



Group Award Specification for:

**Professional Development Award (PDA) in
Technology Enabled Care at SCQF level 7**

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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, candidates, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of candidates the qualification is suitable for and progression opportunities.

The aim of the Professional Development Award (PDA) in Technology Enabled Care at SCQF level 7 is to equip Scotland's workforce with the knowledge and skills required to embed Technology Enabled Care into health and social care practice supporting positive health and wellbeing outcomes for people.

The award has been designed and developed to support Scotland's National Digital Health and Care Strategy (Scottish Government, 2018). The strategy promotes the concept of supporting people to live, learn, work, participate and flourish in an ever-changing digital society. Workforce education around Technology Enabled Care is one of the key ambitions of the strategy.

The Qualification Design team included representation from across health, care, housing and academia, to initially review the existing award of Professional Development Award (PDA) in Telehealthcare and then create the Professional Development Award (PDA) in Technology Enabled Care. Drawing upon expertise in the field of Technology Enabled Care has ensured that the award is contemporary and represents an integrative approach across relevant organisations. The change in title of the award reflects the change in language in national and strategic documents and the process of integration between Health and care organisations. For the purpose of this document and the award Technology Enabled Care refers to **'where outcomes for individuals in home or community settings are improved through the application of technology as an integral part of quality, cost effective care and support'** (Technology Enabled Care Scotland, 2014). It is using technology to help support people to self-manage their own health and wellbeing.

Furthermore, the SCQF academic level has increased from level 6 to level 7 and this is based on feedback from health, social care and housing partners. They advise that there has been a national drive to raise the entry qualifications to job roles for the Technology Enabled Care workforce to SVQ level 2/3 or higher. This award complements this work and establishes an award specific to the job role of the Technology Enabled Care workforce.

This award will be of interest to people who are new to or have an interest in technology enabled care and those who are already working in this area who want to develop and advance their knowledge, skills and abilities in this every-changing field of practice. The award will enable candidates to develop their work-based learning skills and be able to use the award to progress in their career through Continuous Professional Development (CPD).

2 Qualification structure

This group award is made up of 2 SQA unit credits. It comprises 16 SCQF credit points at SCQF level 7. A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

The group award is achieved on the successful attainment of one mandatory unit and one of the four optional units which are listed in the table below. The group award comprises of a total of 16 SCQF credit points at SCQF level 7.

The Professional Development Award (PDA) in Technology Enabled Care will be awarded on successful completion of a total of 16 SCQF credit points at SCQF level 7.

Mandatory unit

8 SCQF credits must be selected

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J48M	34	Working with Technology Enabled Care	1	8	7

Optional units

8 SCQF credits must be selected

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J48S	34	Technology Enabled Care: Call Handling	1	8	7
J48R	34	Technology Enabled Care: Installation, Maintenance and Repair	1	8	7
J48P	34	Technology Enabled Care: Response	1	8	7
J48N	34	Using Digital Technology to Support People in Health, Housing and Care	1	8	7

3 Aims of the qualification

The aim of the Professional Development Award (PDA) in Technology Enabled Care at SCQF level 7 is to equip Scotland's workforce with the knowledge and skills required to embed Technology Enabled Care into the practice of candidates employed in the health, social care and housing contexts. The aim of the award is also to support the development of a workforce ready to work and support people in a digital society.

3.1 Specific aims of the qualification

The specific outcomes addressed through completion of the Professional Development Award (PDA) in Technology Enabled Care at SCQF level 7 are:

