

NextGen: HN unit specification

Placement Proficiencies and Skills (SCQF level 7)

Unit code: JEF5 47

SCQF level: 7 (24 SCQF credit points)

Valid from: August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

Published: June 2026 (version 1.0)

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Unit purpose

In this unit, learners perform common clinical skills, procedures and calculations in the care practitioner role. Learners become ready for a wide range of care and support placements, as they work with experienced practitioners to apply skills in a clinical environment. You introduce learners to pharmacokinetics and drug calculations, and help to develop their foundational knowledge and practical skills that underpin safe and effective person-centred care.

Learners should have good communication skills, both written and oral. We recommend they have one or more of the following:

- the achievement of nationally recognised qualifications, for example Higher English or a qualification equivalent to SCQF level 6
- the completion of a pre-course interview, part of which could take the form of a written assignment
- an employer's reference or be in the process of application and interview
- some work experience, paid or voluntary, in a health care setting

This is a mandatory unit in HNC Healthcare Practice. Learners can also complete it as a stand-alone unit for continuous professional learning (CPL).

Unit outcomes

Learners who complete this unit can:

1. demonstrate a range of foundation skills associated with safe and effective care practice
2. demonstrate evidence of achievement of core clinical skills and procedures
3. demonstrate and carry out appropriate treatment for medical emergencies, in accordance with latest guidelines
4. calculate numerical data relevant to care practice and medicine management

Evidence requirements

Outcome 1 and 2

Learners must provide evidence to demonstrate that they can:

- use appropriate interpersonal skills when carrying out clinical skills identified in the 'Knowledge and skills' section
- promote safe practice that complies with their employer's policies and procedures
- undergo observation of practice by a qualified supervisor or assessor

In addition, learners must provide evidence that they understand the importance of recording health care procedures in the appropriate documentation or tool. They must recognise the limitations of their practice and the parameters of their role.

You assess outcomes 1 and 2 in an ongoing process using a placement assessment document when opportunities arise in the placement learning experience.

We advise that a formal meeting is arranged between the learner and their supervisor to discuss and assess the learner's progress. The type of supervision provided depends on the learner's specific pathway:

- HNC learners completing 288 hours: supervised by a registered nurse

- assistant practitioners: supervised by a practice supervisor — aligned with NMC standards
- articulating learners completing the additional 312 hours: require an academic assessor, practice assessor, and practice supervisor — aligned with NMC standards

Outcome 3

Learners must recognise the signs and symptoms of a deteriorating patient in hospital and community settings and act in accordance with the latest guidelines.

They must provide evidence to demonstrate that they can:

- recognise the signs and symptoms of a deteriorating patient and use appropriate tools to prevent deterioration
- recognise the limitations of their role and the impact of this when managing an emergency situation

Outcome 4

Learners must record the results of procedures accurately, using appropriate tools and charts.

They must provide evidence to demonstrate that they can:

- interpret a graph
- recognise a normal value and abnormal variants
- recognise deviation from a norm in relation to two procedures
- identify factors that can affect the reliability of results
- identify correct absorption and distribution of drugs

- use numerical skills required for accurate calculations, including:
 - addition
 - subtraction
 - multiplication
 - division
 - percentages
 - decimals
 - conversion

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: - organisational policy, procedure, codes of professional conduct and legislation in relation to the following clinical procedures: - bedmaking, including techniques required for people who are unconscious or who have limited mobility - personal care - catheter care - assisting to eat and drink - continence management - moving and assisting - pressure injury prevention and treatment - calculating and recording body mass index (BMI) - holistic care and models of care - assessment documentation and care plans - handwashing - infection control processes	Outcome 1 Learners can: - demonstrate bedmaking, following infection control and moving and assisting guidelines - demonstrate a bed bath, including: - eye care - mouth care - foot and nail care - shaving - demonstrate catheter care - demonstrate assisting to eat and drink, and complete documentation - demonstrate continence management - complete moving and assisting training - demonstrate pressure area prevention and treatment, and complete documentation - calculate and record BMI - use models of care to provide holistic care - assist in admission and discharge procedures - demonstrate infection control processes - carry out a social handwash

