![SQA Scottish Qualifications Authority logo]

Group Award Specification for:

SQA Advanced Certificate in Occupational Therapy Support

Group Award code: GT2W 47

Validation date: May 2018

Publication date: January 2022

Version: 1.0

Contents

1   Introduction

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 higher education institutions of the aims and purpose of the qualification

♦   provide details of the range of learners that the qualification is suitable for and the progression opportunities

The SQA Advanced Certificate in Occupational Therapy Support was originally developed in 1990 by a consortium of representatives from the College of Occupational Therapists (COT) (now Royal College of Occupational Therapists (RCOT), universities delivering Occupational Therapy education, employers and further education. It was first jointly validated in 1991 by SCOTVEC and COT (see Appendix 1). Subsequent validations followed in 1996, 2002 and 2008 with ongoing and regular reviews, updates and history of changes. The SQA Advanced Certificate was one of the first advanced awards within the Scottish Qualification framework to be jointly validated and subsequently certificated with another professional body (COT).

Various delivery routes have been offered. The distance learning route provides opportunities for workers in remote and rural areas and meets the needs of occupational therapy support workers and employers across the UK and beyond. Through the distance learning route the award continues to be appropriate for all occupational therapy support staff across the diverse range of areas where occupational therapy is practiced. It has increasingly been used by staff to provide evidence of capability, competence and development. The full-time route is in place to provide opportunities for individuals with previous care experience to enter the field of occupational therapy. Many full-time students use the award to gain employment as support workers within occupational therapy or to access the degree in occupational therapy. The course is generic in its delivery but focused in practice. Continuing uptake of both routes offered reflect the market requirements and sustainability of the course.

The award is viewed as a valuable qualification for occupational therapy support staff across health and social care sectors and other sectors where practice is established and emerging. The award draws on and reflects the RCOT Professional Standards for Occupational Therapy Practice (2017), the RCOT Code of Ethics and Professional Conduct (2015) and the Career Framework (2017). It also aims to meet requirements within, eg Health and Social Care standards (Scottish Government 2018) and the fundamental standards (Care Quality Commission 2017), the 20:20 Vision for Health and Social Care Scotland, The Health Quality Strategy for NHS Scotland, Scottish Government 2010, NHS Scotland Career Framework (2009) Scottish Government; A Guide to Education and Role Development for Health Care Support Worker (2010), the Health and Social Care delivery plan Allied Health Professions in Scotland Active and Independent Living Improvement Programme. The award also supports Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 and the Impacts, Commitments and Priorities of Allied Health Professions into Action England 17–20.

It is recognised and valued by stakeholders in higher education as a firm grounding in the profession's philosophy, principles and practice. Regular engagement and consultation with HEIs ensure delivery of the SQA Advanced Certificate meets articulation requirements.

Occupational therapists work across a range of sector areas. These include health care, local authority (social care, housing, education) and within the third sector. Within occupational therapy, support workers play a valued and key role. Support worker roles and responsibilities continue to extend. It should be noted that support worker roles come under a variety of job titles including for example; occupational therapy assistant, occupational therapy support worker, technical instructor, assistant practitioner, generic support worker, rehabilitation assistant and health or social care support worker.

Moves towards increasing responsibility and accountability of support workers mean that they must demonstrate that they are up-to-date with knowledge, skills, techniques and developments in practice. The continuing workforce development moves towards assistant practitioner and para-professional roles is also recognised. The award reflects the need for a structured approach to continuing professional development that assists the assimilation of theory to practice. The award is recognised by NES (NHS Education Scotland), it sits on HCSW pathway and takes account of the NES Pillars of Practice and the subsequent RCOT Career Framework. It supports the focus of key government strategy and vision of high quality, safe and effective person centred, personal outcome approaches with a focus on self-management, prevention and early intervention. The enhancement of transferable skills and cross sector working is also key within the current climate of integration. The SQA Advanced Certificate fully supports the development and training of the workforce (*2020* Shared Vision Statement). The emphasis throughout the SQA Advanced Certificate is on health and wellbeing, a personalised approach, partnership working and the integration of health and social care. The importance of developing a responsive, competent, skilled, knowledgeable and flexible workforce is cognisant.

2 Qualification structure

This group award is made up of 12 SQA unit credits. It comprises 96 SCQF credit points at SCQF level 7. A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

Learners are required to achieve all units.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J5B4	47	Occupational Therapy: Context and Development*	1	7	8
J5B5	47	Occupational Therapy: Needs and Rights*	1	7	8
J5B6	47	Occupational Therapy: Policies, Procedures and Professional Standards*	1	7	8
J5B7	47	Occupational Therapy: Aspects of Sociology	1	7	8
J5B8	47	Occupational Therapy: Anatomy and Physiology	2	7	16
J5B9	47	Occupational Therapy: Psychology and Human Development	2	7	16
J5BA	47	Occupational Therapy: Philosophy, Theory and Practice*	2	7	16

J5BB	47	Occupational Therapy: Quality Improvement Audit*	1	7	8
J5BC	47	Occupational Therapy Support: Graded Unit 1	1	7	8
			12		96

(i) Vocational preparation is an overriding principal of the course. There are six SQA Advanced credits* dealing specifically with occupational therapy practice. All these units contain practice work-based elements. These units develop the framework in which theory and practice combine to equip learners to meet the specific aims of the award (2.2).

(ii) Five of the unit credits# further underpin occupational therapy practice. These units provide knowledge and skills supporting the specialist occupational therapy units, and are essential to the understanding of the work of the occupational therapy profession.

(iii) The remaining credit comes from the graded unit. This unit enables learners to demonstrate understanding and application of previous learning within the SQA Advanced Certificate and aims to enhance evaluative and reflective skills. This unit also provides a learner with a performance grade.

