



Group Award Specification for:

PDA for Enhanced Home Care Workers

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1 Introduction

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

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

The role of the home care worker has been developing over recent years. Changes in approaches to care for people with chronic health conditions means an increasing number of people are being treated and cared for in their own homes. Previously many people were in long term hospitals or nursing homes. Mildly infirm older adults or people with mild dementia were often cared for in care homes, but now being supported at home is the preferred option, where possible. Government policy has changed too with the integration of adult health and social care services. This combined with an increasing older adult population has meant an increase in the need for knowledgeable and skilled home care workers, who are capable of supporting people with complex, chronic or multiple health conditions or disabilities. This PDA has been designed to help meet this need. Home care workers may be involved in supporting someone manage their health condition, support their family, liaising with other professionals and managing new Assisted Living Technologies (ALT). Continuously developing professional practice is also very important in this ever-changing environment so this PDA is designed to address all these aspects.

This PDA is at SCQF level 7. Home care workers considering this qualification may already have an SVQ 2 or 3 in Social Services or home care settings or a Healthcare or Higher in Care or equivalent units. Working in care is essential to complete the PDA. Progression from the PDA would most likely be the HNC Social Services or SVQ 3 or 4 Social Services and Healthcare.

The PDA is for enhanced home care workers who want to develop their knowledge and practice. It may, therefore, be recognised by employers for promoted positions.

2 Qualification structure

This group award is made up of 4 SQA unit credits. It comprises of 32 SCQF credit points at SCQF level 7.

Mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

All units of the PDA are mandatory.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J035	34	Effective Communication for Enhanced Home Care Workers	1	8	7
J036	34	Healthcare for Enhanced Home Care Workers	1	8	7

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J034	34	Assisted Living Technologies for Home Care	1	8	7
J033	34	Self-Development for Enhanced Home Care Workers	1	8	7

3 Aims of the qualification

The aim of this PDA is to help equip experienced home care workers with the knowledge and skills required to support people at home who may have multiple, complex or chronic health conditions or disabilities. People are being cared for at home when previously they would have remained in hospital or nursing homes. This new qualification is a response to the need for enhanced knowledge and skills required to meet this change.

3.1 General aims of the qualification

The overall aim of the award is to equip experienced home care workers with the necessary knowledge and skills they need to effectively support people with chronic health conditions or disabilities to live as independently as possible in their homes. The broad knowledge and skills learners will develop as they undertake the PDA are:

- 1 Knowledge of common, chronic health conditions and the skills needed to support someone living with these conditions at home.
- 2 Ways of encouraging people to be as independent and self-managing of their health conditions as possible.
- 3 Knowledge of Assisted Living Technologies and how these enable people to live at home.
- 4 How enhanced communication skills can be used to support people emotionally and empower people to be as self-managing as possible.
- 5 Knowledge and skills of being a reflective practitioner who continuously develops their practice by analysing, making use of feedback and responding to current changes.

3.2 Specific aims of the qualification

Learners will be exploring ways to support people with chronic health conditions at home. This will involve using effective, communication skills to support people emotionally, using Assisted Living Technologies to maintain independence and learners will learn how to be reflective practitioners which will enhance their practice.

Learners will demonstrate their understanding and skills by being able to:

- 1 Describe and demonstrate enhanced communication skills with individuals and other care professionals.
- 2 Show how enhanced communication skills can be used to empower individuals.
- 3 Explain common, chronic health conditions and analyse the skills and knowledge used to empower individuals to be more self-managing of their health condition.
- 4 Demonstrate knowledge of care requirements for individuals with common, chronic health conditions.
- 5 Compare and contrast approaches to the care of people with chronic health conditions.
- 6 Explain and compare Assisted Living Technologies in the context of home care.
- 7 Evaluate the use of Assisted Living Technologies for home care.
- 8 Analyse the challenges in using Assisted Living Technologies.
- 9 Compare and contrast approaches to developing practice.
- 10 Analyse and evaluate their practice through reflection and creating a Personal Development Plan.

4 Recommended entry to the qualification

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

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience.