- 1 Use technology enabled care to support service users and people working in health, housing and social care contexts.
- 2 Empower and enable service users to use technology enabled care in the management of their health and wellbeing.
- 3 Apply the values and principles that underpin technology enabled care practice.
- 4 Contribute to the assessment of an individual's technology enabled care needs.
- 5 Examine the role and responsibilities of a technology enabled care responder.
- 6 Demonstrate and reflect on the communication and decision-making skills of a technology enabled carer responder.
- 7 Recognise, risk assess and take appropriate action as a technology enabled care responder.
- 8 Risk assess and prepare for the installation of technology enabled care equipment.
- 9 Install, test and teach the user/carer how to use the technology enabled care equipment.
- 10 Outline the processes and procedures for maintenance, fault reporting, repair and storage of technology enabled care equipment.
- 11 Apply and reflect on the communication and administrative skills of a call handler.
- 12 Explore the role and function of a call/alarm receiving centre.
- 13 Explore the call handler's role and responsibilities in relation to the safe management of information.
- 14 Use digital technology as a contemporary approach to support health and care delivery
- 15 Empower and enable people to use digital technology to promote independence, choice and enablement and take responsibility for their own wellbeing.
- 16 Evaluate new and emerging digital technologies and reflect on how these could be used to assist people to self-manage and live independently.

3.2 General aims of the qualification

The general knowledge and skills addressed through completion of the Professional Development Award (PDA) in Technology Enabled Care at SCQF level 7 include:

3.2.1 Knowledge

- 1 Awareness of technological developments in the field of Technology Enabled Care and how these developments can support people to manage their health and wellbeing.
- 2 Impact, contribution, and relationship of technology enabled care on the individual, and the environment.
- 3 Using digital products and services in a variety of contexts to achieve a purposeful outcome.
- 4 Searching, processing and managing information responsibly.
- 5 Digital identity and safety.
- 6 Understanding the world through computational thinking.

3.2.2 Skills

- 1 Communication, collaboration, participation and working with others.
- 2 Creativity and innovation using technology.
- 3 Problem solving, planning and organisation skills in a range of contexts.
- 4 Information and Communication Technology (ICT):
 - (a) Digital identity and wellbeing
 - (b) Information and data management.
- 5 Supporting people to be independent and self-manage.
- 6 Skills in using tools, equipment, software and materials.
- 7 To embrace and use technologies at home, at work and in the wider community.
- 8 Strengthen personal effectiveness and learning.
- 9 Advocate for the use of technology enabled care and improve standards and consistency in services.

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.

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

- ◆ SVQ level 2 or 3 in Social Services and Healthcare or equivalent
- ◆ Experience of working in a Technology Enabled Care Service
- ◆ Experience of working in a Call/Alarm Receiving Centre or Contact Centre such as NHS 24/111
- ◆ Experience of working in health, social care or the housing sector or have an interest in Technology Enabled Care

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 candidates whose Core Skills profile is below the recommended entry level or whether candidates should be encouraged to do an alternative level or learning programme.

Communication, Problem Solving and using Information Communication Technology (ICT) are Core Skills associated with this award. The candidates are undertaking multiple complex activities that involve making decisions with vulnerable people and supporting people to use technology in a variety of contexts. The candidate will be able to demonstrate these skills through written assessment, group discussion and oral reporting witnessed by experienced professionals in the field. In addition, being able to use and demonstrate the use of technology enabled care and or respond to the needs of a user via technology incorporates both communication and problem-solving skills. Furthermore, gathering and inputting data requires good information processing skills as well as knowing how to manage this information safely. The table below illustrates some of the assessment activities that can be used to capture evidence of these core skills. Candidates will enter the qualification and or be employed in a job role associated with the award therefore the core skills will have been assessed as satisfactory and the candidate's readiness to undertake the award will be established by the employer and or centre.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Written assessment, group discussion, oral reporting, using effective communication with individuals and colleagues. Reflection, witness testimony and feedback from service users and other professionals. Poster displays and showcasing information.
Information and Communication Technology (ICT)	5	Using technology in a technology enabled care setting, gathering input, storage, organisation and retrieval of pre-recorded oral or video data to submit course work. Reflection and witness testimony.
Problem Solving	5	<p>Written assessment, group discussion, simulated case scenarios and/or actual practical activity to demonstrate critical thinking and problem solving. Reflection, witness testimony.</p> <p>Component of Problem Solving — Planning and Organising at SCQF level 5</p> <p>Written assessment, reflection and using technology to plan and prepare practical activities. Witness testimony and feedback from service users and other professionals.</p>

