 Mental Health Issues: An Introduction

The purpose of this Unit will introduce you to the history of mental health services and attitudes towards people with mental disorder; You will also consider how relevant legislation impacts on the services provided and the mental health continuum and gain knowledge of how mental health problems affect individuals and others. You will investigate services available to people with mental health problems and for those who support people with mental health problems.

DK6X 04 Ensure Your own Actions Support the Care, Protection and Well-Being of Individuals

The purpose of this Unit is for you to demonstrate that you value and treat people equally and with respect and dignity, encouraging and respecting the individual's preferences and protecting them from danger, harm and abuse.

H2M7 12 Reablement and Self-Management: Practical Skills

The purpose of this Unit is to develop your understanding of the principles of reablement. Your understanding of the impact specific conditions and other factors may have on the ability to maintain daily life skills; you will develop a reablement ethos within your role and promote the individuals' ability to self-manage.

When undertaking the SVQ Units, evidence will be obtained through direct observation and reflective accounts and you will be assessed, while carrying out real work activities.

See Appendix 6 for a description of the Assessment Strategy.

Where the NPA in Health and Social Care: Promoting Reablement at SCQF level 6 is included in a full-time programme at a Further Education college there may be opportunities within the Award to gather sufficient evidence for parts of the Core Skills of *Working with Others*, *Problem Solving*, *Information and Communication Technology (ICT)* and *Communication*.

On completion of the Award you may be able to progress to other qualifications such as:

- ◆ Completing the SVQ 2 Health and Social Care
- ◆ HNC/HND Care and Administration
- ◆ HNC Social Care

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 credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. 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.

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

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

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

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award 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 National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

- Appendix 1: Link between the Units in the mandatory section and the general aims
- Appendix 2: Link between the Units in the mandatory section and the principal aims
- Appendix 3: Core Skills Mapping
- Appendix 4: Guidance on Occupational Competence of Assessors and Internal Verifiers
- Appendix 5: National Occupational Standards Mapping
- Appendix 6: Assessment strategies

Appendix 1: Link between the Units in the mandatory section and the general aims(refer to section 3.1)

Unit title	Unit code	SCQF level	Reference to general aims and Units
Values and Principles	F17W 12	6	1, 2, 3, 4, 5, 6, 7
Mental Health Issues: An Introduction	F1P4 11	5	1, 2, 3, 4, 5, 6, 7,
Ensure Your own Actions Support the Care, Protection and Well-Being of Individuals (HSDC0024)	DK6X 04	6	1, 2, 3, 4, 5, 6, 7,
Reablement and Self-Management: Practical Skills	H2M7 12	6	1, 2, 3 ,4, 5, 6, 7,

Appendix 2: Link between the Units in the mandatory section and the principal aims(refer to section 3.2)

Unit title/ code	1	2	3	4	5	6	7	8	9	10	11	12	13
Values and Principles in Care F17W 12	3	3	3	3	3	3	3	3	3	3	3	3	3
Ensure Your own Actions Support the Care, Protection and Well-Being of Individuals (HSDC0024) DK6X 04	3	3	3	3	3	3	3	3	3	3	3	3	
Mental Health Issues: An Introduction F1P4 11	3	3	3	3	3	3	3	3	3	3	3	3	3
Skills for Reablement and Self-Management H2M7 12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Appendix 3: Core Skills Mapping

Development of Core Skill, or Core Skills component within Units

S=Signposted Core Skills

E=Embedded Core Skills

Unit Code	Unit Title	Comms (written)	Comms (oral)	Using Graphical Information	Using Numbers	Using ICT	Problem Solving (P & O)	Problem Solving (R & E)	Working with Others
F17W 12	Values and Principles in Care	S	S			S	S	S	S
F1P4 11	Mental Health Issues: An Introduction	S	S		S	S	S	S	S
DK6X 04 (HSC024)	Ensure Your own Actions Support the Care Protection and Well-Being of Individuals	S	S				S	S	S
H2M7 12	Reablement and self-management: Practical Skills				S	S	S	S	
DK3V 04	Communicate with and complete records for Individuals		Certification level 4						Certification level 4
DK8W 04	Support the health and safety of yourself								Certified at level 4
DK6D 04	Develop your knowledge and practice						Certification at level 4	Certification at level 4	Certification at level 4

Appendix 4: Guidance on Occupational Competence of Assessors and Internal Verifiers for the SVQ Units

The following gives guidance on the qualification and experience required by Assessors and Internal Verifiers delivering the SVQ Components of the NPA as defined by the Assessment Strategy.

