Arrangements for:

HNC Occupational Therapy Support

Group Award Code: GM6J 15

Validation date: July 2017

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Version: 01

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

Contents

1   Introduction

This is the Arrangements Document for the revised HNC in Occupational Therapy Support, which was validated in April 2008. 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 revised HNC is designed to equip candidates with the knowledge, understanding and skills required for success in current and future employment in occupational therapy across the health, social care and third sector.

2   Rationale for the revision of the Group Award

The revised Occupational Therapy Support HNC (GM6J 15) replaces the previous award, Occupational Therapy Support HNC (G90F 15). This is due to the termination of the Joint Certificate with COT.

Following 'Building on Success' (2002), a successful partnership was formed between NHS Education for Scotland (NES), SQA and Further Education sector to develop a distance learning route. This route allows occupational therapy support workers from all geographical and practice areas to access the award.

The award is also recognised and valued by stakeholders in Higher Education as a firm grounding in the profession's philosophy, principles and practice. The Occupational Therapy Support HNC is recognised as an entry qualification to the BSc (Hons) in Occupational Therapy.

During the revision of the HNC in Occupational Therapy Support, cognisance was taken of qualifications such as NC level health and social care courses, and SVQ level 2 and 3 as access routes. Also taken into consideration was the developing HNC Allied Health Professions Group Award and the existing HNC Social Care and HNC Health Care. As a result of the consultation, it was decided that the revised HNC should remain as a profession specific award.

Occupational therapy staff are employed across a range of health, social care, independent and education sectors. The need for the revised HNC in Occupational Therapy Support to reflect the unique philosophical basis of the profession and practice within all sectors is paramount.

To this end, stakeholders agreed that a single professional award would furnish candidates with a significant advantage over other extant generic awards on offer elsewhere. For this reason, it continues to attract their support.

The timing and revision of this Group Award also coincided with other developments. These were:

♦ the need to support the development of the workforce within growing and diverse roles and the demand for skill mix and flexibility of staff – the right person, in the right place at the right time
♦ current Government care sector agenda and policy
♦ the broadening of training options for career development in line with labour market trends and workforce planning
♦ assistant practitioner and paraprofessional roles with the health and social care sector
♦ demographic factors and the need to respond positively to changing needs and demands within sector areas
♦ service user views (taken account of in a number of the above documents/initiatives)
♦ providing for an occupational therapy workforce with transferable skills that meets evolving needs and aspirations of service users
♦ the development of sound understanding, skills, competencies and capabilities ensuring practice standards
♦ meeting the needs of management and partnership working
♦ providing opportunity for the development of lifelong learning skills and the extension of practice skills and knowledge
♦ the importance of having a workforce who feel valued, supported and confident of their contribution to the change process
♦ the provision of a robust career structure pathway to enable achievement of potential
♦ the underpinning of potential regulation and registration requirements

2.1   Consultation process

The consultation process canvassed views of industry/employers, supervisors and candidates. Information gathered through these responses informed the revision of the award.

Market Research summary

Industry/Employer/Supervisor consultation

There was strong evidence that the revised HNC would meet the needs of employers and emphasis was made on candidates' ability to relate activities to service user needs. Recognition of the award by the professional body was seen as exceptionally important. The majority of the respondents used the predecessor HNC in Occupational Therapy Support as a standard for recruitment of Occupational Therapy support workers, whilst more than half used the award as a CPD opportunity for staff. This is expected to continue with the revised HNC.

Candidate consultation

There was clear evidence that the revised HNC would meet the needs of candidates studying by each route. Integration of a strong theoretical knowledge base with practice was valued, together with the depth and breadth of preparation not only for the workplace, but also for progression to HEIs. The expectation of CPD in the workplace was noted. Recognition of the award by the professional body was seen as extremely important.

Service user consultation

The importance of gathering the opinion of individuals engaging in occupational therapy was also recognised and a consultation meeting was carried out with a group of service users, of mixed gender and age, who had a range of service needs. Further service user opinion was gathered through secondary sources, eg COT Standards for Education (2008) and the Scottish Executive publication 'Coordinated, Integrated and fit for Purpose - A Delivery Framework for Adult Rehabilitation in Scotland (2007)'. Information from this meeting informed Unit content.