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 candidates 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	11	12	13	14	15	16
J48M 34	Working with Technology Enabled Care	x	x	x	x												
J48P 34	Technology Enabled Care: Response					x	x	x									
J48R 34	Technology Enabled Care: Installation, Maintenance and Repair								x	x	x						
J48S 34	Technology Enabled Care: Call Handling											x	x	x			
J48N 34	Using Digital Technology to Support People in Health, Housing and Care														x	x	x

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	National Occupational Standard																	
		SCD HSC 0370	SCD HSC 0414	SCD HSC 0234	SCD HSC 0426	SCD HSC 0369	SCD HSC 0225	SCD HSC 0022	SCD HSC 0242	SCD HSC 0386	SCD HSC 0229	SCD HSC 0399	SCD HSC 0395	SCD HSC 0242	SCD HSC 3115	SCD HSC 0416	SCD HSC 00243	SCD HSC 0042	SCD HSC 0450
J48M 34	Working with Technology Enabled Care	X	X	X	X	X	X	X											
J48S 34	Technology Enabled Care: Call Handling			X					X	X		X		X	X				
J48P 34	Technology Enabled Care: Response	X		X					X		X		X	X	X				
J48S 34	Technology Enabled Care: Installation, Maintenance and Repair		X	X												X	X	X	X
J48N 34	Using Digital Technology to Support People in Health, Housing and Care	X		X		X	X	X											

5.3 Mapping of Core Skills development opportunities across the qualification

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
J48M 34	Working with Technology Enabled care	S	S	S	S	S	S	S	E@5	S	S	E@5	S
JE8S 34	Technology Enabled Care: Call Handling	S	S	E@6	S	S	S	S	E@5	S	S	S	S
J48P 34	Technology Enabled Care: Response	S	S	S	S	S	S	S	E@5	S	S	E@5	E@5
J48R 34	Technology Enabled Care: Installation, Maintenance and Repair	S	S	S	S	S	S	S	E@5	S	S	S	S
J48N 34	Using Digital Technology to Support People in Health, Housing and Care	S	S	S	S	S	S	S	E@5	S	S	E@5	S

5.4 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Working with Technology Enabled Care	Provide a reflective account (of no more than 500 words or equivalent) to describe workplace experience of communicating with a service user. It is suggested that the candidate describes their communication skills and any barriers they experienced in establishing or maintaining a professional relationship. The candidate could explore the differences between face to face contact with a service user and communicating using technology as a medium. Centres may wish to create real time or simulated environments to enable candidates to achieve this outcome. Where this is not possible,	Provide evidence from a group discussion (of no more than 500 words) on how to empower and motivate individuals to self-manage. Other examples of evidence may be the use of witness observations or reflections on goal setting/working in partnership or motivating a service user to self-manage their health condition. Simulated examples could be developed by centres for candidates who only have one off contact with individuals or do not have direct access to individuals and or those who are managing their health and wellbeing. Alternatively, real or simulated activities can be used to enable candidates to generate	Provide a reflective account (no more than 500 words or equivalent) that outlines the underpinning values and principles used every day within the workplace when working with service users, carers and other professionals. The candidate could reflect on how these values and principles support the following: <ul style="list-style-type: none"> ◆ treat and value each person as an individual ◆ respect the individual's rights, personal preferences, and independence ◆ respect an individual's diversity, culture and values ◆ safeguarding vulnerable people 	Provide a reflective account (of no more than 500 words or equivalent) to demonstrate their workplace experience of contributing to a service users technology enabled care assessment and plan of care. Consideration could be given to: <ul style="list-style-type: none"> ◆ the assessment process for technology enabled care equipment or devices ◆ the individual's personal preferences and needs ◆ the environmental assessment and the individuals care needs ◆ confirming suitability of

