Group Award Specification for:

HNC Healthcare Practice

Group Award Code: GR4N 15

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Contents

1   Introduction

The HNC/D Care and Administrative Practice was first validated in 2011 and it has since gone through various amendments and improvements in response to sector changes. This latest iteration has seen significant changes to the HNC qualification to which this group award specification refers.

The administrative branch of the HNC Care and Administrative Practice has been removed due to poor uptake therefore the new HNC Healthcare Practice is only focused on clinical healthcare.

The impetus for re-writing the HNC Care and Administrative Practice came from the NMC's Future Nurse agenda and the subsequent changes to the pre-registration nursing degree curricula. These changes have been incorporated into the new HNC Healthcare Practice to provide a programme that is up-to-date, evidence based and person-centred and that promotes the development of a compassionate, responsive, resilient and professional workforce.

As NHS Education Scotland states in their 2019–2024 Strategy Vision, it is essential to have 'the right numbers of skilled, trained and supported staff, in the right place, at the right time, in the right role (NES 2019). This vision is fundamental to the philosophy of the HNC Healthcare Practice. If the sector is to address the challenges facing health and social care delivery in Scotland it is imperative that all stakeholders continue to find ways to widen access to health and social care careers. Widening access is the focus of the Chief Nursing Officer's Report, which recognises the importance of offering appropriate support and education routes in order to widen participation approaches and provide flexible pathways (Scottish Government, 2018). The new HNC Healthcare Practice plays a significant role in this strategy and continues the tradition established by the HNC Care and Administrative Practice and its predecessors, of offering alternative routes into nursing, midwifery and allied health profession careers.

In addition, in recognising that support workers are central to the NHS in Scotland, this is a nationally recognised qualification that incorporates the induction standards for HCSW and supports the Code of Conduct for these workers, thereby supporting the career development of this essential group of core workers within Scotland's health and social care delivery strategy. In conjunction with The Healthcare Support Worker Advisory Group (NES 2018), the development of the HNC Healthcare Practice supports the belief that it is important for all HCSWs to have access to new training programmes and recognised qualifications. This will enable them to develop their own careers in order to make the most of their abilities and maximise their contribution to patient care and the health service in Scotland.

The main target group for this award therefore will be those seeking employment in the NHS in a Senior Healthcare Support Worker (SHCSW) (SCQF level 7) role within a clinical setting. It will also appeal to those seeking to progress to related SCQF level 8 or 9 programmes in the health or integrated care fields. While likely to be particularly attractive to younger people entering the NHS. this qualification will also appeal to adult returners. Within this national context the following section provides details on the emerging roles and range of support workers within the health sector and the relevance to the HNC Award.

This HNC qualification will develop an appropriately skilled and qualified workforce that meets both future and current needs within the clinical roles on level 3 of the NHS Career Framework (CF) (SCQF level 7). Competences and National Occupational Standards (NOS) describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. NOS are tools to help individuals, organisations and training providers to improve performance, Skills for Health, the body responsible for developing NOS for the UK health sector, has created an extensive database of competences each referring to a different health-related function. The NOS for support workers at CF level 3 were considered in designing this new qualification and the standards have been mapped and embedded throughout the award. This ensures the award matches the requirements at CF level 3 to the appropriate SCQF level and through this provides a rigorous education and training framework for SHCSW roles.

To illustrate this, Table 1 shows the education and training requirements for each level of the CF linked to the equivalent level on the Scottish Credit and Qualifications Framework (SCQF). A Senior Health Care Support Worker (SHCSW) role is therefore aligned at level 3 on the CF. The educational requirement for a potential employee at CF level 3 is a qualification at SCQF level 7. Once in post however, a Senior HCSW in a clinical role must show consolidation of practice in a CF level 3 role before progressing into a clinical Assistant Practitioner role at CF level 4.