3 Aims of the qualification(s)

3.1 General aims of the qualification(s)

The SQA Advanced Certificate aims to provide a flexible and integrated developmental programme of theory to practice, enabling learners to:

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

3.2 Specific aims of the qualification(s)

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

10 demonstrate, through practice, knowledge and understanding of occupational therapy principles, values and philosophy
11 have a person-centred focus in their practice
12 gain an understanding of the centrality of occupation to the human being
13 understand the link between human function and purposeful activity

14 take cognisance of changing demographic factors and understand the link between these and service developments

15 develop a working knowledge of current (and developing) legislation and policy

16 develop and effectively integrate the specific values, skills and knowledge required in the practice of occupational therapy across the range of settings

17 progress to assistant practitioner/para-professional roles

18 develop principles learning and engage in continuing professional development, thus maximising and extending inherent ability, flexibility and potential

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

20 work towards gaining assessed clinical hours (minimum 240 hours) essential to the completion of the SQA Advanced Certificate and to progress to BSc (Hons) in Occupational Therapy

3.3 Graded unit(s)

The graded unit is designed to enable learners to integrate learning across the range of units. Learners will be required to draw upon knowledge development and assignments from other units within the SQA Advanced Certificate and evidence application to the workplace or placement setting evidencing the integration and analysis of knowledge and skills.

Recommended prior knowledge and skills: It is recommended that learners should have completed the following units prior to undertaking this graded unit:

♦ J5B4 47 *Occupational Therapy: Context and Development*
♦ J5B5 47 *Occupational Therapy: Needs and Rights*
♦ J5B6 47 *Occupational Therapy: Policies Procedures and Professional Standards*
♦ J5B8 47 *Occupational Therapy: Anatomy and Physiology*
♦ J5B7 47 *Occupational Therapy: Aspects of Sociology*
♦ J5BA 47 *Occupational Therapy: Philosophy, Theory and Practice*

They should also have completed, or be in the process of completing:

♦ J5B9 47 *Occupational Therapy: Psychology and Human Development*
♦ J5BB 47 *Occupational Therapy: Quality Improvement Audit*

The graded unit is designed to provide evidence that learners have achieved the following principal aims of the SQA Advanced Certificate in Occupational Therapy Support to:

♦ demonstrate through practice, knowledge and understanding of occupational therapy principles, values and philosophy
♦ understand the link between human function and purposeful activity
♦ further gain an understanding of the centrality of occupation to the human being
♦ have a person-centred focus in their practice
♦ apply their working knowledge of current (and developing) legislation and policy
♦ continually reflect on and critically evaluate their practice within occupational therapy settings
♦ develop self-directed study and research skills
♦ enhance work practice and employment prospects
♦ develop critical and evaluative thinking
♦ develop transferable skills, enabling versatility/adaptability within the workplace and career progression

The graded unit will be assessed by the use of a practical assignment (project). The project provides an opportunity to produce evidence that demonstrates the meeting of all aims. The project is in the form of a case study.

4   Recommended entry to the qualification(s)

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:

All applicants are expected to demonstrate that they have the personal qualities, values, skills and commitment commensurate with a career in occupational therapy support and that they have the potential to meet the academic and practice demands of the course. All applicants must have practical experience of a relevant nature and quality, and have a level of maturity consistent with work of this nature. A screening process should include current references from a care setting, evidence of continuing professional development and previous relevant qualifications. It is a requirement that learners be interviewed by an occupational therapist on the course team. All applicants must be working with and/or be able to gain the supervision of an occupational therapist within their workplace or on placement.

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

♦   2 Highers (SCQF level 6) or equivalent
♦   Demonstration of communication skills through achievement of certificated courses, eg Core Skill of *Communication* at a SCQF level 6
♦   Experience of employment as a support worker within an occupational therapy setting
♦   Current employment within an occupational therapy setting
♦   Successful completion of a relevant programme of study based on SQA National Certificate SCQF level 6 programmes, eg social or health care
♦   Care experience should be recent and over a period of at least six months and for a minimum of 200 hours

Full-time applicants' suitability should also be recommended through two references one from employment (paid or voluntary) within the care sector. Applicants to the full-time route will be required to satisfactorily complete the PVG (Protecting Vulnerable Groups) process (or criminal records bureau check for England/Northern Ireland/Wales). Applicants may also be made aware of occupational health and fitness to practice requirements for working in the care sector. Full-time applicants may evidence care experience through paid or voluntary work or through placement as an SCQF level 6 student. Distance learning applicants must be working in the role of support worker within an occupational therapy setting. It is expected that all distance learning applicants will have satisfactorily completed the PVG or equivalent process as part of their conditions of employment.

Entry is at the discretion of the centre. Centres may also consider applicants who, for whatever reason, do not necessarily meet the above criteria but are otherwise considered suitable learners. In addition, speakers of languages other than English will be required to evidence achievement of minimum IELTS at 6, expecting to progress to 7 by the end of the course if

they wish to progress to HE. Learners should be aware that some articulation agreements may stipulate learners exit from this award with minimum of 7 before commencing pre-registration programmes.

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 whether additional learning support needs should 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	Reflective accounts, essays, research activities, case studies, research, presentations
Numeracy	5	Audit statistics, research activities
Information and communication technology (ICT)	5	Reflective accounts, essays, research activities, case studies
Problem solving	5	Practical activities, class-based assessments, audit activities
Working with others	5	Projects, presentations, case studies, practical assessments, reflective accounts

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 more generic skills, known as Core Skills, through 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**	**17**	**18**	**19**	**20**
J5B4 47	Occupational Therapy: Context and Development	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		
J5B5 47	Occupational Therapy: Needs and Rights	X	X	X	X		X	X	X	X	X	X			X	X	X	X	X	X	X
J5B6 47	Occupational Therapy: Policies, Procedures and Professional Standards	X	X	X	X		X	X	X	X	X	X			X	X	X	X	X		X
J5B7 47	Occupational Therapy: Anatomy and Physiology	X	X	X	X		X		X	X				X			X	X	X		
J5B8 47	Occupational Therapy: Psychology and Human Development	X	X		X	X		X	X	X		X		X				X		X	
J5B9 47	Occupational Therapy: Philosophy, Theory and Practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
J5BA 47	Occupational Therapy: Aspects of Sociology	X	X		X	X		X	X	X		X		X				X		X	
J5BB 47	Occupational Therapy: Quality Improvement — Support: Audit	X	X	X	X	X	X		X	X	X				X			X	X	X	X
J5BC 47	Occupational Therapy Support: Graded Unit 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

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. The award is mapped against relevant NOS for occupational therapy. The group award has also been mapped against professional standards. It should be noted that the skills, knowledge and understanding developed within the units of study enable the individuals meet these standards in occupational therapy. (For titles, see Appendix 3.)