Statements of support were also received from NES, COT and Occupational Therapy Support HNC graduates.

3 Aims of the Group Award

3.1 General aims of the Group Award

The HNC aims to provide a flexible and integrated developmental programme of theory to practice, enabling candidates to:

1 develop self directed study and research skills.
2 enhance work practice and employment prospects.
3 develop personal effectiveness.
4 develop Core Skills.
5 develop critical and evaluative thinking.
6 learn in a way that motivates, supports and challenges with scope for success.
7 acquire underpinning knowledge for SVQ — Health and Social Care level 3.
8 progress within the SCQF/NQF, including progression to Higher Education Institutes.
9 develop transferable skills, enabling versatility/adaptability within the workplace and career progression.

3.2 Specific aims of the Group Award

The HNC aims to enable candidates to develop underpinning knowledge and skills to work effectively as a support worker across the range of occupational therapy settings, by enhancing knowledge and skills gained through previous study and experience. In so doing, the HNC enables candidates to:

10 demonstrate, through practice, knowledge and understanding of occupational therapy principles, values and philosophy.
11 have a person-centred focus in their practice.
12 gain an understanding of the centrality of occupation to the human being.
13 understand the link between human function and purposeful activity.
14 take cognisance of changing demographic factors and understand the link between these and practice developments.
15 develop a working knowledge of current (and developing) legislation and policy.
16 develop and integrate effectively the specific values, skills and knowledge required in the practice of occupational therapy across the range of practice settings.
17 progress to assistant practitioner/para professional roles.
18 learn and develop principles of lifelong learning and engage in continuing professional development, thus maximising and extending inherent ability and potential, relevant to occupational therapy practice.

19 continually reflect on and critically evaluate their practice within occupational therapy settings.

20 work towards gaining assessed clinical hours (minimum 300 hours) essential to the completion of the HNC and to progress to BSc (Hons) in Occupational Therapy.

3.3 Target groups

This revised Group Award continues to be appropriate for all occupational therapy support staff across all areas where occupational therapy is practiced. It has increasingly been used by staff to provide evidence of capability and competence.

The revised Group Award is also suitable for individuals wishing to embark upon a career in support work in occupational therapy, or to use the HNC as an entrance qualification to Higher Education.

3.4 Employment opportunities

Occupational therapy staff work across a range of sector areas. These include health care, local authority (social care, housing, education) and within the third sector (eg non statutory organisations). Within occupational therapy, support workers play a valued and vital role. Currently, support worker roles and responsibilities continue to extend. Shifts towards increasing the status, responsibility and accountability of support workers mean that more than ever, they must demonstrate that they are up-to-date with knowledge, skills, techniques and developments in practice. The move towards assistant practitioner and paraprofessional roles is increasingly recognised. The revised HNC reflects the need for a structured approach to CPD that assists the assimilation of theory and practice.

4 Access to the Group Award

All candidates are expected to demonstrate that they have the personal qualities, skills and commitment necessary for a career in occupational therapy support and that they have the potential to meet the academic and practice demands of the course. All candidates must have practical experience of a relevant nature and quality, and have a level of emotional maturity commensurate with work of this nature. A screening process could include current references from a care setting, evidence of CPD and previous qualifications. It is a requirement that potential candidates be interviewed by an occupational therapist, delivering the programme.

All candidates **must** be working with and/or be able to gain the supervision of an occupational therapist within their workplace or on placement.

Centres must ensure that candidates following the fulltime route have satisfactorily completed the enhanced Disclosure Scotland process (or Criminal Records Bureau check for England/Northern Ireland/Wales). Fulltime candidates may evidence care experience through paid or voluntary work. It is recommended that fulltime applicants' suitability be determined through a reference from employment (paid or voluntary) within the care sector.