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
	<p>candidates could utilise a case study example and reflect on the skills used.</p>	<p>the evidence for this unit. Candidates could provide a witness, supervisor, or peer feedback on their demonstration of this skill.</p>		<p>equipment installed</p>
<p>Technology Enabled Care: Call Handling</p>	<p>It is recommended that the candidate provides evidence to show that they have developed or advanced their call handling skills. Candidates may show they have met the evidence requirements by submitting a voice recording or simulated call recordings from their workplace activities that illustrates them undertaking the role of a call handler (no more than 5 minutes). Alternatively, in areas where this is not possible to achieve, tutors could provide witness testimony or direct observation of practice</p>	<p>It is recommended that the candidate provides evidence to show they have the knowledge and understanding of the role and responsibilities of the organisation that provides call handling services and that they know how to safeguard sensitive, personal information. Using a simulated/live/or previously recorded scenario, candidates can be observed undertaking their role as a call handler and then asked to provide a written account in no more than 1,000 words about their role and responsibilities in safely managing the services users reason for call and how their data was accessed, recorded and stored.</p>		

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
	to support the achievement of the evidence requirements. Call review documents could also be used as evidence.			
Technology Enabled Care: Response	It is recommended that candidates are asked to submit one assessment to demonstrate their knowledge, skills and understanding associated with the role of a technology enabled care responder. This assessment should include demonstration of undertaking the role of technology enabled care responder in a real or simulated environment. The candidate should provide confirmation of having demonstrated this skill from a workplace supervisor/peer.			
Technology Enabled Care: Installation, Maintenance and Repair	<p>It is recommended that candidates are asked to submit one assessment to demonstrate their knowledge, skills and understanding associated with the role of installing, maintaining and repairing technology enabled care equipment. This assessment should include (1) demonstration of undertaking the role of installer in a real or simulated environment. (2) testing and teaching the service user to use the equipment (real and or simulated environment; and (3) demonstrating how to maintain and repair equipment in accordance with manufacturing guidelines (real or simulated environment). The candidate should provide confirmation of having demonstrated these elements from a workplace witness/supervisor/or peer.</p> <p>The witness/supervisor/or peer feedback should form part of the evidence to show that the candidate has demonstrated this skill. Candidates should incorporate a reflective component to match the witness/supervisor or peer feedback and specify their learning and the skills they have used or developed from the activity (no more than 1,000 words).</p>			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Using Digital Technology to Support People in Health, Housing and Care	<p>Candidates could provide a reflective account (of no more than 500 words or equivalent) to describe their workplace experience of communicating and supporting a service user. It is suggested that the candidate reflects on their area of practice and discuss on how digital technology can or is used to support people they care for. This will enable the candidate to examine digital technology as the users preferred ways of communicating and ways to improve trust in digital technology from a service user and workers perspective. Where it is not possible to reflect on practice from a health, social care or housing context, candidates</p>	<p>Candidates could provide evidence from a reflective discussion (of no more than 500 words) on how digital technology can be used to empower people to communicate, self-manage and make decisions about their health and social care. Alternatively, candidates can opt to reflect on how they have enabled a service user or carer develop their health literacy skills.</p> <p>Simulated or case study examples could be developed by centres for candidates who only have one off contact with individuals or do not have direct access to individuals and or to those who are supporting people with language, sensory, physical or</p>	<p>Candidates could provide evidence from a poster display to showcase a new or emerging technology. This should capture the candidate's field of practice, eg health, social care or housing and the candidate should evaluate the benefits to the individual and service. Alternatively, candidates could reflect on the development of their own digital and health literacy skills as they research and explore new and emerging technologies.</p>	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
	could be provided with a simulated or case study example to enable them to discuss and reflect on the issues.	cognitive issues. Candidates should be encouraged to reflect on the skills they are using.		

6 Guidance on approaches to delivery and assessment

The Professional Development Award (PDA) in Technology Enabled Care at SCQF level 7 has been designed and developed to support Scotland's Digital Health and Care Strategy and workforce education around Technology Enabled Care.

The delivery of the Professional Development Award (PDA) should be delivered using a blended learning approach. This should include options for distance learning, delivery/support by video conferencing, e-learning and face to face contact.

Each unit has a range of assessment approaches to enable candidates to achieve the evidence requirements. These have been specifically designed with a work-based learning model in mind. Candidates undertaking this award are likely to be working or have an interest in this field therefore utilising reflective practice; witnessed observations and feedback from others was considered the best methods of meeting the evidence requirements. Should a Centre identify that these methods are not achievable in their field of practice, flexibility in the assessment approach is welcomed if the centre can show how the evidence requirements will be met.