Code	Unit title	Outcome and National Occupational Standards			
J5B4 47	Occupational Therapy: Context and Development	SCDHSC0352 SCDLMCA1 SCDHSC 0031 SCDHSC 0033	SFHGEN15	SFHGEN15 SCDHSC0352	SFHGEN15 SCDHSC0352	
J5B5 47	Occupational Therapy: Needs and Rights	SFHGEN15 SCDHSC0352	SFHGEN15 SFHGEN75 SCDLMCA1 SCDHSC 0035 SCDHSC 0328	SFHGEN15 SCDHSC0352	SFHGEN15 SFHGEN75 SCDHSC0352 SCDHSC 0031	
J5B6 47	Occupational Therapy: Policies, Procedures and Professional Standards	SCDHSC0352	SFHGEN15 SCDHSC 0032 SCDHSC0352	SFHGEN15 SFHGEN75 SCDHSC0352 SCDHSC 0031 SCDHSC 0032	SFHGEN15 SCDHSC 0032 SCDHSC 0033 SCDLMCA1	
J5B7 47	Occupational Therapy: Anatomy and Physiology	SCDHSC 0031 SFHGEN15 SCDHSC0352	SCDHSC0351 SFHGEN75 SCDHSC0328			
J5B8 47	Occupational Therapy: Aspects of Sociology	SCDHSC0031 SCDHSC0033 SCDHSC0328 SCDHSC0329	SCDHSC0031 SCDHSC0033 SCDHSC0328 SCDHSC0329	SCDHSC0031 SCDHSC0033 SCDHSC0328 SCDHSC0329		

SQA Advanced Certificate

		SCDHSC0331 SCDHSC0332 SCDHSC0344 SCDHSC0382	SCDHSC0331 SCDHSC0332 SCDHSC0344 SCDHSC0382	SCDHSC0331 SCDHSC0332 SCDHSC0344 SCDHSC0382		
J5B9 47	Occupational Therapy: Psychology and Human Development	SCDHSC0031 SCDHSC0033 SCDHSC0328 SCDHSC0329 SCDHSC0331 SCDHSC0332 SCDHSC0344 SCDHSC0382	SCDHSC0031 SCDHSC0033 SCDHSC0328 SCDHSC0329 SCDHSC0331 SCDHSC0332 SCDHSC0344 SCDHSC0382	SCDHSC0031 SCDHSC0033 SCDHSC0328 SCDHSC0329 SCDHSC0331 SCDHSC0332 SCDHSC0344 SCDHSC0382	SCDHSC0031 SCDHSC0033 SCDHSC0328 SCDHSC0329 SCDHSC0331 SCDHSC0332 SCDHSC0344 SCDHSC0382	
J5BA 47	Occupational Therapy: Philosophy, Theory and Practice	SFHGEN15 SFHGEN75 SCDHSC0352	SFHGEN15 SFHGEN75 SCDHSC0352 SCDHSC 0031 SCDHSC 0328	SFHGEN15 SFHGEN75 SCDHSC0352 SCDHSC 0031 SCDHSC 0032 SCDHSC 0035 SCDHSC 0328	SFHGEN15 SFHGEN75 SCDHSC0352 SCDHSC 0031 SCDHSC 0032 SCDHSC 0035 SCDHSC 0328	SCDHSC0352 SCDLMCA1 SCDHSC 0031 SCDHSC 0033
J5BB 47	Occupational Therapy: Quality Improvement Audit	SFHPHS08 SCDINSPG1	SCDHSC 0031 SCDHSC 0033	SCDHSC 0329 SCDHSC03115		

The SQA Advanced Certificate in Occupational Therapy Support takes account of the *Royal College of Occupational Therapists — Professional Standards for Occupational Therapy Practice* (2017).

	Standard	Example
1	Underpinning your occupational therapy practice is an understanding of the relationship between occupation and health and wellbeing.	Occupational performance / health and wellbeing, environment, professional reasoning, recording, theories and frameworks of occupational therapy, national guidelines, occupation focus.
2	Service users are at the centre of your practice.	Partnership with service user, aspirations and wishes, carers and family needs and assessment, best interest, communication, rights, consent and declining service input, inclusion.
3	Through review of documents, discussion and/or interview, you screen/triage the service users occupational needs.	Occupational needs, benefit of occupational therapy intervention and service provision, referral to other services, advice and information.
4	Through interview, observation and/or specific assessment, you identify and evaluate the service user's occupational performance and participation.	Assessment tools and techniques/equipment, analysis of assessment outcomes, ability to participate, further assessment or referral to another agency.
5	You develop appropriate intervention plans, or recommendations, based upon occupational performance needs, choices and aspirations of service users, as identified through your assessments.	Person centred planning, objectives and priorities, promote wellbeing, encourage healthy occupations and participation in life roles, act to reduce, delay or prevent future needs, consider maximisation of occupational performance, impact of intervention (people), develop skills to manage own occupational needs, agree timescales, review, document, record and amend plans with service user, work in collaboration with others.
6	You evaluate the impact of the intervention that you have provided in terms of the service users response and occupational outcomes.	Outcome measures, monitor and review, views and experiences of service users through evaluation, information gathered from others, modify and revise plans in partnership, consult with service users and others to cease intervention, outcomes demonstrate value and benefit of intervention.
7	You keep care records that are fit for purpose and process them according to legislation.	Comprehensive, accurate and justifiable records, rationale for all actions, timely records, legislation, policy and procedure, comply with legal requirements, confidentiality, secure storage and disposal.
8	You seek to demonstrate and enhance the quality, value and effectiveness of the service/s that you provide.	Collect and collate data to evidence effectiveness of intervention, meet requirements of funders, measure impact of input in relation to occupational performance, participation and wellbeing, demonstrate value for money, share gathered information with others to improve services, quality and value.
9	You are qualified by education, training and/or experience to practise capably and safely in your chosen role.	Sufficient knowledge and skills to make reliable professional judgement, suited to level of responsibility, work within professional competence, seek advice or refer on, continuously maintain knowledge and skills in digital technology, participate in statutory and mandatory training, seek out and engage in professional development opportunities relevant to needs, receive professional supervision and appraisal.