Centres must ensure that all day release and distance learning applicants have satisfactorily completed the enhanced Disclosure Scotland process as part of their conditions of employment. In addition, all applicants will be encouraged to disclose any health issues or conditions that may affect their ability to function effectively in the workplace or on placement.

Candidates should be able to evidence the ability to meet the demands of the course, through one or more of the following requirements:

♦ qualifications gained at SCQF level 6, eg two Highers
♦ experience of employment as a support worker within an occupational therapy setting
♦ current employment within an occupational therapy setting
♦ successful completion of a relevant programme of study based on SQA National Certificate programmes, eg social care
♦ demonstration of communication skills through achievement of certificated courses, eg Core Skill of Communication at a SCQF level 4

Centres may also consider those who, for whatever reason, do not meet the above criteria but are otherwise considered suitable candidates. In addition speakers of languages other than English will be required to evidence achievement of IELTS at 5.5, expecting to progress to 6 by the end of the HNC should they wish to progress to degree programmes.

Core Skills entry/exit level

The delivery and assessment of Units on the Group Award can contribute towards the development of Core Skills. The following table summarises Core Skills entry / exit levels expected to be achieved by candidates:

Occupational Therapy HNC — Core Skills entry/exit level		
Core Skill	**Recommended entry level**	**exit level**
Oral Communication	SCQF level 4	SCQF level 5
Written Communication	SCQF level 4	SCQF level 5
Working with Others	SCQF level 4	SCQF level 5
Problem Solving	SCQF level 4	SCQF level 5
Information Technology	SCQF level 4	SCQF level 5
Numeracy	SCQF level 4	SCQF level 5

5   Group Award structure

Within the revised Occupational Therapy Support HNC framework all Units are mandatory. The curriculum is developmental in nature and based upon an educational philosophy compatible with the needs of adult learners and the values of occupational therapy. Ideally the Units are taught in specific order (see Section 6.2) to provide a sound knowledge base for developing understanding and the integration of theory and practice. This also enables candidates to fully develop, integrate and evaluate their learning in a taxonomic and experiential nature, thus fulfilling the needs of adult learners.

5.1   Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Occupational Therapy: Context and Development *	F3NH 34	1	7	8
Occupational Therapy: Needs and Rights of Individuals *	F3NJ 34	1	7	8
Occupational Therapy: Policies, Procedures and Professional Standards *	F3NL 34	1	7	8
Occupational Therapy Support: Anatomy and Physiology +	F3NF 34	2	7	16
Occupational Therapy Support: Psychology and Human Development +	F3NM 34	2	7	16
Occupational Therapy: Philosophy, Theory and Practice *	F3NK 34	2	7	16
Occupational Therapy Support: Aspects of Sociology +	F3NG 34	1	7	8
Occupational Therapy Support: Audit +	F3NE 34	1	7	8
Occupational Therapy Support: Graded Unit 1	F3RP 34	1	7	8

Total   12 credits   96 SCQF credit points

(i)   For a candidate to achieve the Occupational Therapy Support HNC, they must attain all of the mandatory Units 96 SCQF credit points/12 SQA credits), including one Graded Unit at SCQF level 7.

(ii)   Vocational preparation is paramount in the course. There are five HN credits* dealing specifically with occupational therapy practice. All these Units contain practice work-based elements. These Units develop the framework in which theory and practice combine, to equip candidates to meet the Specific Aims of the award.

(iii)   Six of the Unit credits+ underpin occupational therapy practice. These Units provide underpinning knowledge and skills for the specialist occupational therapy Units, and are essential to the understanding of the work of the occupational therapy profession.

(iv) The remaining HN credit comes from the Graded Unit. This Unit enables candidates to demonstrate understanding and the integration of previous learning within the HNC and aims to enhance evaluative and reflective skills. This Unit also provides a candidate with a performance grade.

(v) All Units within this award are mandatory. However, within individual Units, there is scope for specialising and investigating areas of particular relevance to the candidates' interest and area of practice. The nature of the award is holistic.

(vi) Work role effectiveness and professional and personal development are themes which are integral to and run throughout the revised HNC in Occupational Therapy Support.