Required expertise of assessors, expert witnesses and internal verifiers

Assessors

- ◆ Must be occupationally competent in the Units which they will assess, and be knowledgeable about legislation and codes of practice in relation to health and social care settings. Their competence and experience should be demonstrated through evidence of continuing professional development. This could be demonstrated through the possession of a relevant qualification and/or experience — for example, Social Work Qualification, Registered Nurse, SVQ 4, HNC and SVQ 3, or equivalents, combined with a minimum of two years experience in a care setting.
- ◆ Must hold or be working towards the assessor qualification — D32/33 or A1.
- ◆ Should be able to take the lead role in the assessment of a candidate by observing practice for at least the four Mandatory Units.

Expert Witnesses

- ◆ Must have a working knowledge of the National Occupational Standards (NOS) and the Units on which their expertise is based.
- ◆ Must have current experience and occupational competence as a practitioner or manager, for the Units on which their expertise is based, demonstrable through evidence of continuing professional development.
- ◆ Should hold either a qualification in assessment of workplace performance or have a professional work role which involves evaluating the practice of staff.
- ◆ Can only act as an Expert Witness if this has been determined and agreed in advance with the SVQ co-ordinator in a centre.

Internal Verifiers

- ◆ Must be occupationally knowledgeable in respect of the Units which they will verify, including relevant legislation and codes of practice. It is crucial that Internal Verifiers understand the nature and context of health and social care settings due to the critical nature of the work and legal and other implications of the assessment process.
- ◆ Must hold qualifications and/or experience equivalent to or above that of the assessor.
- ◆ Should occupy a position of authority which allows them to co-ordinate the work of assessors, provide advice and carry out duties as define by Unit V1.
- ◆ Must hold, or be working towards the appropriate IV qualification (D34 or V1).

Appendix 5: National Occupational Standards Mapping

Values and principles	
	<p>HSC 234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals</p> <p>HSC 23 Develop your knowledge and practice</p> <p>HSC 35 Promote choice, well-being and the protection of all individuals</p> <p>HSC 241 Contribute to the effectiveness of teams</p> <p>HSC 226 Support individuals who are distressed</p> <p>HSC241 Contribute to the effectiveness of teams</p> <p>HSC 3119 Promote the values and principles underpinning best practice</p> <p>HSC3100 Participate in interdisciplinary team working to support individuals</p> <p>GEN 22 Communicate effectively with individuals.</p> <p>HSC 33 Reflect on and develop your own practice</p> <p>GEN 62 Collate and communicate health information to individuals</p> <p>HSC387 Work in collaboration with carers in the caring role</p> <p>HSC234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals</p> <p>HSC224 Observe, monitor and record the conditions of individuals</p> <p>HSC3116 Contribute to promoting a culture that values and respects the diversity of individuals</p> <p>GEN 98 Promote effective communication in a healthcare environment</p> <p>HSC21 Communicate with and complete records for individuals</p> <p>HSC 335 Contribute to the protection of individuals from harm</p>
Mental Health Issues: An Introduction	
	<p>HSC 234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals</p> <p>HSC 23 Develop your knowledge and practice</p> <p>HSC 35 Promote choice, well-being and the protection of all individuals</p> <p>HSC 226 Support individuals who are distressed</p> <p>HSC241 Contribute to the effectiveness of teams</p> <p>HSC 3119 Promote the values and principles underpinning best practice</p> <p>HSC3100 Participate in interdisciplinary team working to support individuals</p> <p>HSC 23 Develop your own knowledge and practice</p> <p>GEN 22 Communicate effectively with individuals.</p> <p>HSC 33 Reflect on and develop your own practice</p> <p>GEN 62 Collate and communicate health information to individuals</p> <p>HSC387 Work in collaboration with carers in the caring role</p> <p>HSC234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals</p> <p>HSC224 Observe, monitor and record the conditions of individuals</p> <p>HSC3116 Contribute to promoting a culture that values and respects the diversity of individuals</p> <p>GEN 98 Promote effective communication in a healthcare environment</p> <p>HSC21 Communicate with and complete records for individuals</p> <p>HSC 335 Contribute to the protection of individuals from harm</p>
The Human Body	
	No map

