

NextGen: HN unit specification

Preparation for Perinatal Practice (SCQF level 7)

Unit code: JZBH 47

SCQF level: 7 (16 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.

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Unit purpose

This unit is designed to equip learners with essential skills and knowledge for entering and practicing in perinatal care environments. The unit addresses three key topics:

- effective placement preparation
- awareness and understanding of workplace violence and aggression
- preparing for career progression and employment

Through a combination of theoretical knowledge and practical application, learners are well-prepared to transition into perinatal care workplace settings.

Entry to the unit is at the centre's discretion. Learners should, however, have effective communication and interpersonal skills. They can demonstrate these with relevant qualifications at SCQF level 6 or experience of working in the health or social care sectors.

The unit is a mandatory unit in the Higher National Certificate (HNC) Healthcare Practice perinatal care pathway. Learners can also complete it as a stand-alone unit for continuous professional development (CPD). Learners who complete the unit as part of the HNC Healthcare Practice may progress to further study, including Higher National Diploma (HND) or degree-level courses.

Unit outcomes

Learners who complete this unit can:

1. demonstrate key skills and knowledge required for placement
2. investigate causes and management of conflict in perinatal care settings
3. prepare for progression and employment
4. reflect on placement achievement and learning

Evidence requirements

Learners must provide knowledge evidence for the outcomes. This can be oral or written (or a combination of both) and captured in a range of media. Evidence can be produced over a period of time and requires authentication.

To successfully achieve these outcomes, learners must provide evidence of:

- the key knowledge and skills in outcome 1
- completion of theory and demonstration of practical moving and assisting manoeuvres (for example the Scottish Manual Handling Passport)
- membership confirming suitability to work with vulnerable individuals (for example having a Protecting Vulnerable Groups (PVG) certificate)
- occupational health clearance and/or risk assessment ensuring they are 'fit for practice'
- understanding and application of whistleblowing procedures and escalating concerns
- investigation of causes of conflict in care settings
- ability to describe de-escalation strategies for incidents that arise
- ability to describe strategies for the protection of self and others
- an understanding of the importance of post-incident support processes for staff and others
- a statement of support confirming they are ready to progress into employment or further study
- a current and well-structured curriculum vitae (CV) outlining qualifications, skills, and relevant experience

- participation in a practice interview
- a completed placement visit or liaison form
- completion of the agreed placement hours:
 - confirmation of successful achievement of all required proficiencies in the placement assessment documentation
 - evaluation of feedback received from service users, supervisors, or assessors during the practice placement
 - reflection on learning gained and identifying areas for ongoing development and improvement in practice

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: • professional behaviour and appearance • professional honesty and integrity, good timekeeping, adherence to appropriate policies and protocols • principles of courage, transparency and the professional duty of candour, recognising and reporting any situations, behaviours or errors that could result in poor care outcomes • moving and assisting theory and safe practical manoeuvres • the role of practice educator, practice supervisor, practice assessors and academic assessor • the documentation required to be completed pre-placement (PVG, Occupational Health, and Code of Conduct) • accurate placement assessment documentation and record keeping	Outcome 1 Learners can: • apply professional behaviour and adhere to uniform policy in clinical settings • submit orientation and preliminary meeting documentation • describe behaviours and errors that could result in poor care outcomes and discuss own role and responsibility • apply the principles of safe manual handling • demonstrate safe manual handling practical manoeuvres • discuss the role of the practice educator, supervisors, assessor and academic assessor • submit pre-placement documentation • demonstrate accurate record keeping

Knowledge	Skills
Outcome 2 Learners should understand: • staff safety • terminology related to violence and aggression • legal and ethical frameworks • systems to minimise violence and aggression • emergency responses to violence and aggression • incident reporting • post-incident support	Outcome 2 Learners can: • identify causes of conflict in perinatal care environments • differentiate between terms relating to violence and aggression • identify the features of the legal frameworks relating to violence and aggression • describe the systems in place to minimise the risk of violence and aggression • identify how to respond to an emergency in a clinical area • identify the location of relevant policies, information and documentation
Outcome 3 Learners should understand: • how to create a CV • carry out (where appropriate) the application process for employment and Universities and Colleges Admissions Service (UCAS) • interview preparation and techniques	Outcome 3 Learners can: • submit a CV • submit a statement of support • carry out a practice interview and demonstrate satisfactory interview technique