(vii) The Occupational Therapy Support HNC provides a broad based curriculum which provides the opportunity to reinforce existing knowledge, skills and techniques and to acquire, develop and apply new knowledge, skills and techniques.

5.2 Mapping of aims to Units

The following table shows how each of the Units meets the general and specific aims of the Group Award.

Occupational Therapy Support HNC — Mapping of aims to Units

Unit title	Aims																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Occupational Therapy: Context and Development (F3NH 34)	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Occupational Therapy: Needs and Rights of Individuals (F3NJ 34)	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Occupational Therapy: Policies, Procedures and Professional Standards (F3NL 34)	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓
Occupational Therapy Support: Anatomy and Physiology (F3NF 34)	✓	✓	✓	✓		✓		✓	✓				✓			✓	✓	✓		
Occupational Therapy Support: Psychology and Human Development (F3NM 34)	✓	✓		✓	✓		✓	✓	✓		✓		✓				✓		✓	
Occupational Therapy: Philosophy, Theory and Practice (F3NK 34)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Occupational Therapy Support: Aspects of Sociology (F3NG 34)	✓	✓		✓	✓		✓	✓	✓		✓			✓			✓		✓	
Occupational Therapy Support: Audit (F3NE 34)	✓	✓	✓	✓	✓	✓		✓	✓	✓				✓		✓	✓	✓		
Occupational Therapy Support: Graded Unit 1 (F3RP 34)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

5.3 National Occupational Standards

The Occupational Therapy Support HNC meets the COT Professional Standards for Occupational Therapy Practice (see the table below). The HNC is an integrated award and all Units underpin the meeting of these professional standards.

College of Occupational Therapists — Professional Standards for Occupational Therapy Practice (2007)

Reference No.	Standard	Example
1	Referral	policies and criteria time frames and prioritising referrals onward referral
2	Consent	adults with impaired capacity people under the age of 16 obstacles to language or communication
3	Assessment and Goal Setting	preparation and consent for assessment use of assessment tools goal setting with the service user
4	Intervention and Evaluation	selecting and using interventions evidence based practice monitoring and reviewing
5	Discharge, closure and transfer of care	assessment and planning
6	Record Keeping	content of records management and quality of records legal requirements
7	Service Quality and Governance	competence to practise safety and risk management service quality and value for money
8	Professional Development and Lifelong Learning	supervision appraisal continuing professional development
9	Practice placements	preparation and resources available practice placement educators candidate learning and development assessment
10	Safeworking Practice	risk assessment and management lone working manual handling and equipment use
11	Research Ethics	risk management and ethical approval consent and participation researcher behaviour confidentiality

5.4 Mapping of Core Skills to Units

The following table shows how each of the Units meets the general and specific aims of the Group.

Core Skills map

Opportunities to develop Core Skills have been identified within the individual Units. The table below indicates where Core Skills will be developed.
Key: **S** for signposted Core Skill, **E** for embedded Core Skill.

Unit Code	Unit title	Communication		Numeracy		Information Technology	Problem Solving			Working with Others
		Oral	Written	Using Graphical Information	Using Number	Using Information Technology	Critical Thinking	Planning and Organising	Reviewing and Evaluating	
F3NH 34	Occupational Therapy: Context and Development	**S** SCQF level 5	**S** SCQF level 5	**S** SCQF level 4		**S** SCQF level 5	**S** SCQF level 5	**S** SCQF level 5	**S** SCQF level 5	
F3NJ 34	Occupational Therapy: Needs and Rights of Individuals	**S** SCQF level 5	**S** SCQF level 5			**S** SCQF level 4	**S** SCQF level 5			**S** SCQF level 5
F3NL 34	Occupational Therapy: Policies, Procedures and Professional Standards	**S** SCQF level 5	**S** SCQF level 5			**S** SCQF level 5				**S** SCQF level 4
F3NF 34	Occupational Therapy Support: Anatomy and Physiology	**S** SCQF level 5				**S** SCQF level 4				
F3NM 34	Occupational Therapy Support: Psychology and Human Development	**S** SCQF level 5				**S** SCQF level 5				
F3NK 34	Occupational Therapy: Philosophy, Theory and Practice	**S** SCQF level 5	**S** SCQF level 5			**S** SCQF level 4	**S** SCQF level 5			**S** SCQF level 5
F3NG 34	Occupational Therapy Support: Aspects of Sociology	**S** SCQF level 5	**S** SCQF level 5							
F3NE 34	Occupational Therapy Support: Audit	**S** SCQF level 5	**S** SCQF level 5	**S** SCQF level 5	**S** SCQF level 5	**S** SCQF level 5	**S** SCQF level 5	**S** SCQF level 5	**S** SCQF level 5	
F3RP 34	Occupational Therapy Support: Graded Unit 1	**S** SCQF level 5	**S** SCQF level 5			**S** SCQF level 5	**E** SCQF level 5	**E** SCQF level 5	**E** SCQF level 5	**S** SCQF level 5