Knowledge	Skills
Outcome 2 Learners should understand: • organisational policy and procedure, codes of professional conduct and legislation in relation to the following clinical procedures: ○ physiological measurements and monitoring ○ early warning scoring systems ○ obtaining and testing specimens and swabs ○ wound dressing and aseptic non-touch technique ○ removal of sutures and staples ○ removal of intravenous (IV) cannula ○ removal of urethral catheter ○ stoma care ○ palliative care, end of life care and final act of care	Outcome 2 Learners can: • obtain, record and monitor physiological measurements • record and interpret early warning scoring systems • obtain and test specimens and swabs • demonstrate aseptic non-touch technique • demonstrate removal of sutures, staples and IV cannula • demonstrate removal of urethral catheter • carry out stoma care • participate in palliative care, end of life care and final act of care

Knowledge	Skills
Outcome 3 Learners should understand: • the role of the first responder and its limitations, including: ○ describing the procedure for assessing casualties and for calling for help ○ emergency services in Scotland, the emergency numbers, and the information to pass on to the emergency operator ○ the procedure for managing a first aid incident • first response life support in the community • how to care for a deteriorating patient in hospital • the signs and symptoms of: ○ diabetes ○ asthma ○ epilepsy ○ myocardial infarction ○ angina ○ stroke ○ anaphylaxis ○ choking • adult, child and infant cardiopulmonary resuscitation (CPR) • the recovery position • do not resuscitate (DNR) or do not attempt cardiopulmonary resuscitation (DNACPR) orders	Outcome 3 Learners can: • follow danger, response, airway, breathing, circulation (DRABC) when administering first aid • recognise a deteriorating patient using the airway, breathing, circulation, disability, exposure (ABCDE) assessment framework • recognise signs and symptoms, and manage: ○ diabetes ○ asthma ○ epilepsy ○ myocardial infarction ○ angina ○ stroke ○ anaphylaxis ○ choking • recognise, assess and treat a patient who is choking • demonstrate CPR on an adult, child and infant • demonstrate how to put a casualty in the recovery position • explain do not resuscitate (DNR) or do not attempt cardiopulmonary resuscitation (DNACPR) orders

Knowledge	Skills
Outcome 4 Learners should understand: • physiological measurements: ○ specimen collection ○ BMI ○ fluid balance • how to record results: ○ accurately ○ graphically ○ numerically • how to interpret results: ○ in graphs ○ recognising normal values ○ recognising deviation from the norm • factors that can affect the reliability of results: ○ environmental factors ○ individual factors ○ faulty equipment ○ faulty technique • safe administration of medicine: ○ pharmacokinetics absorption, distribution, metabolism and excretion of drugs ○ preparation of drugs • the numerical skills required for accurate calculations, including: ○ addition ○ subtraction ○ multiplication ○ division ○ percentages ○ decimals ○ conversion, for example grams, milligrams and micrograms	Outcome 4 Learners can: • record and interpret results, to prevent deterioration and inform escalation • recognise normal values • recognise deviations of normal values • identify factors that affect reliability of results • understand safe medicine management and administration • demonstrate accurate numerical skills

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
 - researching
 - evaluating understanding on an ongoing basis through practice placement activities and formative assessment
- integrity:
 - exploring personal values, ethics, and professional responsibilities'
 - evaluation through practice placement activities and portfolio evidence
- adapting:
 - teamworking
 - working on practical tasks in practice
 - adapting thinking and practice in response to new ideas, research, and practical experience
- initiative:
 - independently researching
 - collaborating with other professionals to share enthusiasm and knowledge
 - taking part in practice placement activities

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
 - teamworking
 - carrying out practical tasks in practice
- feeling:
 - discussing own values and personal development
 - building empathy and emotional awareness through personal reflection, relationship-building, and the delivery of inclusive, respectful care
- collaborating:
 - teamworking
 - carrying out practical tasks in practice
 - evaluating through practice placement activities and project evidence