Table 1: Overview of Career Framework Matched to SCQF levels

	NHS career framework	**Matched SCQF level**
9	More senior staff	
8	Consultant practitioners	
7	Advanced practitioners	
6	Senior practitioners	
5	Practitioners	9
4	Assistant practitioners	8
3	Senior healthcare support workers	7
2	Healthcare support workers	5/6
1	Support workers	

NHS Education Scotland have indicated that SHCSWs will be given the opportunity and support to undertake and achieve a relevant programme of learning at SCQF level 7. This will allow them to develop within their role in compliance with the NHS Knowledge and Skills Framework (KSF), and if a relevant accredited programme of learning is completed, will provide a progression route to assistant practitioner level. Assistant practitioners will be given the opportunity to undertake and achieve a relevant programme of learning at SCQF level 8; which may include Professional Development Awards such as the PDA Acute and Community Care (SCQF level 8) which was developed from the year 2 units of the HND Care and Administrative Practice clinical route. This will also allow them to develop within their role and provide a progression route to entry to a pre- registered undergraduate programme.

The HNC Healthcare Practice is therefore aimed at providing a specific qualification for those wishing to enter the NHS workforce at level 3 of the NHS CF in clinical roles. The HNC Healthcare Practice will provide the skills and knowledge demanded of a modern working environment, this will allow for progression to employment of a general healthcare nature. Consultation has established that employers will use this award in the recruitment and selection of staff and for upskilling purposes. The HNC Group Award has been designed to meet the requirements of the CF level 3 roles in clinical areas with a mandatory nine units. The rationale for this is to create a set of skills and competences across all potential occupational areas, and to optimise team working and transferrable skills. This qualification meets the requirements of CF level 3 on the NHS CF in clinical roles, in addition, successful completion of the HNC meets the requirement for entry into a number of undergraduate programmes. As well as entering employment at CF level 3 the HNC will allow learners to articulate with advanced standing to Year 2 of designated degree programmes in healthcare practice.

Scottish Government (2017) *The CNO Commission On Widening Participation In Nursing And Midwifery Education And Careers* [Online]. Available at: **https://www.gov.scot/binaries/content/documents/govscot/publications/corporate-report/2017/12/cno-commission-widening-participation-nursing-midwifery-education-careers/documents/00528586-pdf/00528586-pdf/govscot%3Adocument/00528586.pdf** (Accessed: 15/05/2020)

NHS Education Scotland (2019) *Strategic Framework 2019-2024* [Online]. Available at: https://nes.scot.nhs.uk/media/4267243/NES_Strategic_Framework_2019_2024.pdf (Accessed: 1/6/2020)

NMC (2018) *Future nurse: Standards of proficiency for registered nurses* [Online]. Available at: **https://www.nmc.org.uk/** (Accessed: 29/5/2020)

2   Qualification structure

HNC Healthcare Practice

The structure of the HNC Healthcare Practice Award has one pathway with nine mandatory units totalling 96 SCQF credits points.

2.1   Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J4DM	34	Safe Working Practice for Care Or	1	8	7
J5RA*	34	Safe Working Practice for Care			
J4DN	34	Therapeutic Relationships; Understanding Behaviour Or	1	8	7
J5R8*	34	Therapeutic Relationships; Understanding Behaviour			
J4DP	34	Sociology and Health in Scotland Or	1	8	7
J5R6*	34	Sociology and Health in Scotland			

J4DR	34	Professional Standards for Care Practice	1	8	7
J4DS	34	Understanding Personal and Professional Development	1	8	7
J5R7*	34	Or Understanding Personal and Professional Development			
J4DT	34	Clinical Skills for Care Practitioners	3	24	7
J4DV	34	The Human Body in Health and Illness	2	16	7
J4DW	34	Exploring Mental Health	1	8	7
J5R9*	34	Or Exploring Mental Health			
J4JY	34	Healthcare Practice: Graded Unit 1	1	8	7

*See history of changes for revisions

3 Aims of the qualification

In addition to the main aim of providing a vocational qualification, the main subsidiary aim of this award is to enable learners to progress to further academic/professional qualifications by providing them with the skills and competences required for HE entry level.

3.1 General aims of the qualification

1 Develop transferable skills including the Core Skills of *Communication*, *Information and Communication Technology (ICT)*, *Numeracy*, *Problem Solving* and *Working with Others*.
2 Develop study, academic writing and research skills.
3 Develop knowledge and personal effectiveness.
4 Develop skills such as critical thinking and reflection.
5 Develop employment skills and provide opportunities for career planning and enhancing learner's employment prospects.
6 Develop employment skills related to the National Occupational Standards.
7 Enable progression within the Scottish Credit and Qualifications Framework and into HEIs.
8 Provide academic stimulus and challenge.

