

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

Group Award Title:	HNC Healthcare Practice
Group Award Code:	(GR4N 15)

Course Aims

The new HNC Healthcare Practice has been developed from the HNC Care and Administrative Practice is now only focused on healthcare. This latest iteration has seen significant changes to the original qualification as the administrative branch of the HNC Care & Administrative Practice has now been removed. The impetus for re-writing the HNC Care & 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.

Specific Aims

- Develop and apply a broad range of specialised vocational knowledge and skills.
- Develop the 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

The HNC Healthcare 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 clinical roles or who wish to progress to university to follow degrees in nursing or the allied professions.

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)

Graded Unit J4JY 34: this unit is assessed by a project, based on a placement activity with a patient.

Clinical Skills for Care Practitioners requires the learner to be on placement in a care setting.

In order to be able to complete the following Unit: Clinical Skills for Care Practitioners, 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.

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 placement units which assess occupational competence and professional behaviour and values. Any compromises made to the award as a result of the Covid -19 restrictions will only apply during the current restrictions and cannot compromise the integrity or the validity of the Award.

	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.

Most of the units in this award can be delivered and assessed remotely, with the exception of the placement units. This will mean that some existing assessments strategies and materials will need to be modified.

Most of the theoretical units in the new award can be delivered and assessed remotely using appropriate case studies and professional/occupational scenarios. 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: Learning Outcome 1 and 2 can be delivered and assessed remotely using open book assessments or short answer questions. Learning Outcome 3, whilst the content can be delivered online, the assessment would usually be an online first aid (or short answer questions) assessment with practical demonstration of CPR and Recovery positions. CPR and recovery

positions could be assessed via a video recording, or this assessment could be left until a later point in the course when face-to-face teaching has resumed.

Understanding Personal and Professional Development: This is an online unit that students work on by themselves throughout the year with some guidance. Much of this can be linked to activities carried out in other units such as the Clinical Skills for Care Practitioners

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 open book submissions.

Sociology and Health in Scotland: this unit could be assessed online via open book assessments either using short answer questions or an investigation.

Professional Standards for Care Practice: this theoretical unit covers regulation, educations, standards and values and legislation and so could be covered by a broad investigation for LO1 with the students creating an online portfolio of evidence for LO2 & 3.

The Human Body in Health and Illness: This unit is made up of on-gong teaching and assessment but these can be delivered online with tutor support (see previous comments about online assessment).

Exploring Mental Health: this is the new unit in this award and is assessed via open book assessments that can easily be written as online assessments.

Clinical Skills for Care Practitioners – this is a triple unit that is aimed to run throughout the academic year. 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.

The calculations assessment is usually now delivered as an online assessment for this unit and again if this approach is used it is absolutely necessary for Centres to ensure the integrity of the assessment and authenticity of the learner responses.

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 clear that 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 will routinely use some method of online teaching for this course so it is therefore possible for them to continue teaching and assessing the course units. The problem will arise for students who do not have access to Wifi or IT support, however, this would perhaps be unusual for an HNC student. We do not however know the home or financial situations of our students so the key to supporting these students though the course in the current circumstances is flexibility. This remains a 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 SQA for advice.