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
 - exploring the relationship between theory and practice through observation, questioning, and research
- sense-making:
 - researching
 - evaluating understanding through practice placement activities, portfolio and project evidence

- critical thinking:
 - analysing research
 - making informed decisions
 - carrying out practice placement activities and research

Literacies

This unit provides opportunities to develop the following literacies:

- academic writing and referencing
- using domain specific language
- understanding evidence-based literature

Numeracy

Learners develop numeracy skills by:

- analysing statistics with the relevant data through practice placement activities

Communication

Learners develop communication skills by:

- discussing understanding of theory and own personal reflections with other learners, in group activities and through practice placement activities
- collaborating with individuals and colleagues when integrating aspects of a service in a practice environment
- crediting sources of information and understanding the impact they have on practice

Digital

Learners develop digital skills by:

- using digital platforms to access information to support learning and understanding
- using a PC or digital devices to develop coherent portfolio and project work

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Delivery of unit

You can deliver this 3-credit unit as part of HNC Healthcare Practice or as a stand-alone unit for CPD. When you deliver the unit as part of HNC Healthcare Practice, you can integrate teaching, learning and assessment with other units.

The notional design length of the unit is 120 hours. We suggest the following distribution of time, including assessment:

Outcome 1 — Demonstrate a range of foundation skills associated with safe and effective care practice (30 hours)

Outcome 2 — Demonstrate evidence of achievement of core clinical skills and procedures (30 hours)

Outcome 3 — Demonstrate and carry out appropriate treatment for medical emergencies, in accordance with latest guidelines (30 hours)

Outcome 4 — Calculate numerical data relevant to care practice and medicine management (30 hours)

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit is a mandatory clinical route unit in the HNC Healthcare Practice nursing care pathway. It helps learners working in a care setting to contribute to individuals care by providing compassionate, safe clinical care. Learners must achieve all evidence requirements for the qualification. You should teach and assess all outcomes in an integrated manner to ensure that learners demonstrate a holistic approach to care. You can also deliver the unit as a stand-alone unit. For all outcome topics, learners should examine:

- current local and national policy
- best practice statements
- evidence-based practice
- codes of conduct
- national guidelines

Demonstrate a range of foundation skills associated with safe and effective care practice (outcome 1)

You should teach this outcome through classroom demonstration. It is beneficial for learners to become familiar with a range of equipment and procedures through classroom demonstration, and practice prior to practical placement experience. Learners should have the opportunity to simulate situations in a practical classroom environment, before they commence in the clinical environment.

Practical placement preparation should also include role-play and simulation to help learners develop the ability to explain and carry out procedures safely and sensitively.

You should provide information on all the elements listed below each clinical skill. You can involve experts as visiting speakers, to ensure current evidence-based practice is delivered and provide underpinning knowledge in the following:

Clinical procedures

- Bed-making techniques — including those required for people who are unconscious or who have limited mobility.
- Personal care:
 - dressing and undressing
 - assisting with immersion bath, bed-bath, shower
 - assisting with skin care, mouth care, hair care, eye care, nail care, foot care
 - assisting with shaving
- Catheter care — following national guidelines and local policy:
 - using appropriate hygiene measures to prevent infection
 - recognising localised infection
 - supporting individuals who have urinary catheters
 - using the equipment and materials required for urinary catheterisation and insertion
 - using maintenance care plans
- Eating and drinking needs:
 - using beakers
 - using bottles
 - using adapted cutlery and crockery
 - assisting service users to make appropriate food choices that follow identified nutritional needs
 - completing fluid intake and output charts
 - assisting service users with eating and drinking
 - making appropriate use of nutritional assessment tools and accurately completing charts, such as fluid, food, and malnutrition universal screening tool (MUST) charts, using case studies to facilitate simulation