3.2 Specific aims of the qualification

1 Develop and apply a broad range of specialised vocational knowledge and skills.
2 Develop and awareness of legal issues, data management and ethical considerations.
3 Enable the development of reflective practice.
4 Promote career progression and academic pathways for and within a range of settings.
5 Develop the ability to work co-operatively with others.
6 Develop the underpinning knowledge that enables integration of theory and practice.
7 Provide the competences required by employers.

3.3 Graded unit

All graded unit specifications are available from SQA's website (**www.sqa.org.uk**). The purpose of the graded unit is to assess ability to retain and integrate the knowledge and skills gained in the mandatory units; to assess that the learner has met the principal aims of the

group award and to grade learner achievement. A graded unit is assessed and a grade of A, B or C awarded to learners who successfully achieve the unit.

Learners will take a one credit graded unit at SCQF level 7 in the HNC.

The graded unit takes the form of:

♦ *Healthcare Practice: Graded Unit 1* (Project based on an activity at SCQF level 7)

This unit covers the integration of a range of knowledge and skills achieved through study of all of the course the mandatory units. This assessment should take place towards the end of the programme to ensure that learners have covered the topics which will be assessed within the graded unit.

4   Recommended entry to the qualification

Formal qualifications

As with most SQA qualifications, access is at the discretion of the centre. It would be beneficial if learners possessed at least one of the qualifications listed below to gain access to the award. (The recommendations are for guidance only and although this list is not exhaustive, it provides examples of appropriate formal entry qualifications).

♦ Any National Qualifications Group Award at SCQF level 6 in communication, care, or other relevant area
♦ Any two relevant National Courses at SCQF level 6 in communication, care, or other relevant qualification, together with three National 5 passes at SCQF level 3 or above
♦ Relevant National Unit at level 6
♦ Relevant SVQ level 3
♦ Equivalent qualifications from other awarding bodies
♦ Any appropriate combination of the above qualifications

Work experience

Consideration should also be given to those learners, particularly mature learners who have relevant work/life experience and do not possess formal qualifications, but whose prior experience and maturity indicate that they are likely to succeed on the course. Work experience that may be considered suitable could include:

♦ Paid or voluntary roles that include aspects of care
♦ Experienced care workers, either voluntary or paid (Community, Social, Private or NHS)

General

Where English is not the first language of the learner, it is recommended that learners possess English for Speakers of Other Languages at an appropriate level or IELTS at 5.5. Articulation agreements may however stipulate learners exit from this award with a minimum of 7 before commencing pre-registration programmes.

Direct entry to the programme could be offered to those applying with equivalent qualifications form this country or other countries, providing the competencies can be identified and are appropriate.

Centres may wish to consider appropriate support for those learners whom English is not their first language.

The selection criteria for this award should consider the specific requirements of professional bodies such as the Nursing and Midwifery Council and Health and Care Professions Council, as learners may wish to apply to study these programmes following completion of the award. For example, previous disclosure and health checks.

♦ A pre-course values-based interview and an appropriate references are recommended
♦ A Disclosure Scotland and health status check may also be necessary

Centres should adhere to legislation and local authority guidelines where learners come in to contact with children and/or adults at risk. It is important that there are robust protection policies and procedures in place which students should be made aware of, and it should be clear that they are required to comply with these.

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	5	Group presentation, written reports and essays and spoken communication throughout the programme.
Numeracy	5	Calculations, activities and assessments in *Clinical Skills for Care Practitioners*.
Information and Communication Technology (ICT)	5	E-learning activities and assessments essential to the successful undertaking of the whole programme.
Problem Solving	5	Embedded within the competences of *Clinical Skills for Care Practitioners*, *Healthcare Practice: Graded Unit 1* and *Safe Working Practice for Care*
Working with Others	4	Essential to the successful completion of *Clinical Skills for Care Practitioners* and *Safe Working Practice for Care* and from group presentation assessment activities.

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 skills, known as Core Skills, through undertaking this qualification.