5.5 Graded Unit

The purpose of the Graded Unit is to assess the candidates' ability to retain, integrate the values, skills and knowledge gained in the Units of the programme; to assess that the candidate has met the principal aims of the award and to grade the candidate achievement. The specific aims of the Graded Unit are to:

♦ develop self directed study and research skills
♦ enhance work practice skills
♦ develop Core Skills
♦ develop critical and evaluative thinking
♦ demonstrate through, practice, knowledge and understanding of occupational therapy principles, values and philosophy
♦ understand the link between human function and purposeful activity
♦ develop a working knowledge of current (and developing) legislation and policy
♦ reflect on and critically evaluate their practice within occupational therapy

The Graded Unit will be assessed by a project based assessment. The instrument of assessment will take the form of a Practical Assignment. A Practical Assignment was chosen as the most suitable form of assessment instrument in order to allow candidates to reflect on and critically evaluate their practice within occupational therapy; and to enhance work practice skills.

A practical assignment was also seen as the best way of enabling candidates to demonstrate that they can integrate theory with practice.

Achievement of *Occupational Therapy: Graded Unit 1* gives candidates automatic certification of the Core Skill of Problem Solving at SCQF level 5.

5.6 Articulation, professional recognition and credit transfer

Candidates may be given credit transfer between HN Units (developed using 1988 design principles) and the revised HN Units (developed using 2003 design principles).

Credit transfer can be given where there is broad equivalence between the subject related content of the Unit or combination of Units. Candidates who are given credit transfer between predecessor Units and revised HN Units must still satisfy all other conditions of the revised Occupational Therapy Support HNC.

The following table lists where full credit transfer can be given between predecessor Units and revised Units. These have been agreed by an External Verifier.

Predecessor Unit title	Credit value	Predecessor Unit code	Revised Unit title	New credit value	Revised Unit code
Occupational Therapy in Context	1	D9P4 04	Occupational Therapy: Context and Development	1	F3NH 34
Occupational Therapy: Needs and Rights of Service Users	1	D9P5 04	Occupational Therapy: Needs and Rights of Individuals	1	F3NJ 34
Occupational Therapy: Policies, Procedures and Professional Standards	1	D9P6 04	Occupational Therapy: Policies, Procedures and Professional Standards	1	F3NL 34
Occupational Therapy: Anatomy and Physiology for Support Workers	2	D9P7 04	Occupational Therapy Support: Anatomy and Physiology	2	F3NF 34
Occupational Therapy: Psychological Aspects of Human Behaviour	1	D9P8 04	Occupational Therapy Support: Psychology and Human Development	2	F3NM 34
Occupational Therapy: Life Span Development	1	D9PC 04			
Occupational Therapy: Philosophy, Theory and Practice	2	D9P9 04	Occupational Therapy: Philosophy, Theory and Practice	2	F3NK 34
Occupational Therapy: Sociological Aspects of Human Behaviour	1	D9PA 04	Occupational Therapy Support: Aspects of Sociology	1	F3NG 34
Occupational Therapy: Audit of an Aspect of OT	1	D9PE 04	Occupational Therapy Support: Audit	1	F3NE 34

6 Approaches to delivery and assessment

6.1 Modes of delivery

Cognisance should be taken of the developmental nature of the Units throughout the delivery of the revised Group Award. Adult learning theory support a taxonomic development of knowledge and skills. The delivery format suggested in schedule examples provided takes into consideration how individual Units should support and integrate with each other.