- ◆ Experience of working in Home Care and presently employed as a home care worker
- ◆ SVQ level 2 or 3 in Social Services and Healthcare or equivalent

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Reflective accounts, counselling skills demonstrations, presentation.
Numeracy	5	Reflective accounts, case studies and written assignments.
Information and Communication Technology (ICT)	5	Designing a Smart Home, written assignments.
Problem Solving	5	Reflective accounts, counselling skills demonstration, designing a Smart Home.
Working with Others	5	Reflective accounts, designing a Smart Home, presentation, counselling skills demonstration

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
J035 34	Effective Communication for the Enhanced Home Care Worker	X	X								
J036 34	Healthcare for Enhanced Home Care Workers	X	X	X	X						
J034 34	Assisted Living Technologies for Home Care					X	X	X			
J033 34	Self-Development for Enhanced Home Care Workers								X	X	X

5.2 Mapping of National Occupational Standards (NOS)

Code	Unit title	National Occupational Standard					
J035 34	Effective Communication for the Enhanced Home Care Worker	Aligned to SCDHSC0031	Aligned to SCDHSCO 0331	Aligned to SCDHSC0336	Aligned to SCDHSC0350	Aligned to SCDHSC0351	Aligned to SCDHSC0356
J036 34	Healthcare for Enhanced Home Care Workers	Aligned to SCDHSC	Aligned to SCDHSC0352	Aligned to SCDHSC0343	Aligned to SCDHSC3112	Aligned to SCDHSC0393	Aligned to SCDHSC03122
J034 34	Assisted Living Technologies for Home Care	Aligned to SCDHSC0370	SFH GEN21	SCDHSC0372	Aligned to SCDHSC03101	Aligned to SCDHSC 0389	Aligned to SCDHSC 0390
J033 34	Self-Development for Enhanced Home Care Workers	Aligned to SCDHSC 0031					

5.3 Mapping of Core Skills development opportunities across the qualification

Core Skills that will be developed in each unit

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J035 34	Effective communication for Enhanced Home Care Workers	X	X	X			X	X	X	X	X	X	
J036 34	Healthcare for Enhanced Home Care Workers	X	X	X	X	X	X	X		X		X	X
J034 34	Assisted Living Technology for Home Care	X	X	X	X	X	X	X	X	X	X	X	
J033 34	Self-Development for Enhanced Home Care Workers	X	X	X			X	X	X	X	X	X	X

5.4 Assessment strategy for the qualification

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Healthcare for Enhanced Home Care Workers	Reflective account or case study (Completed in own time)	Reflective account or case study (Completed in own time)	Reflective account or case study (Completed in own time)
Effective Communication for Enhanced Home Care Workers	Participate in a role play Reflective account	Reflective account or case study	Reflective account
Assisted Living Technology for Home Care	Presentation including design of Smart Home	Presentation including design of Smart Home	Case study or reflective account
Self-Development for Enhanced Home Care Workers	Written assignment (Completed in own time)	Reflective accounts	Recorded discussion with assessor and a Personal Development Plan

6 Guidance on approaches to delivery and assessment

Introduction: The PDA for Enhanced Home Care Workers has been developed because the need for a qualification for experienced home care workers has grown. This has been prompted by a change in the way people are treated and cared for. Increasingly people with chronic health conditions are being treated and cared for at home, when previously they would have remained in hospitals, nursing homes or care homes. People with disabilities are encouraged to remain as independent as possible in their own homes too. This combined with an increasing older adult population means the role of the home care worker has been changing and developing and this PDA is a response to this.

The role of the home care worker varies from region to region and between organisations. Some will have roles and responsibilities previously considered purely the domain of a healthcare professional eg, aspects of catheter care or PEG feeding. Others don't have any of these responsibilities, but just need to know about them. The PDA is designed to meet both types of learner. Learners with these responsibilities will write reflective accounts and learners without, will write written assignments showing their knowledge.

The content: PDA has four units; one on enhanced communication skills, one on health conditions and healthcare, one on assisted living technologies to support people at home and one on self-development to encourage a reflective practitioner who is responsible for their career-long development. The PDA reflects the fact that home care workers are increasingly encountering more diverse and complex situations and they are working more with other health and social care professionals.