5.1 Mapping of qualification aims to units

Code	Unit title	1	2	3	4	5	6	7
	Safe Working Practice for Care	X	X	X	X	X	X	X
	Therapeutic Relationships: Understanding Behaviour	X	X	X	X	X	X	X
	Sociology and Health in Scotland	X	X	X	X	X	X	X
	Professional Standards for Care Practice	X	X	X	X	X	X	X
	The Human Body in Health and Illness	X	X	X	X	X	X	X
	Understanding Personal and Professional Development	X	X	X	X	X	X	X
	Clinical Skills for Care Practitioners	X	X	X	X	X	X	X
	Exploring Mental Health	X	X	X	X	X	X	X
	Healthcare Practice: Graded Unit	X	X	X	X	X	X	X

5.2 Mapping of National Occupational Standards (NOS)

Code	Unit title	National Occupational Standard									
	Safe Working Practice for Care	CHS35	GEN63	SCDHS C0032	PROHS S1	GEN620 12	GEN2	GEN96	SCDHS C0033	PROHS S6	GEN 23	GEN60
		GEN1	PROHS P2	GEN97	SCDHS C0241	SCDHS C0022	SCDHS C0023	SCDHS C0031	IPC9	IPC6	IPC5	IPC3
		IPC2.	GEN98	GEN12	GEN63							
	Clinical Skills for Care Practitioners	HD7	HD2	CHS169	CHS126	SCDHS C0021	GEN12	CHS38	GEN13	GEN 17	SCDHS C0035	GEN98
		CHS115	IPC2	IPC3	IPC5	IPC6	IPC9	SCDHS C0213	IPC4	SCDHS C0246	CHS36	GEN97
		HT4	GEN6	GEN8	CHS5	IPC4	GEN81	PE8	CC07	SCDHS C0241	GEN2	SCDHS C0242
		CHS145	CHS146	CHS147	CHS9	CHS4	CHS11	CHS16	CHS13	CHS14	CHS19	CHS131
		CHS150	GEN4	GEN5	CHS17	GEN15	SCDHS C0031	CHS39	GEN24	CHS78	SCDHS C0214	SCDHS C0027
		SCDHS C0219	GEN63	PROHS S1	SCDHS C0025	SCDHS C0024	SCDHS C0025	SCDHS C0214	PROHS S6	GEN23	GEN 12	GEN 63
		GEN 98	SCDHS C0022	SCDHS C0223	SCDHS C0032	SCDHS C0226	SCDHS C0241	SCDHS C0387	SCDHS C0234	SCDHS C0224	SCDHS C3111	SCDHS C3100
		SCDHS C0031	SCDHS C0213	SCHHS C0219	SCDHS C0035	CH34	CHS56	CHS100	CHS169	OP1	OP12	TEL3
		CHS71	GEN 80	GEN85	CHS212	CHS225	IPC7	PCS6	CHS23	SCDHS C0033	CHS7	CHS131
		CHS2	CHS10	CHS12	CHS14	GEN7	CHS138	CHS136	CHS147	CHS149	CHS17	
	Understanding Personal and Professional Development	GEN12	SCDHS C0033	SCDHS C0023	GEN23	HSC33	GEN13					

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
	Safe Working Practice for Care	E6	E6	E6			E5	E5	E5	E5	E5	E5	E6
	Therapeutic Relationships; Understanding Behaviour	E6	E6	E6			S5	S5	S5	S5	S5	S5	S5
	Understanding Personal and Professional Development	S5	S5	S5					S5	S5	S5	S5	S5
	Clinical Skills for Care Practitioners	E6	E6	E6	E5	E5	E5	E6	E5	E5	E5	E5	E5
	Sociology and Health in Scotland	S5	S5	S5					S5	S5	S5	S5	S5
	The Human Body in Health and Illness	S5	S5	S5	S5	S5							
	Exploring Mental Health	E6	E6	S6			S5	S5	E5	S6	E5	S5	S5
	Professional Standards for Care Practice	S5	S5	S5			S5	S5	S5	S5	S5	S5	S5