- following cultural and religious requirements relating to diet
- following specialised diet requirements, for example diabetic and low sodium, along with guidelines regarding textured diets
- following best practice, for example protective mealtimes and red tray systems
- identifying current policy, for example food, fluid and nutritional care standards
- Continence management:
 - identifying the common causes of incontinence
 - assessing continence and the treatment pathways and aids available, for example bladder training, absorbent pads, convenes, underwear with built-in continence pads
 - assessing causes of faecal incontinence
 - using the Bristol stool chart
- Pressure injury prevention and treatment:
 - using assessment tools, for example the pressure ulcer daily risk assessment (PUDRA), and Waterlow and Branden scales
 - exploring techniques and equipment used to prevent pressure, for example pressure relieving mattresses
 - observing, monitoring and reporting in relation to skin condition
 - being aware of local policy, protocols and national guidelines, for example Healthcare Improvement Scotland (HIS) Prevention and Management of Pressure Ulcers, Scottish Wound Assessment and Action Guide, and NHS Scotland Pressure Ulcer Safety Cross
 - demonstrating use of pressure relieving devices and techniques, and patient positioning
- Calculating and recording BMI:
 - being aware of the reason for calculating a BMI, the formula required and the World Health Organisations normal ranges
 - demonstrating accurate procedure and documentation of height and weight

- Holistic care and models of care:
 - understanding what 'holistic' care means and being able to apply this in practice, including understanding and applying the care process
 - understanding the various models of care relating to the care process and how to use these models to produce care plans that identify needs and encourage independence and empowerment in the patient
- Assessment documentation and care plans:
 - using admission and discharge documents and active care documentation
 - record keeping
 - demonstrating health literacy, and highlighting electronic health records
 - using various assessment tools to assess the service user's condition and knowing when and to whom to report a change or deterioration in their condition
 - understanding the limitations of the role and legal and professional accountability in that caregivers are legally responsible for the care that they give and the documentation of this
- Infection control:
 - understanding infection control procedures relevant to roles in care environments, for example the chain of infection, methods for the correct disposal of linen and effective decontamination processes
 - completing the TURAS Scottish infection prevention and control education pathway (SIPCEP) to further develop knowledge and comprehension in this area
- Effective hand washing:
 - washing hands when appropriate, in keeping with infection control policies
 - demonstrating adherence to the World Health Organisations five moments of hand hygiene and the six-step hand hygiene technique

Demonstrate evidence of achievement of core clinical skills and procedures (outcome 2)

You should teach this outcome through classroom demonstration. It is beneficial for learners to become familiar with a range of equipment and procedures through classroom demonstration and simulation prior to practical placement experience.

Throughout, learners should demonstrate professional practice and understanding of the 'therapeutic relationship' and its application to practice, as well as the importance of promoting equality and diversity in care by working in a fair and anti-discriminatory way. Learners should demonstrate good interpersonal skills, sensitivity and compassion when demonstrating all skills.

You should cover the following:

- Physiological measurements and monitoring, including:
 - blood pressure (manual blood pressure as well as automated)
 - temperature
 - pulse
 - respiration
 - peak flow
 - oxygen saturation
 - capillary refill
 - blood glucose
 - normal values and reporting of findings
 - specific clinical circumstances in which additional monitoring should be considered, for example hourly urine output and pain score
- Early warning scoring systems:
 - recognising the importance of early intervention in acute episodes, to prevent any further deterioration and improve patient outcomes
 - being confident in ability to monitor patients appropriately, so that any deterioration can be promptly recognised
 - using track and trigger, which is essential to ensure the correct expert help is summoned in a timely manner