Knowledge	Skills
Outcome 4 Learners should understand: • the importance of evidencing achievement of placement hours and proficiencies • the importance of reflecting on feedback from the practice placement • how to reflect on the learning and practice improvements gained from the practice placement • the importance of action plans in planning for improvements in knowledge and skills	Outcome 4 Learners can: • evidence skills developed through supervision • evidence placement assessment documentation, including clinical hours • reflect on placement learning and areas for practice improvement • complete an action plan for identified gaps in knowledge and 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:
 - engaging in independent and collaborative research
 - evaluating understanding through formative assessments and reflective tasks
- integrity:
 - reflecting on own values, ethics, and attitudes
- adapting:
 - critically reflecting on new evidence
 - adapting perspectives through case studies and practical scenarios
 - responding to evolving best practices
- initiative:
 - taking responsibility for own learning by conducting independent research and contributing to group discussions and peer learning

Social intelligence

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

- feeling:
 - exploring empathy, emotional awareness and sensitivity to others through guided discussion, reflection and engagement with real-world scenarios
- communicating:
 - enhancing verbal and written communication skills through group discussions, presentations, reflective writing and interactions in practice settings
- collaborating:
 - working with peers and professionals to explore shared goals in promoting safe and inclusive practice

Innovation

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

- curiosity:
 - exploring current professional guidance, policies, and research related to safe practice, placement preparation, and professional conduct, encouraging a questioning approach to improving care outcomes
- creativity:
 - developing creative strategies for communicating effectively in clinical and placement settings, including the use of reflective tools, digital platforms, and visual resources to support learning and engagement

- sense-making:
 - connecting theoretical knowledge to real-world practice by analysing placement experiences, interpreting feedback, and applying learning to improve future performance
- critical thinking:
 - evaluating professional standards, assessing risk, and making informed decisions in line with ethical frameworks, placement protocols, and the duty of candour

Literacies

This unit provides opportunities to develop the following literacies.

- academic writing and referencing skills, through reflective accounts, written tasks, and research-based activities
- using domain-specific language related to professional practice, placement documentation, and perinatal care terminology
- engaging with and interpreting evidence-based literature, policies, and professional standards relevant to safe and effective care

Numeracy

Learners develop numeracy skills by:

- interpreting data from placement records, assessment outcomes, and feedback forms
- managing time-sensitive tasks, including shift patterns, placement schedules, and documentation deadlines
- understanding numerical information in health and safety guidance, such as manual handling limits and incident reporting metrics

Communication

Learners develop communication skills by:

- participating in group discussions, peer feedback sessions, and reflective dialogues
- responding appropriately to verbal and non-verbal communication in classroom and placement settings
- producing written and digital communications, including placement documentation, reflective journals, and professional correspondence
- collaborating with peers, educators, and placement staff in both simulated and real care environments

Digital

Learners develop digital skills and computer literacy by:

- using digital platforms to access placement information, policies, and learning resources
- creating digital portfolios, presentations, and reflective materials to evidence learning and progress
- communicating with peers and staff through virtual learning environments and professional communication tools
- engaging with digital assessments and online systems used in care planning and placement documentation

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

This unit supports the development of knowledge, skills, and values that contribute to sustainable perinatal care practice. Learners explore how sustainability principles — social, economic, and environmental — apply to professional conduct, placement preparation, and safe, person-centred care. The unit encourages reflection on how inclusive, ethical, and accountable practice contributes to long-term wellbeing for women and individuals, families, and communities.

The SDGs that are most relevant for this unit are:

- **SDG 3: Good Health and Wellbeing.** Learners examine how professional behaviour, safe practice, and effective communication contribute to improved health outcomes. The unit explores the importance of access to quality care, the role of ethical decision making, and the impact of professional accountability on patient safety and wellbeing.
- **SDG 10: Reduced Inequalities.** Learners reflect on how equitable access to care, inclusive communication, and culturally sensitive practice can reduce health disparities. The unit promotes awareness of systemic barriers and encourages learners to challenge discrimination and uphold the rights of all individuals in care settings.

Sustainability is embedded through:

- promoting inclusive, person-centred care and ethical professional conduct
- encouraging digital documentation and communication to reduce environmental impact
- supporting reflective practice and lifelong learning to improve care quality and resilience
- understanding the global context of health, including access to care, workforce sustainability, and the role of perinatal care professionals in addressing global health challenges

By engaging with these themes, learners are prepared to contribute to a more sustainable, equitable, and effective perinatal care system — both locally and globally.

Delivery of unit

The number of placement hours in perinatal settings available within the NHS for this unit is currently 35 hours. Learners can be supervised by midwives, senior midwifery learners or maternity care assistants. Any competencies identified in the placement document should be 'signed off' by the supervisor or mentor.