5.4 Assessment strategy for the qualification

Unit	Assessment			
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**
Safe Working Practice for Care	Short answer questions		Short answer questions and practical assessment	
Therapeutic Relationships; Understanding Behaviour	Reflective account	Descriptive or comparative essay	Reflective account or case study	
Understanding Personal and Professional Development	Essay or reflective account	Portfolio of supporting evidence with reflective accounts and action plans	Reflective account	
Professional Standards for Care Practice	Investigative report and online exam	Case study with unseen questions answered unclosed-book conditions.		
Sociology and Health in Scotland	Investigative project		Group or individual presentation	
The Human Body in Health and Illness	Closed-book multiple choice or restricted response questions. Outcome 2 should assess four body systems and four medical conditions		Report, case study, leaflet or academic poster.	
Clinical Skills for Care Practitioners	Integrated assessment in the form of a Placement Assessment Document		Closed-book multiple choice with required pass mark of 80%.	
Exploring Mental Health	Investigative essay or report		Investigation presented as a report or academic poster, or power point presentation.	

6 Guidance on approaches to delivery and assessment

The qualifications can be delivered in a number of ways:

♦ Full-time
♦ Day release
♦ Other part-time
♦ Open learning

A combination of these approaches can also be used, depending on the nature of the unit being studied and the employment status of the learner. Centres should ensure when planning a programme of delivery that it reflects the needs and requirements of the learners, especially those in employment. Course delivery should, wherever possible, build on learner knowledge and understanding. In order to be able to complete the following unit: Clinical Skills for Care Practitioners, centres/course providers must ensure that learners are either working in a suitable care environment or that they are able to undertake a work placement in an appropriate setting. The structure of this Award provides learners with units that will develop knowledge for understanding and Units that will develop knowledge for practice. It is essential that centres provide suitable placements for learners to achieve these units. It is further recommended that centres develop guidelines on delivery and assessment in conjunction with placement providers. Any local arrangement for placements should, where possible, involve any relevant educational support systems. It is recommended when using NHS placements that centres collaborate with the appropriate Practice Educator Facilitators (PEFs). This collaboration will maximise and strengthen support between placement supervisors and FE establishments.

It is recommended that the programme of delivery starts with the value-based units and those that provide underpinning knowledge and skills for placement. These are: *Safe Working Practice for Care*, *Therapeutic Relationships: Understanding Behaviour*, *Clinical Skills for Care Practitioners Professional Standards for Care* and *Sociology and Health in Scotland*. Due to the importance of reflective practice in care professionals it is recommended that *Understanding Personal and Professional Development* is delivered across the year of the programme. *Exploring Mental Health* and *The Human Body in Health and Illness* could be delivered concurrently with the *Health Care Practice: Graded Unit 1*.

This model would ensure that learners are provided with the underpinning knowledge for the graded unit.

It is recommended that the graded unit is introduced as soon as placement commences with the practical assignment submitted towards the end of the programme. Learners who will have gained some underpinning knowledge can then make links with their work placement and this will assist them in preparing for the placement. Introducing the graded unit early will allow learners to familiarise themselves with the workplace in preparation for selecting the activity they wish to undertake. The approach to delivery and assessment in this new qualification is varied in order to give the learners and centres the opportunity to deliver a variety of teaching, learning and assessment approaches. The following suggested delivery methods could be adopted by centres:

♦ lectures
♦ tutorials
♦ study packs
♦ problem based scenarios

- ♦ case studies
- ♦ group work
- ♦ presentation
- ♦ online materials
- ♦ IT based teaching materials
- ♦ projects
- ♦ clinical skills simulation
- ♦ virtual learning environments and digital approaches to learning and assessment

Whilst some units can be delivered through open/e-learning, it must be remembered that the entire award cannot be delivered via this route, principally due to the practical Units which assess occupational competence and the delivery and assessment of values-based approaches in the qualification. Throughout delivery, learners should be set clear standards in terms of presentation of information as identified in *Understanding Personal and Professional Development*. It is recommended that standard referencing conventions such as the Harvard referencing system are used throughout so that learners are confident about using wider evidence in support of research and academic reporting and to support the evidence-based practice approaches required by the health professions. This should also ensure compliance with copyright and avoid issues of plagiarism. Centres must ensure that they have suitably qualified and vocationally experienced staff and appropriate resources and equipment for the delivery and assessment of this qualification. Centres must also ensure that sufficient work placements have been secured through appropriate partners, such as local NHS Boards, to allow learners to undertake and be assessed in the relevant units as it is crucial that learners looking to exit into work at CF level 3 or 4 have appropriate work experience through their placement.