Approach: Contextualising input will make the qualification more relevant and interesting. Learners will be more engaged if there is a variety of teaching approaches. They will have the opportunity for skills development as well as knowledge so demonstrations and role plays will enhance their experiences. Guest speakers from other relevant professions, will also help make classes interesting. Reminding learners that all the units should be seen in the context of the Principles of the National Care Standards is also important throughout the PDA. If a learner-centred approach is taken to delivery it will help to meet learners needs. There are a variety of approaches possible to assessment to support this and to make the assessment process more interesting.

6.1 Sequencing/integration of units

It is useful to start with input from Outcomes 1 and 2 of the *Self-development for Enhanced Home Care Workers* unit. This encourages learners to be reflective practitioners from the start. As their knowledge and skills develop they will be able to use that in their reflections. Although this input comes at the start, it is advisable to stagger submitting assessments to enable learners to develop their practice and provide reflective accounts throughout the duration of the course.

The *Effective Communication for Home Care Workers* unit is best delivered early on too as it provides a foundation for good skills that underpin performances in the other units. If learners become empathic listeners, etc, then it will improve their healthcare practices and support with ALT. There is also room for some integration across units depending on the learners work practices eg, they can include reflection on supporting someone with communication difficulties combined with supporting someone to use ALT. Likewise, they may reflect on using counselling skills to support someone who feels distressed while carrying out PEG feeding.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a license to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.3 Opportunities for e-assessment

Parts of the course and assessments which don't include presentations, demonstrations of skills, discussions or role play can be delivered by e-learning and e-assessments. The following units contain some of these assessment approaches and therefore, couldn't be completely assessed by e assessment:

- ◆ *Effective Communication for Enhanced Home Care Workers*
- ◆ *Self-Development for Enhanced Home Care Workers*

6.4 Support materials

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

6.5 Resource requirements

Assessors should have experience of home care, social care or healthcare. Learners will need access to computers to complete some of the research and assessments. Learners will also need to be working in a home care setting to complete the evidence requirements.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

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

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

8 Glossary of terms

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

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

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

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

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

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

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

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

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

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

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

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

Introduction: The PDA for Enhanced Home Care Workers has been developed because the need for a qualification for experienced home care workers has grown. This has been prompted by a change in the way people receive health treatment and are cared for. Increasingly people with chronic health conditions are being treated and cared for at home, when previously they would have remained in hospitals, nursing homes or care homes. People with disabilities are encouraged to remain as independent as possible in their own homes too. This combined with an increasing older adult population means the role of the home care worker has been changing and developing and this qualification recognises this.

The role of the home care worker varies from region to region and between organisations. Some will have roles and responsibilities previously considered purely the domain of a healthcare professional eg, aspects of catheter care or PEG feeding. Others don't have any of these responsibilities, but just need to know about them. The PDA is designed to meet both types of learner. Learners with these responsibilities will write reflective accounts and learners without, will write written assignments showing their knowledge.

Content: The PDA is at SCQF level 7. This is the same level as that of an HNC. This means people undertaking this qualification will usually already have an SVQ 2 or 3 or a Higher Care or similar (SCQF level 6) before progressing to this PDA and therefore have some experience of academic and reflective writing.

This PDA is for people who are working in home care and already have some experience. They will already have completed basic training, be familiar with the National Occupational Standards and been practicing as a home care worker.

There are four units in the PDA for Enhanced Home Care Workers:

- ◆ *Healthcare for Enhanced Home Care Workers*
- ◆ *Effective Communication for Enhanced Home Care Workers*
- ◆ *Assisted Living Technology for Home Care*
- ◆ *Self-Development for Enhanced Home Care Workers*

All four units are mandatory to gain the PDA, but the units can also be undertaken on an individual basis. There is comprehensive guidance available on the content and delivery of each unit in the unit specifications. Each unit is allocated approximately 40 hours.

It is likely the PDA will be delivered partly by attendance at classes and partly working on your own and in the workplace. You will learn through lectures, discussions, guest speakers, using the Internet and books and perhaps educational visits. You will learn in a variety of ways to suit different learning styles and to enhance interest.

Assessments: There are assessments to be completed for all the units and you will be assessed in a variety of ways. These will include:

- ◆ Demonstration of skills
- ◆ Reflections on your practice
- ◆ Case studies
- ◆ Written assessments
- ◆ Presentations
- ◆ Discussing and creating a Personal Development Plan

Completion of this PDA may lead you on to further courses such as the HNC Social Services.