SQA Advanced Certificate

10	You work collaboratively with your colleagues to maximise the outcomes of intervention.	Seek to build and sustain positive professional relationships, work and communicate with colleagues and others to ensure the safety and wellbeing of service users, promote knowledge, skills and good practice, refer to others for benefit of service user.
11	Your communication style and manner are always professional.	Language and communication style reflects respect, maintain professional communication with colleagues and services user, communicate clearly, openly, sensitively and effectively, maintain dignity and privacy, confidently participate in formal and informal reporting, communicate effectively within line management structure, document comments where written records are needed.
12	You support the training and development of colleagues and those you supervise.	Provide regular supervision and appraisals as required, provide regular education opportunities in accordance with standards, support learning and development of others.
13	You monitor, make best use of and sustain your personal and service resources.	Recognise limits, do not extend workload to detriment and quality of service, seek to work effectively and efficiently — environmental, physical, financial, resources. Report and document deficiencies.
14	You take reasonable care of your own health and safety and that of others who may be affected by what you do, or do not do.	Abide by national and local health and safety regulations, risk management, moving and handling enable positive risk where necessary and suitable, establish safe working practices.

The table below indicates how the development has taken cognisance of *Royal College of Occupational Therapists — Professional Standards for Occupational Therapy Practice* (2017), by showing where standards are reflected by individual units. It should be noted that the skills, knowledge and understanding developed within the units of study enable the individuals meet these standards in occupational therapy.

Unit code	Unit title	Numerical reference (see key on previous page)													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
J5B4 47	Occupational Therapy: Context and Development	X	X	X		X	X	X	X	X	X	X		X	X
J5B5 47	Occupational Therapy: Needs and Rights	X	X	X		X	X	X	X	X	X	X			
J5B6 47	Occupational Therapy: Policies, Procedures and Professional Standards	X	X	X		X	X	X	X	X	X	X			X
J5B7 47	Occupational Therapy: Anatomy and Physiology	X		X		X	X	X		X	X				
J5B8 47	Occupational Therapy: Aspects of Sociology	X	X	X	X	X	X	X	X		X			X	
J5B9 47	Occupational Therapy: Philosophy, Theory and Practice	X	X	X	X	X	X	X	X	X	X	X		X	X
J5BA 47	Occupational Therapy: Psychology and Human Development	X	X	X	X	X	X	X	X		X			X	
J5BB 47	Occupational Therapy: Quality Improvement Audit	X	X				X	X	X		X	X		X	

5.3 Mapping of Core Skills development opportunities across the qualification(s)

| Unit code | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Ot | |
		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
J5B4 47	Occupational Therapy: Context and Development	S SCQF 6	S SCQF 6	S SCQF 6			S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQ
J5B5 47	Occupational Therapy: Needs and Rights	S SCQF 6	S SCQF 6	S SCQF 6			S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQ
J5B6 47	Occupational Therapy: Policies, Procedures and Professional Standards	S SCQF 6	S SCQF 6	S SCQF 6			S SCQF 6	S SCQF 6				S SCQF 5	S SCQ
J5B7 47	Occupational Therapy: Anatomy and Physiology	S SCQF 6	S SCQF 6				S SCQF 6	S SCQF 6		S SCQF 6			
J5B8 47	Occupational Therapy: Aspects of Sociology	S SCQF 6	S SCQF 6	S SCQF 6			S SCQF 6	S SCQF 5	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQ
J5B9 47	Occupational Therapy: Philosophy, Theory and Practice	S SCQF 6	S SCQF 6	S SCQF 6			S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQ
J5BA 47	Occupational Therapy: Psychology and Human Development	S SCQF 6	S SCQF 6	S SCQF 6			S SCQF 6	S SCQF 6					
J5BB 47	Occupational Therapy: Quality Improvement Audit	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQF 6	S SCQ
J5BC 47	Occupational Therapy Support: Graded Unit 1	S SCQF 6	S SCQF 6	S SCQF 6			S SCQF 6	S SCQF 6	E SCQF 6	E SCQF 6	E SCQF 6	S SCQF 6	S SCQ

5.4 Assessment strategy for the qualification(s)

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Occupational Therapy: Context and Development	PJ (CPD portfolio)	PJ ERQ		ERQ Logs SMA	
Occupational Therapy: Needs and Rights	SRQ	SRQ CS		SMA SRQ	
Occupational Therapy: Policies, Procedures and Professional Standards	ERQ Logs PJ	ERQ Logs PJ	ERQ SMA Logs PJ	ERQ Logs PJ	
Occupational Therapy: Anatomy and Physiology	CB		CB	PJ (folio)	
Occupational Therapy: Aspects of Sociology	ERQ P	ERQ			
Occupational Therapy: Psychology and Human Development	ERQ	CS			
Occupational Therapy: Philosophy, Theory and Practice	ERQ P	PJ/ERQ	ERQ CS	Logs SMA CS	ERQ Logs
Occupational Therapy: Quality Improvement Audit	SMA PJ				
Occupational Therapy Support: Graded Unit	SMA PJ CS				

CS — Case study	P — Presentation	
EX — Examination	MC — Multiple choice	PJ — Project
OB — Open-book assessment	CB — Closed-book assessment	SMA — Supervisor marked assessment (workplace)
ERQ — Extended response question	Logs — Reflective logs	SQ — Structured question
SRQ — Short response question		

6 Guidance on approaches to delivery and assessment

The SQA Advanced Certificate in Occupational Therapy Support can be delivered through the following routes:

♦ Full-time
♦ Distance learning

The course is developmental in nature and delivery should, wherever possible, build on learner knowledge and understanding. Learners must be working in a suitable occupational therapy setting to complete all occupational therapy-based units. It is recommended that centres collaborate with the appropriate eg, practice educator facilitators and placement settings to maximise and strengthen support between mentors and FE establishments. Workplace supervisors (practice educators) of both full-time and distance learning learners should have access to college staff for advice and guidance. This can be through supervisor information sessions (full-time) or phone/email/skype contact (distance learning).