This would enable centres to meet the needs of a variety of candidates, and could include the following modes:

♦ Day Release
♦ Open/Distance Learning
♦ Full-time
♦ Part-time/Twilight
♦ Other flexible arrangements as defined by individual centres, eg individual arrangements per Unit

A particular strength of the revised HNC is its inherent flexibility of delivery. It is intended that day release, fulltime and distance learning routes will continue to exist and incorporate a range of blended approaches. Developments in online resources and virtual learning environments offer further opportunities of following an open approach to learning.

6.2 Context and content

Delivery and assessment strategies take account of best practice in adult education and of the concept of constructive alignment. This concept recognises the requirement for learners to construct meaning from what they do to learn and the planning of activities and assessment should be clearly aligned with Outcomes for learning. The Unit *Occupational Therapy Context and Development* (F3NH 34), which should be delivered at an early stage of the course, highlights the candidates' responsibility within the learning process and the importance of developing skills of reflective practice.

Throughout the course candidates will experience a range of assessment instruments. Formats for assessment suggested within each Unit allow for flexibility, enabling delivering centres to respond to the needs of learners and the needs of the care sector. There may be opportunities to integrate assessments across Units, eg elements *of Occupational Therapy: Needs and Rights of Individuals* (F3NJ 34) and *Occupational Therapy Support: Psychology and Human Development* (F3NM 34). The logistics of this will depend on the programme in individual centres.

Alongside clearly set out Outcomes, activities and a range of both formative and summative assessments, this enables candidates to become confident learners with the skills and abilities to apply knowledge to practice.

The suggested delivery and assessment format enables candidates to follow a continuum of development with emphasis both on the development of generic competence and of specific occupational therapy competency.

Delivery format

Day Release: 2 years of study   M = Mandatory

Unit code	Unit title	SCQF level	M	Credits	Block 1	Block 2	Block 3
F3NH 34	Occupational Therapy: Context and Development	7	M	1	40 hours		
F3NJ 34	Occupational Therapy: Needs and Rights of Individuals	7	M	1		40 hours	
F3NF 34	Occupational Therapy Support: Anatomy and Physiology	7	M	2	80 hours		
F3NL 34	Occupational Therapy: Policies, Procedures and Professional Standards	7	M	1			40 hours
F3NM 34	Occupational Therapy Support: Psychology and Human Development	7	M	2	80 hours		
F3NK 34	Occupational Therapy: Philosophy, Theory and Practice	7	M	2	80 hours		
F3NG 34	Occupational Therapy Support: Aspects of Sociology	7	M	1	40 hours		
F3NE 34	Occupational Therapy Support: Audit	7	M	1			40 hours
F3RP 34	Occupational Therapy Support: Graded Unit 1 (Project: Practical Assignment)	7	M	1			40 hours

6.3   Sequencing of Units relative to Graded Unit

It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

F3NH 34   *Occupational Therapy: Context and Development*
F3NJ 34   *Occupational Therapy: Needs and Rights of Individuals*
F3NL 34   *Occupational Therapy: Policies Procedures and Professional Standards*
F3NF 34   *Occupational Therapy Support: Anatomy and Physiology*
F3NM 34   *Occupational Therapy Support: Psychology and Human Development*
F3NG 34   *Occupational Therapy Support: Aspects of Sociology*
F3NK 34   *Occupational Therapy: Philosophy, Theory and Practice —*
        Delivery of the Graded Unit could be alongside this Unit

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 and Quality Assurance for Colleges of Further Education* **(www.sqa.org.uk)**.