6.1 Sequencing/integration of units

It is recommended that candidates commence the award by undertaking the mandatory unit. This sets the context of the award and enables the candidate to explore the values and principles that underpin technology enabled care practice. Leading on from this the option module selected by the candidate is likely to be dependent on their area of interest or job role. For example, a call handler may choose to undertake the *Technology Enabled Care* unit on call handling or response.

6.2 Recognition of prior learning

SQA recognises that candidates 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 candidate 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 licence 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.

6.2.1 Articulation and/or progression

This award contributes to the progression of candidates in terms of their Continued Professional Development (CPD) in the field of Digital Health and Care. Candidates may use this award to show future or current employers' evidence of their achievements and to enable them to progress in their careers.

6.2.2 Professional recognition

It is acknowledged that candidates may be working towards or have undertaken SVQ Social Services and Health Care level 2 and 3 units; therefore, by undertaking the Professional Development Award (PDA) candidates may also be gathering evidence for the knowledge components of the SVQ Social Services and Health Care level 2 and possibly level 3. Similarly, candidates who have already completed the SVQ Social Services and Health Care level 2 may be able to use components of their portfolio towards the achievement of the Professional Development Award (PDA) units. Candidates should speak to their assessor/tutor if they would like to seek Recognition of Prior Learning (RPL).

It is important to note that the Professional Development Award (PDA) in Technology Enabled Care at SCQF level 7 does not provide automatic certification of skills and is dependent on the evidence produced by individual candidates.

6.2.3 Transitional arrangements

There are no transitional arrangements required for this award.

6.2.4 Credit transfer

There are no credit transfer arrangements anticipated for this award however, if candidates present a prior award or qualification that can be mapped to the outcomes and evidence requirements for a unit within the PDA, this will be considered on a case by case basis by the centre and SQA.

6.3 Opportunities for e-assessment

This Professional Development Award (PDA) should be delivered on a part-time flexible basis. The emphasis for delivery of this unit should be on blended learning, this should include options for distance learning, delivery/support by video conferencing, e-learning and face to face contact within SQA approved centres.

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communications Technology (ICT), such as e-testing or the use of e-portfolios etc. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

6.4 Support materials

A **list of existing Assessment Support Packs (ASPs)** is available to view on SQA's website.

Assessment Support Packs are in development and will be available to support the qualification in the future.

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 candidates 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 candidate 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:

- ◆ candidates 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 candidates 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.

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. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

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9 General information for candidates

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.

The aim of the Professional Development Award in (PDA) Technology Enabled Care at SCQF level 7 is to equip you and colleagues across Scotland with the knowledge and skills required to embed Technology Enabled Care into health and social care practice supporting positive health and wellbeing outcomes for people. The Professional Development Award (PDA) has been inspired and made possible by feedback from you and your employers across health, housing and social care contexts requesting an award that fits your job role and to support the workforce in general to work in an ever-changing digital society.

The award will be of interest to people who are new to or have an interest in Technology Enabled Care and those who are already working in this area who want to develop and advance their knowledge, skills and abilities in this every-changing field of work. You will be able to develop their work-based learning skills and be able to use the award to progress in your career through Continuous Professional Development (CPD).

The group award comprises of a total of 16 SCQF credit points at SCQF level 7 and is achieved on the successful attainment of the mandatory unit and one of the four optional units. The Professional Development Award (PDA) in Technology Enabled Care will be awarded on the completion of a total of 16 SCQF credit points at SCQF level 7.

To undertake the award, it is recommended that you should have good communication skills, both written and oral. This could be evidenced by the achievement of a communication unit at SCQF level 5, or equivalent; or alternatively, this could be evidenced by an employer's reference or the process of application and/or pre-course interview. Candidates should also be in a work situation that allows them to demonstrate the evidence requirements for this unit through real or simulated work activities. Entry for the award is at the discretion of the centre.