- simulating case studies using NEWS 2
- Approaches to ensuring adequate nutrition:
 - basic nutritional needs and how to support an individual to meet them
 - percutaneous endoscopic gastrostomy (PEG) feeding and nasogastric (NG) feeding techniques
 - total parenteral nutrition
 - providing basic advice and information on nutrition, such as the eat well guide
 - examining common types of nutritional products and their benefits
 - discussing policy and procedure in relation to nutrition, for example the 'Food in Hospitals' guidance 2016, and National Institute for Health and Care Excellence (NICE) (2017) 'Surveillance report 2017 — Nutrition support for adults: oral nutrition support, enteral tube feeding and parenteral nutrition', *NICE guideline CG32*
- Obtaining and testing specimens and swabs:
 - specimens include urine, faeces, wound and sputum
 - tests include routine urinalysis, occult blood in faeces
 - understanding midstream specimens of urine and catheter specimen of urine
 - exploring local and national policy and protocols
 - identifying the correct equipment and material required
- Sterile dressing technique:
 - the stages of wound healing and classification of wounds
 - wound assessment and recognition of infection and factors contributing to poor healing
 - the process of, factors affecting, and potential complications of wound healing
 - reporting and recording of findings, including appropriate advice to service user
 - understanding national and local policy and an explanation of procedure and preparation of the individual, and hygiene measures
 - application of a new dressing, and the equipment and material required

- safely performing basic wound care using an aseptic non-touch technique or a clean technique
- different types and purposes of dressings and correct disposal of various dressings
- using The Scottish Wound Assessment Action Guide
- Removal of sutures and staples:
 - the different types of wound closure materials, for example sutures and staples, adhesive strips and glue
 - the procedure and rationale for removing sutures and staples
- Removal of IV cannula:
 - the potential problems of cannulas, such as superficial phlebitis and extravasation
 - the procedure and resources to remove the cannula, and the correct documents, such as the PVC care plan and/or bundle and nursing notes
- Removal of urethral catheter:
 - when not to remove a catheter and potential problems
 - procedures for the safe removal of a urinary catheter and disposal of used equipment, including personal protective equipment
 - the insertion and removal of an in and out catheter
 - observation of the patient post catheter removal
 - patient information
- Stoma care:
 - types of stoma and potential problems
 - selection of appliances and rationale
 - a step-by-step guide to stoma care
 - psychosocial aspects of stomas

- Palliative care, end of life care and last offices:
 - the differences in palliative and curative care aims, examining the palliative care model and curative model of healthcare
 - the assessment and management of symptoms and care needs associated with advanced disease and end of life care
 - pain management, including recognising the patient in pain and pain assessment tools
 - the legal and health and safety requirements in relation to the procedure of last offices, demonstrated in a classroom setting

You should see learners gaining skills as a process, and a placement assessment document can demonstrate that they have:

- underpinning knowledge and an evidence base relating to procedures
- promoted safe practice that complies with employer's policies and procedures
- observed the procedure being carried out correctly (this may be on one or more occasions depending on learner competence)
- demonstrated the procedure under supervision (this may be on one or more occasions depending on learner competence)

Demonstrate and carry out appropriate treatment for medical emergencies, in accordance with latest guidelines (outcome 3)

Learners should be aware of the current procedures for dealing with a medical emergency and understand the role of the first responder when dealing with such an incident. Learners should know how to summon help and what information to give when calling for help. They should be able to assess and respond to casualties in a variety of care settings and be familiar with the processes for summoning help in a care setting.

Learners should be able to recognise a deteriorating patient in the acute hospital and community setting by using the airway, breathing, circulation, disability, exposure (ABCDE) assessment framework:

- Airway — clear, partial obstruction and airway management

- Breathing — look, listen, feel, respiratory rate, accessory muscles effort, bilateral chest movement
- Circulation — recording patient's pulse, blood pressure, capillary refill time, and use of any monitoring equipment
- Disability — assess central nervous system function. Learners must know how to carry out an alert, voice, pain, unresponsive (AVPU) and Glasgow coma scale assessment
- Exposure — expose and examine the patient fully

Learners must be able to identify life-threatening emergencies and treat them simultaneously. Learners must know about using communication and observational skills as vital components of assessment.

Learners should be able to recognise, assess and treat four of the emergency medical conditions below:

- diabetes
- asthma
- epilepsy
- myocardial infarction
- angina
- stroke
- anaphylaxis
- choking

You should assess learners in the practical skills of CPR for adults, children and infants, and the recovery position.