Infill students may complete the following units which have no direct practice input:

♦ *Occupational Therapy: Anatomy and Physiology*
♦ *Occupational Therapy: Aspects of Sociology*
♦ *Occupational Therapy: Psychology and Human Development*

6.1 Sequencing/integration of units

It is recommended that full-time learners attend professional practice sessions in the first block or phase of teaching prior to starting placement. Any workplace assessment requirements (SMA) for units studied while on placement can be brought together into a placement log book. It is also recommended that prior to commencing placement all the relevant units that provide knowledge for understanding should be delivered in the early stages, it is recommended that any value-based units being undertaken are delivered. In order to further prepare for placement, they should study the following units alongside the professional practice:

♦ *Occupational Therapy: Context and Development*
♦ *Occupational Therapy: Needs and Rights*
♦ *Occupational Therapy: Policies, Procedures and Professional Standards*
♦ *Occupational Therapy: Anatomy and Physiology* (1 of 2 credits)
♦ *Occupational Therapy: Aspects of Sociology*

The approach to delivery and assessment in this qualification is varied in order to give the learners and centres a variety of teaching, learning and assessment approaches and a wide range and combination of teaching, learning and assessment methods may be used by centres. The following suggested delivery methods could be adopted by centres:

♦ Lectures
♦ Tutorials
♦ Case studies
♦ Activity packs
♦ Group work

♦ Presentations
♦ Projects
♦ Virtual learning environments
♦ Practice based learning

Delivery of occupational therapy-based units:
Occupational Therapy: Context and Development, *Occupational Therapy: Needs and Rights*, *Occupational Therapy: Policies, Procedures and Professional Standards*, *Occupational Therapy: Philosophy, Theory and Practice*, *Occupational Therapy Support: Graded Unit 1*, the pre-placement professional practice sessions and the overseeing of placement provision/liaison should be delivered by an HCPC registered occupational therapist.

All other units *Occupational Therapy: Aspects of Sociology*, *Occupational Therapy: Anatomy and Physiology*, *Occupational Therapy: Psychology and Human Development*, *Occupational Therapy: Quality Improvement Audit* may be delivered by appropriately qualified lecturers who have some practice experience in health or social care to enable contextualisation of learning.

Throughout delivery, learners should be set clear standards in terms of presentation of information. 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. Skills in Harvard referencing styles contribute to progression to higher level study. This should also ensure compliance with copyright and avoid issues of plagiarism. Centres must ensure that they have suitably qualified staff and appropriate resources and equipment for delivery of these qualifications.

A mixture of assessment methods can be used throughout the course — case studies, short response questions, extended response questions and essays, projects, presentations, closed-book assessments, logbooks and supervision checklists. Each tutor will discuss the specifics and formats of each assessment and identify the submission dates at the start of every unit. Assessment is continuous.

SQA Advanced Certificate in Occupational Therapy Support (Sample full-time)

Block 1: 27/8/18–23/11/18

Block 1	Monday am	Monday pm	Tuesday	Wednesday am	Wednesday pm	Thursday am	Thursday pm	Friday
	Professional Practice	OT Needs and Rights	Study	OT Context and Development	OT Anatomy and Physiology	OT Aspects of Sociology	OT Policies Procedures Professional Standards	Study

Block 2: 26/11/18–1/3/19

Block 2	Monday	Tuesday	Wednesday am	Wednesday pm	Thursday am	Thursday pm	Friday
	Placement	Placement	OT Philosophy Theory and Practice	OT Anatomy and Physiology	OT Psychology and Human Development	OT Philosophy Theory and Practice/ Graded Unit	Study

Block 3: 4/3/19–7/6/19

Block 3	Monday	Tuesday	Wednesday am	Wednesday pm	Thursday am	Thursday pm	Friday
	Placement	Placement	OT QI Audit	OT Graded Unit	OT Psychology& Human Development	Study	Study

SQA Advanced Certificate in Occupational Therapy Support (sample distance learning schedule)

Number	Unit title	Issue date	Return date
	Introduction/Induction pack	21st August 2017	8th September 2017
	OT: In Context and Development	11th September 2017	10th November 2017
	OT: Needs & Rights	13th November 2017	2nd February 2018
	OT: Anatomy and Physiology Standards	5th February 2018	27th April 2018
	OT: Aspects of Sociology	30th April 2018	15th June 2018
	OT: Policies, Procedures and Professional	18th June 2018	21st September 2018
	OT: Psychology and Human Development	24th September 2018	14th December 2018
	OT: Philosophy, Theory & Practice	January 2019	April 2019
	OT: QI Audit	April 2019	September 2019
	OTS: Graded unit	April 2019	September 2019

Sample SQA Advanced Certificate in Occupational Therapy Support (full-time assessment schedule)

Unit	Blocks	Assessment formats
OT Context and Development	1/2	Extended response questions, CPD folio, supervisor checklist, reflective log (completed end block 2 — PLB)
OT Needs and Rights	1/2	Short response questions, supervisor checklist, case study, reflective log (completed end block 2 — PLB)
OT Anatomy and Physiology	1/2	Closed-book assessments/portfolio of conditions
OT Aspects of Sociology	1	ERQ/presentation/case study
OT Policies, Procedures and Professional Standards	1	Extended response questions, case study, logs, supervisor checklist (workbook and PLB)
OT Psychology and Human Development	2/3	ERQ/case study
OT Philosophy, Theory and Practice	2/3	Extended response questions, response, project, case studies, supervisor checklists, logs
OT QI: Audit	3	Project, SMA
OT Graded Unit	2/3	Project, case study

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:

- ♦ SQA Advanced 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 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

Continuing liaison with HEIs ensures programme links and eases potential entry to Level 2 of the BSc (Hons) Occupational Therapy in Scotland. (See Appendix 2 for HEI entry requirements). Members of existing course teams sit on the programme board at Glasgow Caledonian University (GCU) and regular meetings take place with Queen Margaret University (QMU), Edinburgh and the Robert Gordon University (RGU), Aberdeen. Individual universities make their own bridging arrangements depending on their Level 1 programmes. Informal articulation agreements have been in place since 1993 and continue with QMU and RGU. A formal articulation agreement is in place with GCU. Discussion continues regarding the relationship between the SQA Advanced Certificate and occupational therapy degree programmes in England, Wales and Northern Ireland. At the time of writing, distance learning students have accessed Levels 1 and 2 at the University of the West of England, Bristol, University of Cumbria, Carlisle and the Universities of Derby, Coventry, Salford and York St Johns.