6.1   Sequencing/integration of units

It is advised that the sequence for delivery of the clinical pathway focuses on introducing the learner to working safely in care both from a practice and therapeutic perspective. It is therefore suggested that delivery starts with *Safe Working Practice for Care* and *Therapeutic Relationships: Understanding Behaviour* and *Professional Standards for Care Practice*. The delivery of the remaining units will depend upon the programme and placement model being utilised by centres. A suggested three phase timetable could be:

Sequencing of units		
Phase 1	Therapeutic Relationships: Understanding Behaviour	Safe Working Practice
	Clinical Skills for Care Practitioners	Sociology and Health in Scotland
	Professional Standards for Care Practice	Exploring Mental Health, Understanding Personal and Professional Development

Sequencing of units (cont)		
Phase 2	Clinical Skills for Care Practitioners	The Human Body in Health and Illness
	Exploring Mental Health, Understanding Personal and Professional Development	
	Placement	Placement
	Placement	Placement
Phase 3	Clinical Skills for Care Practitioners	The Human Body in Health and Illness
	Healthcare Practice: Graded Unit 1	

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 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

The HNC Healthcare Practice continues the healthcare-based articulation pathways put in place with the HNC Care and Administrative Practice. Since this pathway was created there have been increasing numbers of learners articulating to Year 2 of the undergraduate nursing programmes in a number of Scottish Universities. However, it must be emphasised that this is not a guaranteed articulation route and it depends on learners meeting the criteria for each individual HEI.

6.2.2 Professional recognition

There is no professional qualification attached to this award. However, the HNC Healthcare Practice Award provides a range of underpinning knowledge and skills relevant to the following qualifications awarded by SQA or other awarding bodies:

♦ A range of VQs in Care
♦ A range of PDAs in Care

6.2.3 Transitional arrangements

The HNC Healthcare Practice is a revision of the previous group award. There will be a lapse period of one year for the previous group award GL7W 15 which will finish in July 2021. Learners who hold existing units in the group award GL7W 15, which have been mapped for credit transfer (Appendix A), do not have to be entered for the corresponding revised units. They will be entered for the remaining units and graded unit required to achieve the revised HNC. The units with no credit transfer are:

♦ *Individual Pathways in Health and Social Care*
♦ *Care and Administrative Practice: Graded Unit 1*

6.2.4 Credit transfer

The knowledge and skills gained through undertaking most of the units of the HNC Care and Administrative Practice Award can be directly linked to most units in the HNC Healthcare Practice. There are however changes to the content of some of the units as indicated below:

HNC Care and Administrative Practice		HNC Healthcare Practice	Unit differences in HNC Healthcare Practice
HF25 34 Safe Working Practice for Care	Mostly aligns with	Safe Working Practice for Care	Outcome 2
HF29 34 Therapeutic Relationships: Understanding Behaviour	Does not align with	Therapeutic Relationships: Understanding Behaviour	Outcome 2 and 3

HNC Care and Administrative Practice		HNC Healthcare Practice	Unit differences in HNC Healthcare Practice
HF26 34 Sociology for Care Practice	Does not align with	Sociology and Health in Scotland	Outcome 2 and 3
HF2A 34 Understanding Personal and Professional Development	Does not align with	Understanding Personal and Professional Development	Outcome 2 and 3
HF27 34 Principles of Professional Practice	Does not align to	Professional Standards for Care Practice	Outcome 1, 2 and 3
FN2A 34 Physiology for Care Professionals	Aligns with	The Human Body in Health and Illness	
HG1H 34 Learning Through Practice	Does not align with	Clinical Skills for Care Practitioners	
HFG24 34 Essential Skills for Care Practice	Does not align with	Clinical Skills for Care Practitioners	
HF26 34 Individual Pathways in Health and Social Care	Does not align with any unit in the new HNC Healthcare Practice		
J4DW 34 Exploring Mental Health	Does not align to any unit in the HNC Care and Administrative Practice		

6.3   Opportunities for e-assessment

Centres are encouraged to use new technologies to support and enhance the delivery and assessment of the HNC Healthcare Practice Group Award. Formative e-assessment materials have been developed since the HNC Care and Administrative Practice Award was validated in 2011 and some of these will be relevant for the new award will be available through SQA. More information about online resources available via SQA's SOLAR project can be found at the website — www.sqasolar.org.uk

6.4   Support materials

A **list of exemplar assessments** will be available to view on SQA's website.