Learners should be familiar with DNAR CPR instructions.

Calculate numerical data relevant to care practice and medicine management (outcome 4)

You should make case study material with associated charts available to learners. Learners can work in groups to evaluate the individual patient or client's condition and report on their findings. You should teach interpreting charts and calculations in

the context of healthcare. Learners' ability to recognise and understand normal values is of extreme importance, as is the ability to know the limitations of their role and when and to whom to report findings. They should examine the following care procedures in relation to calculations:

- Physiological measurements, specimen collection, BMI and fluid balance:
 - units of measurement used in health care
 - simple conversions. You could ask learners to convert grams to milligrams to micrograms or to convert decimals to percentages. Calculations should be related to events that occur in a health care environment, for example the calculation of BMI or the amount of intravenous fluid administered in millilitres per minute if one litre is to be administered over a 4-hour period
 - the factors that can affect results
 - European and national legislation in relation to administration of medication, including professional standards and local policy
 - storage of medication
 - record keeping

Care practitioners must be aware of their sphere of competence in relation to medication administration and have a foundation knowledge in relation to the following:

- Pharmacokinetics — the study of the way in which drugs move through the body during absorption, distribution, metabolism and excretion. For example:
 - absorption — before a drug can begin to exert any effect on the body it has to be absorbed into the body systems. This absorption process can be affected by many things, but the main factor relating to absorption is the route of administration. Learners must know the different routes of absorption, for example oral, intramuscular and intravenous, and the first pass metabolism
 - distribution — there are four main elements to this: 1. blood flow and the uptake into body tissues and organs, 2. solubility of the drug, 3. the extent of plasma protein binding, 4. storage sites
 - metabolism — could include that the biotransformation of drugs is the process of metabolising the parent drug compound and occurs mainly in the liver

(hence the term hepatic metabolism) to different compounds called metabolites

- excretion — when drugs have had their desired effect they need to be excreted by the body. Principles of excretion should include renal elimination and clearance and secretion into bile for faecal elimination
- pharmaceutical preparations — including enteric-coated, capsules, liquid preparations, patches, sublingual, and creams or ointments

Resources

- Brindley J. (2019) 'How to undertake oral medicines calculations', *Nursing Standard* 34(7): 63 – 66. Available at: <https://journals.rcni.com/nursing-standard/evidence-and-practice/how-to-undertake-oral-medicines-calculations-ns.2019.e11404/print/abs> [accessed February 2026]
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- Gatford, J.D., Phillips, N. (2022) *Drug Calculations*, 10th ed, Edinburgh: Elsevier
- Joint Formulary Committee. (2022) *British National Formulary*, 83. London, UK: BMJ Group and Pharmaceutical Press
- Lapham, R. (2023) *Drug Calculations for Nurses: A Step-by-Step Approach*, 5th ed, London: Hodder Arnold
- Lister S, Hofland J, Grafton H. (2020) *The Royal Marsden Manual of Clinical Nursing Procedures Professional Edition*, 10th ed, Hoboken NJ: Wiley-Blackwell
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- Royal College of Physicians (RCP). (2017) *National Early Warning Score (NEWS) 2*, London, UK: RCP. Available at: <https://www.rcplondon.ac.uk/projects/outputs/national-early-warning-score-news-2> [accessed February 2026]

Approaches to delivery

We recommend that you deliver the unit through:

- clinicalskills.net
- lectures
- practical classroom activities
- simulation
- [Turas](#)
- visiting speakers

You should provide learners with the opportunity to put theory into practice in a non-threatening simulated environment prior to practical placement. We recommend that you link theory in the unit to theory contained in other units in the qualification. You can make links to values and principles, health and safety policy, and the therapeutic relationship. Centre and placement liaison is also essential, as learners need access to a supervisor or assessor who will observe and sign learner evidence recorded in a placement assessment document. To give learners the opportunity to achieve all the outcomes, we recommend that they have 288 placement hours, although this is subject to local agreements with placement providers.