For interest: at the time of writing Level 1 BSc (Hons) programme assessed clinical hours are as follows:

The Robert Gordon's University (RGU), Aberdeen = 204 hours (6 weeks @ 34 hours)

Glasgow Caledonian University (GCU) = 80 hours (2 weeks @ 40 hours) (Non-traditional setting professional behaviour/conduct and communication)

Queen Margaret University (QMU), Edinburgh = 222 hours (6 weeks)

The World Federation of Occupational Therapists (WFOT) have agreed that one third practice placement pre-registration hours can be APELed

SQA Advanced Certificate Practice hours — Full-time minimum 40 days @ 6 hours = 240 hours

Distance learning — practice hours

6.2.2 Professional recognition

The SQA Advanced Certificate in Occupational Therapy Support provides underpinning skills and knowledge that are relevant to other qualifications awarded by SQA or other awarding bodies:

♦ A range of SVQs in Care
♦ A range of PDAs at SCQF level 8 in Care

In addition the award is recognised by NES (NHS Education Scotland), it sits on HCSW pathway and takes account of the both the NES and subsequent RCOT Career Framework Pillars of Practice. It is recognised by employers across UK and beyond as a relevant qualification for employment of occupational therapy support workers and as a CPD opportunity for existing staff.

6.3 Opportunities for e-assessment

Centres are encouraged to use current technologies to support and enhance the delivery and assessment of the SQA Advanced Certificate in Occupational Therapy Support group award.

6.4 Supporting materials

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

6.5 Resource requirements

In order to contextualise the teaching and learning for learners and maintain professional recognition and credibility it is essential that those, both delivering the occupational therapy-based units and liaising with placement and practice, have a professional qualification, experience as an occupational therapist and be currently HCPC registered. All other supporting units of study (Anatomy and Physiology, Psychology and Sociology) can be taught by appropriately qualified lecturers, ideally who have some practice experience in health or social care.

All teaching staff should have appropriate current knowledge and understanding of the sector area, unit contents and have relevant evidence of current CPD.

In addition, all learners will require a practice experience in an occupational therapy setting with appropriate occupational therapy led supervision. For full-time learners this can be through a placement. Distance learning learners should be employed as a support worker within an occupational therapy setting and have access to an occupational therapist for guidance and supervision.

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 instruments of assessment used within these group awards should be internally verified using the appropriate policy within the centre and the guidelines set by SQA.

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

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

8   Glossary of terms

Embedded Core Skills: 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:

♦   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).

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 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 SQA Advanced unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. SQA Advanced Certificates and SQA Advanced Diplomas are available at SCQF levels 7 and 8, respectively. SQA Advanced 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: These contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: These refer to opportunities to develop Core Skills in learning and teaching, but are not automatically certificated.

9 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 Connect to confirm that they are using the most 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

Acknowledgements

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

Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

10 General information for learners

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

The philosophy underpinning this course, is that individuals learn best if their learning is closely related to a job they understand well, in addition to their own life experience. For this reason, course units are described in terms of job specific capabilities, which have been influenced by the care sector. The course design is holistic; by assimilating new information, you will learn by developing and building on your existing knowledge and skills. You will link theory to practice within your own workplace setting (distance learning) or on placement (full-time).

The SQA Advanced Certificate in Occupational Therapy Support is a national award providing a flexible and integrated programme of theory to practice. The award was designed by representatives from health and social care, education, the Scottish Qualifications Authority (SQA) It is validated by SQA and enables you to progress within the Scottish Credit and Qualifications Framework (SCQF) and the National Qualifications Framework (NQF). It also provides underpinning knowledge for SVQ 3 Social Services and Healthcare at SCQF level 7. It also supports NES and RCOT Career Frameworks.

Throughout the course a person-centred focus is emphasised and you would be encouraged to develop principles of learning and engage in continuous professional development (CPD).

Through regular revalidation of the award, the course has been able to adapt to changes and developments within social and health care sectors thus ensuring continued current relevance to learners, employers and the individuals you work with in occupational therapy.

Mode of delivery
This course may be offered through the following routes:
Distance learning: for people who are currently employed as occupational therapy support workers. This route may offer blended learning approaches including the use of virtual learning environments.

Full-time: for people who wish to gain employment as support workers within the occupational therapy sector and who have relevant care experience gained within recognised care sector areas.

Entry requirements
Learner selection is by interview. You should be able to evidence the ability to meet the demands of the course, through two or more of the following requirements:

Full-time
- 2 Highers (SCQF level 6) or equivalent
- Demonstration of communication skills through achievement of certificated courses eg, Core Skill of Communication at a SCQF level 6
- Experience of employment as a support worker within an occupational therapy setting
- Current employment within an occupational therapy setting

SQA Advanced Certificate

♦ Successful completion of a relevant programme of study based on SQA National Certificate SCQF level 6 programmes eg, social or health care

♦ Care experience should be recent and over a period of at least 6 months and for a minimum of 200 hours

You will require to have access to and regular contact with an occupational therapist (for full-time learners this will be organised by the delivering centre).

Full-time applicants' suitability should also be recommended through two references one from employment (paid or voluntary) within the care sector. Applicants to the full-time route will be required to satisfactorily complete the PVG (Protecting Vulnerable Groups) process (or criminal records bureau check for England/Northern Ireland/Wales). Full-time applicants may evidence care experience through paid or voluntary work or through placement as an SCQF level 6 student. It is expected that all distance learning applicants will have satisfactorily completed the PVG or equivalent process as part of their conditions of employment.

Suggested structure

Full-time: Each week, two/three days are spent in lectures in college (depending on the phase of study), two days are on a placement in an occupational therapy setting, and there is one day of independent study. However, learners may be obliged to attend college on the study day.

Distance learning: Learners will usually study one unit at a time over a period of around two years. Telephone tutorial and online support should be provided on a weekly basis throughout the academic year. This option utilises online resources.

Progression

The award will enhance progression to employment opportunities (eg, assistant practitioner, para-professional roles), job satisfaction, practice skills and can provide a stepping stone to higher education.

Successful completion of the award entitles learners to apply for Level 1 or 2 BSc (Hons) degree courses in Occupational Therapy at Glasgow Caledonian University, Queen Margaret's University (QMU), Edinburgh or the Robert Gordon's University (RGU), Aberdeen. Entry is at the discretion of the universities.