8 General information for candidates

The Higher National Certificate (HNC) in Occupational Therapy Support is a national award providing a flexible and integrated programme of theory and practice. The award was designed by representatives from health and social care, education, the Scottish Qualifications Authority (SQA) and the College of Occupational Therapists (COT). It enables you to progress within the Scottish Credit and Qualifications Framework (SCQF) and the National Qualifications Framework (NQF). It also provides underpinning knowledge for SVQ/NVQ in Health and Social Care level 3.

Throughout the HNC, a person-centred focus is emphasised and you are encouraged to develop principles of lifelong learning and engage in continuous professional development (CPD).

Through regular review and revision, the award has been able to adapt to changes and developments within social and health care sectors, thus ensuring continued current relevance to candidates, employers and service users.

8.1 Entry requirements

Candidate selection is by interview. You should be able to demonstrate academic ability through formal qualifications, eg NC Health/Social Care, SVQ 2/3 Care or two Highers. The panel will give consideration to individuals who do not meet stated academic requirements provided they have relevant and evidenced practice experience.

You should have work or voluntary experience in the care sector and may be asked to provide a reference in relation to their experience. You will require to have access to and regular contact with an occupational therapist In the workplace setting (for fulltime candidates this will be organised by the delivering centre).

8.2 Progression

The award will enhance progression to employment (eg assistant practitioner, paraprofessional roles), job satisfaction, practice skills and can provide a stepping stone to Higher Education. Successful completion of the award entitles candidates to apply for Year 2 BSc (Hons) degree.

8.3 Content

For you to achieve the Occupational Therapy Support HNC, you must attain all of the mandatory Units 96 SCQF credit points/12 SQA credits), including one Graded Unit at SCQF level 7.

Achievement of Occupational Therapy: Graded Unit 1 gives candidates automatic certification of the Core Skill of Problem Solving at SCQF level 5.

SQA Unit code	Unit title	Credit	SCQF level	Credit points
F3NH 34	Occupational Therapy: Context and Development	1	7	8
F3NJ 34	Occupational Therapy: Needs and Rights of Individuals	1	7	8
F3NL 34	Occupational Therapy: Policies, Procedures and Professional Standards	1	7	8
F3NF 34	Occupational Therapy Support: Anatomy and Physiology	2	7	16
F3NM 34	Occupational Therapy Support: Psychology and Human Development	2	7	16
F3NK 34	Occupational Therapy: Philosophy, Theory and Practice	2	7	16
F3NG 34	Occupational Therapy Support: Aspects of Sociology	1	7	8
F3NE 34	Occupational Therapy Support: Audit	1	7	8
F3RP 34	Occupational Therapy Support: Graded Unit 1	1	7	8
Total		**12**		**96**

(i) to achieve the Occupational Therapy Support HNC, you must attain all of the mandatory Units 96 SCQF credit points/12 SQA credits), including one Graded Unit at SCQF level 7.

(ii) Vocational preparation is paramount in the course. There are five HN credits* dealing specifically with occupational therapy practice. All of these Units contain practice work-based elements. These Units develop the framework in which theory and practice combine, to equip you to meet the Specific Aims of the award.

(iii) Six of the Unit credits+ underpin occupational therapy practice. These Units provide underpinning knowledge and skills for the specialist occupational therapy Units, and are essential to the understanding of the work of the occupational therapy profession.

(iv) The remaining HN credit comes from the Graded Unit. This Unit enables you to demonstrate understanding and the integration of previous learning within the HNC and aims to enhance evaluative and reflective skills. This Unit also provides you with a performance grade.

(v) All Units within this award are mandatory. However, within individual Units, there is scope for specialising and investigating areas of particular relevance to your interest and area of practice. The nature of the award is holistic.

(vi) Work role effectiveness and professional and personal development are themes which are integral to and run throughout the revised HNC in Occupational Therapy Support.

(vii) The Occupational Therapy Support HNC provides a broad based curriculum which provides the opportunity to reinforce existing knowledge, skills and techniques and to acquire, develop and apply new knowledge, skills and techniques.

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 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: Graded Units 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 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 HNC/HND 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.