Reablement and Self-Management: Practical Skills		
	CHS 169	Comply with legal requirements for maintaining confidentiality in healthcare
	Gen 1	Ensure Personal fitness for work
	Gen 8	Assist the practitioner to implement clinical/therapeutic interventions
	Gen 12	Reflect on and evaluate your own values, priorities, interests and effectiveness
	Gen 63	Act within the limits of your competence and authority
	HSC 21	Communicate with and complete records for individuals
	HSC 22	Support the health & safety of yourself and individuals
	HSC 23	Develop your knowledge and practice
	HSC 35	Promote choice, well-being and the protection of all individuals
	HSC 216	Help address the physical comfort needs of individuals
	HSC 218	Support individuals with their personal care needs
	HSC 234	Ensure your own actions support the equality, diversity, rights and responsibilities of individuals
	ICS 39	Work with others to improve customer service
	IPC 2	Perform hand hygiene to prevent the spread of infection
	PHP 13	Provide information to individuals, groups and communities about promoting health and wellbeing
	HSC 241	Contribute to the effectiveness of teams
	HSC 242	Receive and pass on messages and information
	HSC 430	Support the protection of individuals, key people and others
	Gen 63	Act within your limits and competency of authority
	Gen 4	Prepare individuals for clinical/therapeutic activities
	Gen 5	Support individuals during and after clinical/therapeutic activities
	Gen 6	Prepare the environment for clinical/therapeutic activities
	CHS 5	Move and position individuals
	CHS19	Undertake physiological measurements
	CHS 136	Assist in the implementation of programmes and treatments with individuals who have severely restricted movement/mobility
	HSC 27	Support individuals in their daily living
	HSC 212	Support individuals during therapy sessions
	HSC 215	Help individuals keep mobile
	CM E3 E	Enable individuals to use assistive devices and assistive technology
	HSC 35	Support individuals through the end of life process
	CHS 46	Undertake a risk assessment in relation to a defined health need
	IPC6	Use personal protective equipment to prevent the spread of infection.
	HSC223	Contribute to moving and handling individuals
	HSC32	Promote, monitor and maintain health, safety and security in the working environment
	HSC240	Contribute to the identification of the risk of danger to individuals and others
	CHS 212	Disposal of clinical and non-clinical waste within healthcare
	IPC2	Perform hand hygiene to prevent the spread of infection
	IPC3	Clean and remove spillages of blood and other body fluids

Reablement and Self-Management: Practical Skills	
	<p>IPC5 Minimise the risks of exposure to blood-borne infections while providing care</p> <p>HSC 232 Protect yourself from the risk of violence at work</p> <p>HSS1 Make sure your actions reduce risks to health and safety</p> <p>ENTO HSP2 Promote a positive health and safety culture</p> <p>GEN 97 Communicate effectively in a healthcare environment</p> <p>CfA 201 Carry out your responsibilities at work</p>

Appendix 6: Assessment strategies

Unit	Code	Credit	Assessment
Values and Principles	F17W 12	1	Question and Answer Case Study
Mental Health Issues: An Introduction	F1P4 11	1	Short answer and questions Report
Ensure Your own Actions Support the Care, Protection and Well-Being of Individuals (HSC0024)	DK6X 04	1	Reflective Account Direct Observation
Reablement and Self-Management: Practical Skills	H2M7 12	2	Report Question and Answers Presentation Observational checklist Reflective Log
The Human Body	F1RH 11	1	Questions and Answers Report

The following SVQ Units if chosen all require Reflective Logs and Direct Observation and where possible Units should be assessed holistically. Candidates may require assistance and guidance to seek opportunities to generate evidence that could span more than one Outcome and/or more than one Unit.

Unit	Code	Credit
Maintain the feet of individuals, etc (HSCO220)	DK9J 04	1
Help individuals maintain their mobility (HSC0215)	DK7N 04	1
Support individuals in their daily living (HSC0027)	DK72 04	1
Communicate with and complete records, etc (HSC21)	DK3V 04	1
Support the health and safety of yourself (HSC0022)	DK8W 04	1
Develop your knowledge and practice (HSC023)	DK6D 04	1
Support Individuals to access and use information (HSC0026)	DK7F 04	1
Observe, monitor and record the conditions of individuals (HSC0224)	DK9W04	1
Support Individuals to undertake and monitor their own health (HSC00225)	DK8J 04	1
Support Individuals who are distressed (HSC0226)	DK8L 04	1
Contribute to effective group care (HSC0228)	DK48 04	1
Gain access to, and ensure individuals ' are secure (HSC0229)	DK77 04	1
Protect yourself from the risk of violence at work (HSC0232)	DK4L 04	1