Informal articulation agreements have been in place since 1993. These continue with QMU and RGU. Formal articulation agreements exist with GCU. Discussion is also continuing regarding access arrangements to HEIs in England, Northern Ireland and Wales.

Content

To gain any SQA Advanced Certificate, learners require a minimum of 12 SQA Advanced credits (96 SCQF points). The SQA Advanced Certificate in Occupational Therapy Support is made up of nine mandatory core units (each at SCQF level 7) amounting to 12 SQA Advanced credits as some units have double weighting. Within each unit, opportunities exist for learners to specialise within their workplace/placement setting.

Summary of unit content

Occupational Therapy: Context and Development (1 credit)
This unit introduces you to the development, diversity and regulation of occupational therapy as a profession and the context in which occupational therapy is practiced. You will also be introduced to the concept of CPD and strategies to facilitate your learning.

Occupational Therapy: Needs and Rights (1 credit)
In this unit you will develop your understanding of the context of health and social care with particular emphasis on person-centred practice. It encourages understanding of specific needs and rights of individuals including the impact of loss and changing roles and provides you with the opportunity to appraise interpersonal skills in relation to current practice.

Occupational Therapy: Policies, Procedures and Professional Standards (1 credit)
In this unit you will develop your knowledge and understanding of the influence of legislation policy and professional standards to enable you to work more effectively within the current climate of change. Topics include health and safety, quality improvement and documentation.

Occupational Therapy: Aspects of Sociology (1 credit)
This unit introduces principal theoretical perspectives in sociology. The unit examines human behaviour in a sociological context.

Occupational Therapy Anatomy and Physiology (2 credits)
This unit develops understanding of the normal and abnormal functioning of selected body systems and the application of this knowledge to practice.

Occupational Therapy Psychology and Human Development (2 credits)
This unit introduces the principal theoretical perspectives in psychology and analyses the role of these perspectives in understanding human development and behaviour. There is an emphasis on the application of developmental psychological theory to practice.

Occupational Therapy: Philosophy, Theory and Practice (2 credits)
This unit enables you to develop a sound knowledge of the philosophy, theory development and occupational therapy process. This facilitates the link between theory and practice and enables you to understand the occupational therapy process and the skills required for your role. You will also review and evaluate your CPD to date and consider future learning requirements.

Occupational Therapy: Quality Improvement: Audit (1 credit)
This unit enables you to independently evaluate an aspect of occupational therapy practice relevant to your workplace. You should draw together knowledge and skills gained in previous units and take account of ethical guidelines.

Occupational Therapy Support: Graded Unit 1 (1 credit)
This is one of the final units of the SQA Advanced Certificate. It enables you to integrate knowledge from previous units, demonstrate your integration of theory and practice and to evaluate personal performance and effectiveness. This unit is graded at assessment.

Units, credits and SCQF

SQA unit code	Unit title	Credit value	SCQF level	SCQF credit points
J5B4 47	Occupational Therapy: Context and Development	1	7	8
J5B5 47	Occupational Therapy: Needs and Rights	1	7	8
J5B6 47	Occupational Therapy: Policies, Procedures and Professional Standards	1	7	8
J5B7 47	Occupational Therapy: Anatomy and Physiology	2	7	16
J5B8 47	Occupational Therapy: Psychology and Human Development	2	7	16
J5B9 47	Occupational Therapy: Philosophy, Theory and Practice	2	7	16
J5BA 47	Occupational Therapy: Aspects of Sociology	1	7	8
J5BB 47	Occupational Therapy: Quality Improvement Audit	1	7	8
J5BC 47	Occupational Therapy Support: Graded Unit	1	7	8
	Total	12		96

Assessment

All assessment tasks have a strong focus on your workplace/placement. Throughout the course, you will be expected to undertake various kinds of assessments, such as case studies, research projects, assignments, practical reports, producing portfolios of evidence and closed-book assessments. There may be opportunity to integrate assessments across units. The logistics of this will depend on the programme in individual centres. Distance learning learners and their workplace supervisors will be provided with information regarding required conditions for closed-book assessments. The graded unit is a project-based assignment and specific assessment guidelines will be provided for you and your placement/
workplace supervisor.

Assessment procedures

College lecturers and supervising workplace occupational therapists will be involved in joint assessment of outcomes and evidence requirements. Although the centre will have the overall responsibility for assessments, the work-based element will be overseen by your placement/workplace supervisor. Your learning experience will be managed within a training team model, which will support your development and assessment.

College of Occupational Therapists

Appendix 1 SCOTVEC
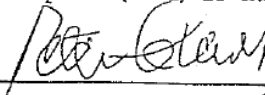SCOTTISH VOCATIONAL
EDUCATION COUNCIL

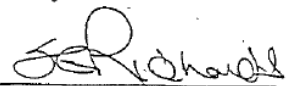SCOTTISH VOCATIONAL EDUCATION COUNCIL - COLLEGE OF OCCUPATIONAL THERAPISTS

JOINT STATEMENT ON THE HNC IN OCCUPATIONAL THERAPY SUPPORT

1. SCOTVEC and the College of Occupational Therapists have worked together with representatives of Scottish further and higher education to develop the Higher National Certificate in Occupational Therapy Support. The course was jointly validated by both organisations to run for a period of 5 years in the following Scottish further education colleges from September 1991:

   - Aberdeen College of Further Education, Aberdeen
   - Telford College, Edinburgh
   - Glenrothes College, Fife
   - Langside College, Glasgow

2. The course, which provides education and training for Occupational Therapy Helpers and Technical Instructors employed in health and social care settings, is currently delivered on a two-year, part-time basis and is designed to allow progression to the second year of pre-registration diploma and degree courses.

3. The College of Occupational Therapists will oversee the further development of routes of progression from the HNC in Occupational Therapy Support to the established pre-registration diploma and degree provision leading to professional qualifications in occupational therapy.

4. SCOTVEC and the College of Occupational Therapists are committed to the maintenance of consistent national standards in the HNC. To that end, both bodies will cooperate in the processes of validation (of course design), approval of colleges to offer the HNC and verification that the outcome of assessment is in line with the standards laid down in the course.

