

This form should be used ONLY for qualifications which are exceptions to the issued HN guidance.

Group Award Title:	HNC Care and Administrative Practice
Group Award Code:	(GL7W 15)

Course Aims
<p>The HNC Award has been designed to meet the requirements in both clinical and non-clinical areas with a mandatory seven Units. The rationale for this is to create a set of skills and competences across all potential occupational areas, clinical and non-clinical, and to optimise team working and transferrable skills. Alongside the mandatory Units, candidates will undertake routes focusing on either clinical practice or administration within the health sector.</p> <p>Specific Aims</p> <ul style="list-style-type: none"> Develop and apply a broad range of specialised vocational knowledge and skills. Develop and awareness of legal issues, data management and ethical considerations. Enable the development of reflective practice. Promote career progression and academic pathways for and within a range of settings. Develop the ability to work co-operatively with others. Develop the underpinning knowledge that enables integration of theory and practice. Provide the competences required by employers. <p>The HNC Care and Administrative Practice is therefore aimed at providing a specific qualification for those wishing to enter the NHS workforce at CF level 3 of the NHS Career Framework in both clinical and administration roles.</p>
Elements of the course aims which cannot be achieved through adjustments made in line with the generic guidance (i.e. where adjustments are not acceptable for reasons of risk to self, others or critical competence)
<p>Graded Unit HG1J 34 this unit is assessed by a project based on a placement activity with a patient.</p> <p>Learning through Practice HG1H 34 and Essential Skills for Care Practice HF24 34 both require the learner to be in a Healthcare Setting.</p> <p>In order to be able to complete the following Unit(s): Learning through Practice, Essential Skills for Care Practice, centres/course providers must ensure that candidates are either working in a suitable care environment or that they are able to undertake a work placement in an appropriate setting.</p>

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.

	Risk Level		
	Low	Medium	High
Risk to Self		x	
Risk to others			x
Critical Competence			x

Appropriate action if existing conditions of assessment cannot be met

One of the biggest challenges facing Centres delivering this award is that many of the students are going to be new to online and remote learning. This means that in order to support these students in the early stages of the programme we need to be pragmatic and flexible. This may mean that where we would prefer to have closed book, time-bound assessments it may be necessary to offer a more considered approach and start the course using open book assessments.

It must be highlighted that if closed-book online assessment are being used it is absolutely necessary to ensure the authenticity, reliability, integrity and validity of the assessment. It will be necessary for Centres to ensure that the learner follows the assessment instructions and that the Centre can ensure that these protocols are followed.

The following HNC units can be remotely assessed with some modifications;

Safe Working Practice: the first 2 outcomes of this unit are assessable online as open book activities. The 3rd outcome however is a first aid outcome that incorporates practical activities with theory based questions. Whilst they could be covered via an open book case study or scenario assessment it may be preferable to delay the practical assessment until such times as face-to-face teaching has been resumed.

Therapeutic Relationships: understanding behaviour: this unit is assessed via 2 submissions, an essay and a short answer question paper and they can be completed as online submissions.

Sociology for Care Practice: this unit is usually assessed via a group presentation but this could easily be done as an essay or short answer question paper.

Principles of Professional Standards: the assessments for this unit are made up of an investigation and a short answer paper or a case study based assessment, all of these can be delivered as online open book assessments.

Understanding Personal and Professional Development: This is an online unit that students work on by themselves throughout the year with some guidance, but most

students should have completed most of this by now, certainly enough whereby an assessment decision could be made.

Physiology for Care Professionals. This unit is made up of on-going teaching and assessment but these can be delivered online with tutor support.

Individual Pathways in Health and Social Care: this is usually the final unit in the HNC and it is possible for candidates to complete the learning as most could be done via online/VLE learning and class forums. The assessment may be a challenge however as some Centres have chosen to do a group presentation, previously however, the assessment was an essay and this could easily be submitted by students with non-going tutor support.

Learning through Practice and Essential Skills for Care Practice: these are the two placement units and therefore require a placement for the learners to be able to complete the unit. It is advised that Centres start by teaching the theory of the clinical skills that learners are expected to undertake as part of the unit. This can be supplemented by using online teaching resources related to clinical skills and case studies. Perhaps using guest speakers remotely may also enhance and contextualise the teaching. Given that the NMC now allows 50% of clinical skills to be achieved through simulation and whilst we acknowledge that it is more beneficial for learners to interact and care for 'live' service users, in these extraordinary times, it may be necessary to accept compromises for this coming year. The learners need to achieve 80% of the competences in the Placement Assessment Document, and it is more important that we focus on the achievement of these competences rather than placement hours, which may well be curtailed this year for most Centres.

Graded Unit – It is hoped that by the time learners come to undertake the Graded Unit that the situation will have improved and placements will open up to Centres. If this is not the case, then SQA will review the situation and will present a realistic compromise that does not disadvantage the learners in this award.

Whilst it is possible for the non-placement units of this course to be delivered and assessed online, this is clearly not the preferred method of delivery, however, given the situation we are currently facing it is still possible for these candidates to compete both the learning and most of the unit assessments for this Award. Most Centres use some method of online teaching for this course so it is therefore possible for them to continue teaching and assessing the remaining units. The problem will arise for students who do not have access to Wifi or IT support, however, this would be unusual for an HNC student. We do not however know the home or financial situations of our students so I think that the key to supporting these students through the remaining units is flexibility. This is a very challenging HNC and we must do everything we can do help these students to complete the Award this year.

For many learners this will be a difficult start to their course and Centres will continue to support their learners in the best way they can. The External Verifier team supporting this award understand the challenges facing Centres and learners and will offer support when necessary. For any Centre unsure of their approach to this award and its assessments, please contact the health team at SQA for advice.