6.5   Resource requirements

In order to contextualise the teaching and learning for learners it is strongly recommended that those delivering the HNC Healthcare Practice have a professional qualification and experience of working as a nurse or as an allied health professional. In addition, for centres wishing to deliver the practical core units of HNC Healthcare Practice ie, *Safe Working Practice for Care* and *Clinical Skills for Care Practitioners* it is necessary to have access to appropriate practical resources to be able to teach the necessary clinical skills.

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)

Graded unit: Graded units assess learners' 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 learners to retain and adapt their skills and knowledge.

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.

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 learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date
02	**Addition of Units:** J5R6 34 - Sociology and Health in Scotland, J5R7 34 - Understanding Personal and Professional Development, JR58 34 -Therapeutic Relationships: Understanding Behaviour, J5R9 34 - Exploring Mental Health and J5RA 34 - Safe Working Practice for Care added as either/or options for existing units (J4DP 34, J4DS 34, J4DN 34, J4DW 34 and J4DM 34) with the same title which all finish on 30/07/2023.	15/09/2021

Acknowledgement

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

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.

The Scottish Government and associated professional bodies have published a number of documents examining the future approach to better health care and the roles of the range of professionals involved over the last few years. The outcome of this analysis has included the emergence of posts within NHS Scotland at Senior Health Care Worker and Assistant Practitioner level across a range of occupational areas. This award therefore comes at a time of continuing change for the health and social care sector. In keeping with the Chief Nursing Officer and NHS Education stated aims for workforce planning, this qualification offers a single integrated framework supporting significant alternative career routes both for those seeking to enter the health sector for the first time and those already employed within the sector seeking to improve skills and to meet the emerging job opportunities and requirements. The new award will strengthen skills and career development within the sector. This qualification provides articulation pathways to awards at SCQF level 8 in related fields. Learners will also be able to progress into employment within the health sector in appropriate occupational areas or, while already employed within the sector, can by undertaking the HNC Healthcare Practice support their progression and skills base within the workplace. The nature of the subject area encourages self-reflective practitioners and independent learning and the award structure promotes the ongoing development of specialist skills supported by transferrable skills developed through knowledge, understanding and application.

The overall aim of the HNC Healthcare Practice is to develop knowledge and skills within the health sector workforce, working towards improving outcomes for service users. The award allows you to develop significant professional healthcare practice and understanding within a healthcare setting and will provide a platform that enables you to progress to employment and/or further study at an equivalent or higher level.

Structure of the award

The HNC Healthcare Practice is an SCQF level 7 qualification which contains nine mandatory HN Units which are equivalent to 96 SCQF credit points.

The units you will undertake are:

♦ *Safe Working Practice for Care*
♦ *Therapeutic Relationships: Understanding Behaviour*
♦ *Professional Standards for Care Practice*
♦ *Sociology and Health in Scotland*
♦ *The Human Body in Health and Illness*
♦ *Understanding Personal and Professional Development*
♦ *Clinical Skills for Care Practitioners*
♦ *Exploring Mental Health*
♦ *Healthcare Practice: Graded Unit 1*

You will be assessed throughout the HNC qualification, with assessments taking a range of forms including placement competence, portfolios, practical assignments, classroom assessment, investigative reports, case studies and group presentations.

Towards the end of the HNC you will undertake a graded unit (*Healthcare Practice: Graded Unit 1*), which is designed to assess your ability to integrate the knowledge and skills gained across the course units.

Healthcare Practice: Graded Unit 1 is a 1 credit unit which provides the opportunity to reflect on the main topics covered within the other units and how these link together. On successful completion of the graded unit you will be awarded a grade of A, B or C according to the mark attained. This grading applies only to the relevant graded unit and not the overall HNC Group Award. Articulation and progression the HNC Healthcare Practice has been developed to ensure there are clear articulation pathways in place. Most of the Scottish further education colleges have articulation agreements into the undergraduate nursing and allied health degrees with their local universities.