   The College of Occupational Therapists supports the recently-announced development of a new Quality Framework by SCOTVEC as a means of building on current quality assurance procedures in a way which will enhance the standing of the HNC and the colleges which deliver it.

5. SCOTVEC and the College of Occupational Therapists will work together to ensure that the HNC in Occupational Therapy Support is consistent with and, where possible, incorporates the Care Sector Consortium's standards for support workers.

6. Successful candidates will receive a SCOTVEC Higher National Certificate with the Record of Education and Training carrying an endorsement statement on behalf of the College of Occupational Therapists. They will also receive a certificate from the College of Occupational Therapists which will specify the articulation with pre-registration diploma/degree provision.

7. The College of Occupational Therapists will hold a Register of candidates. Institutions will enter their list of candidates on the Register at the beginning of each academic year.

8. Registered candidates will be encouraged to exercise the option to become Associate members of the British Association of Occupational Therapists (BAOT) if they have not already done so.

Signed _____   Signed _____

Dr P Clarke   Mrs S Richards
Chairman of the Scottish   Chairman of Council of
Vocational Education Council   The College of Occupational Therapists

December 1991

Appendix 2   HEI Entry requirements

(Royal College of Occupational Therapy Careers Handbook 2017)

**Glasgow Caledonian
BSc (Hons) programme**

SQA Higher BBBC including English plus Nat 5 Maths at C

A Level BCC plus GCSE English and Maths at C/4

ILC Higher H2 H2 H3 H3 to include English at Higher or equivalent plus Ordinary Maths at Ordinary O3

IB Diploma 24 points

BTEC DMM in a health-related subject, plus GCSE Maths and English at C/4

Year 2 SQA Advanced Certificate in Occupational Therapy Support. Applicants will be required to attend interview as part of the admissions process.

English language applicants whose first language is not English will normally be required to hold IELTS of overall 7.0 with 6.5 in each element or equivalent.

Queen Margaret University, Edinburgh

Entry requirements

Scottish Higher: Minimum BBBC

A Level: Minimum BCC

Irish Leaving Certificate: H2 H3 H3 H3

International Baccalaureate: 28 points

Required Subjects: Higher English is preferred, or a discursive subject such as History or Sociology at Higher, A Level or equivalent. English and Maths at S/Int2/ N5/GCSE.

Mature Access: SWAP Access to Health and Social Sciences, SQA Advanced Certificate in Care and Administration, SQA Advanced Certificate in Social Care. We welcome applications from mature students with other relevant qualifications and experience.

Advanced Entry:

Year Two

♦   SQA Advanced Certificate in Occupational Therapy Support with B in the graded unit, plus successful fieldwork placement, when places available

Other: A satisfactory criminal records check will be required. You will be required to attend an interview as part of the application process.

SQA Advanced Certificate

International: IELTS score of 6 with no element lower than 5.5. Upon graduation and to be eligible for HCPC registration, an IELTS score of 7 with no element below 6.5 is required.

The Robert Gordon University, Aberdeen

Entry requirements

SQA Higher: BBBC to include English (or a written subject requiring the use of English). Maths and a science subject are required at National 5 level grade B or above if not held at Higher.

GCE A Level: BCC to include English (or a written subject requiring the use of English). Maths and a science subject are required at GCSE grade 6/B or above if not held at A Level.

Irish Leaving Certificate Higher: H2 H3 H3 H3 to include English (or a written subject requiring the use of English). Maths and a science subject are required at grade O2 if not held at Higher.

IB Diploma: 27 to include Higher Level English (or a written subject requiring the use of English). Maths and a science subject are required at Standard Level grade 4 if not held at Higher.

Alternative qualifications: We welcome applications from those with equivalent qualifications to those stated, including SVQs/NVQs, access programmes and overseas qualifications. Applications from students with non-standard qualifications or work experience will be considered on an individual basis.

Applicants from partner colleges: SQA Advanced Certificate in Occupational Therapy Support may allow advanced entry into Year 2.

Special requirements: Medical screening, evidence of immunisation and satisfactory PVG clearance (previously an enhanced disclosure) are a requirement for all successful applicants prior to commencement on the course. For more details about the PVG scheme please visit **Disclosure Scotland**.

Practice visit: As part of the application process, all applicants are required to demonstrate an informed perspective of occupational therapy and this will normally be achieved through visiting an occupational therapy setting prior to interview.

Shortlist selection process: All shortlisted applicants are invited to attend a half day selection visit prior to an offer of a place on the course being made. The selection process includes evaluation of your professional suitability, communication and team working skills.

English language

Applicants whose first language is not English should have an IELTS of 7.0 overall, with no component lower than 6.5, or an equivalent.

Appendix 3

National Occupational Standards — Index

SCDHSC 0022 Support the health and safety of yourself and individuals

SCDHSC 0031 Promote Effective communication

SCDHSC 0032 Promote health, safety and security in the work setting

SCDHSC 0033 Develop your own practice through reflection and learning

SCDHSC 0035 Promote the safeguarding of individuals

SCDHSC0328 Contribute to the planning process with individuals

SCDHSC 0329 Support individuals to plan, monitor and review the delivery of services

SCDHSC0331 Support individuals to develop and maintain social networks and relationships

SCDHSC0332 Promote individuals' positive self-esteem and sense of identity

SCDHSC0344 Support individuals to retain. Regain and develop skills to manage their daily living

SCDHSC0351 Implement development activities to meet individual's goals preferences and needs

SCDHSC 0352 Support individuals to continue therapies

SCDHSC03115 Process information for use in decision making

SCDLMCA1 Manage and develop yourself and your workforce within care services

SFHGEN15 Support individuals in undertaking their desired activities

SFHGEN75 Collaborate in the assessment of the need for, and the provision of, environmental and social support in the community

SFHPHS08 Improve the quality of health and healthcare interventions and services through audit and evaluation

SCDINSPG1 Contribute to the improvement of services

SCDHSC0328 Contribute to the planning process with individuals

SCDHSC0329 Support individuals to plan, monitor and review the delivery of services

SCDHSC0382 Support individuals to manage change in their lives

SQA Advanced Certificate

SCDHSC0382 Support individuals to manage change in their lives

SCDINSPG1 Contribute to the improvement of services

SCDHSC0382 Support individuals to manage change in their lives