Approaches to assessment

Demonstrate a range of foundation skills associated with safe and effective care practice (outcome 1) and demonstrate evidence of achievement of core clinical skills and procedures (outcome 2)

For outcomes 1 and 2, you should integrate assessment in the form of a placement assessment document, to record evidence of learners' clinical ability. A supervisor or assessor observes learners carrying out the identified competencies. Evidence can be compiled in the form of checklists, completed recording sheets and reflective accounts. Learners must achieve 80% of skills to achieve the placement assessment documentation requirements.

Demonstrate and carry out appropriate treatment for medical emergencies, in accordance with latest guidelines (outcome 3)

For outcome 3, you could use a closed-book assessment of multiple-choice or short-answer questions that meet the evidence requirements. Learners can complete the assessment online. You should assess practical medical emergency procedures in class under simulated conditions.

Calculate numerical data relevant to care practice and medicine management (outcome 4)

For outcome 4, you could use a closed-book assessment of multiple-choice or short-answer questions that meet the evidence requirements. Learners can complete the assessment online. They can use calculators in all parts of the assessment. Learners must achieve 80% (to maintain professional standard) to pass. Assessments should vary yearly, and alternative assessments should be available for re-assessment or for use with different groups.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Placement Proficiency and Skills (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

Unit information

In this unit, you'll gain the knowledge and skills you need to carry out practical procedures and contribute to care practice. You carry out foundation and core clinical skills to deliver a high standard of person-centred care. You also learn how to carry out calculations, and gain an awareness of drug administration. Practical work experience is essential for the unit. You must be working or on placement in a care setting and have a qualified practitioner as a supervisor and assessor as you progress through the unit.

Outcome 1 introduces you to foundation clinical skills that you demonstrate in a classroom setting before commencing placement.

Outcome 2 requires you to carry out a range of core clinical skills. You are shown how to do these and then you practice under supervision until you become competent.

Outcome 3 introduces you to:

- emergency first aid
- how to deal with first aid incidents both in and out of the clinical area
- how to call for help and recognise the limitations of the first aider role

You examine a variety of common first aid conditions and you become competent in carrying out cardiopulmonary resuscitation (CPR) and using the recovery position.

Outcome 4 increases your confidence in carrying out calculations. You learn the units of measurements used when carrying out practical techniques. You become familiar with different care situations that require measurements and calculations, and you learn how to carry these out accurately.

Your assessment for outcomes 1 and 2 is through the placement assessment document that should, where possible, be completed in the workplace by a registered practitioner.

Your assessment for outcomes 3 and 4 may be a closed-book assessment of multiple-choice or short-answer questions that meet the evidence requirements. You can complete the assessment online.

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the healthcare practice sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

This meta-skill includes:

- focusing:
 - researching
 - evaluating understanding on an ongoing basis through practice placement activities and formative assessment

- integrity:
 - exploring personal values, ethics, and professional responsibilities'
 - evaluation through practice placement activities and portfolio evidence
- adapting:
 - teamworking
 - working on practical tasks in practice
 - adapting thinking and practice in response to new ideas, research, and practical experience
- initiative:
 - independently researching
 - collaborating with other professionals to share enthusiasm and knowledge
 - taking part in practice placement activities

Social intelligence

This meta-skill includes:

- communicating:
 - teamworking
 - carrying out practical tasks in practice
- feeling:
 - discussing own values and personal development
 - building empathy and emotional awareness through personal reflection, relationship-building, and the delivery of inclusive, respectful care
- collaborating:
 - teamworking
 - carrying out practical tasks in practice
 - evaluating through practice placement activities and project evidence

Innovation

- curiosity:
 - exploring the relationship between theory and practice through observation, questioning, and research
- sense-making:
 - researching
 - evaluating understanding through practice placement activities, portfolio and project evidence
- critical thinking:
 - analysing research
 - making informed decisions
 - carrying out practice placement activities and research

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the healthcare practice sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

Published: June 2026 (version 1.0)

Superclass: PA

History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit.

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