When competencies are not encountered on a clinical placement, they can be achieved through simulation.

This is a mandatory unit in the HNC Healthcare Practice perinatal care pathway. You can deliver it as a stand-alone unit or partially integrate it with elements of the Practical Placement Proficiencies and Skills unit.

The notional time for delivery and assessment is 80 hours. The amount of time you allocate to each outcome is at your discretion. We suggest the following distribution of time, including assessment:

Outcome 1 — Demonstrate key skills and knowledge required for placement (30 hours)

Outcome 2 — Investigate causes and management of conflict in healthcare settings (10 hours)

Outcome 3 — Prepare for progression and employment (20 hours)

Outcome 4 — Reflect on placement achievement and learning (20 hours)

Additional guidance

The guidance in this section is not mandatory

Content and context for this unit

The unit supports learners in developing the professional behaviours, practical skills, and reflective abilities required for safe and effective participation in perinatal care placements. You can integrate teaching and assessment of outcomes to promote a holistic understanding of professional practice. You can also deliver the unit as a stand-alone unit.

You should introduce learners to:

- current local and national policies
- codes of conduct
- professional standards
- best practice guidelines relevant to safe care delivery, placement preparation, and professional accountability

Emphasise the importance of ethical behaviour, communication, and accurate documentation in supporting high-quality care.

Demonstrate knowledge and skills in preparation for placement or employment (outcome 1)

You should deliver this outcome through classroom-based teaching, supported by discussion, case studies, and simulation. Learners should explore the expectations of professional behaviour, including appearance, punctuality, honesty, and adherence to workplace policies. You should embed the principles of the duty of candour, transparency, and the importance of reporting concerns throughout.

Introduce learners to the roles of the practice educator, practice supervisor, practice assessor and academic assessor, and how these roles support learning and assessment in practice. You should also cover the completion of pre-placement

documentation, including PVG membership, occupational health clearance, and the Code of Conduct.

Teach manual handling theory in line with the Scottish Manual Handling Passport, with opportunities for learners to demonstrate safe practical manoeuvres. Learners should also practise accurate record keeping using placement assessment documentation, and reflect on the importance of maintaining confidentiality and professionalism in all written and verbal communications.

Professionalism

Learners will develop the skills and strategies necessary for securing, progressing and excelling in workplace placements. This includes understanding the expectations of professional environments, effectively presenting oneself, and adhering to organisational standards. Learners should understand the purpose of professionalism and how to maintain, uphold and enable it.

Learners should recognise the importance of applying the values and principles from other parts of the qualification, for example they should discuss issues relating to:

- informed consent
- confidentiality
- privacy
- dignity
- the therapeutic relationship
- person-centred care
- health and safety

You should direct learners to the Nursing and Midwifery Council (NMC) Code, NMC Standards of Proficiency for Midwives, and national maternity care frameworks (including Royal College of Obstetricians and Gynaecologists (RCOG) standards and NHS maternal safety bundles) to ensure safe, person-centred practice. You should discuss the need to have organisational policies and encourage learners to locate and read policies that exist within their placement workplace. Learners should understand that the ability to recognise a need for professional and clinical supervision and the limitations of one's competence is central to good practice. You

should also discuss uniform policy, attendance, time keeping and the correct use of social media in relation to professionalism.

Practical exercises simulate real-world scenarios to ensure learners are ready for the challenges and opportunities of health and social care environments.

Manual handling

Learners should be aware of relevant legislation and employer and employee duties. They must also learn how to use environment load individual task equipment (ELITE) as a tool for a risk assessment, and have an understanding of the basic functions of the spine and effective moving principles. You should cover hazards associated with manual handling, common back injuries and appropriate back care. You should highlight controversial manual handling techniques and the outcomes of poor practice.

Learners must learn and demonstrate safe people handling techniques and identify the different types of manual handling equipment and its correct usage for chair manoeuvres, bed manoeuvres, and hoisting. You can also discuss lateral transfers, and encourage learners to obtain a Scottish Manual Handling Passport, which may be offered at your centre.

Protecting vulnerable groups scheme

You should discuss the application process for obtaining a protecting vulnerable groups (PVG) certificate. This could include types of PVGs and their purpose.

Occupational health documentation

You should discuss the role and process of obtaining occupational health clearance, including how it ensures learners are 'fit for practice' before entering placement.

Whistleblowing guidance

Learners should be familiar with the procedures for raising and recording concerns in the workplace. This includes:

- understanding what constitutes poor care (for example inadequate, abusive, or neglectful practice)
- the four-stage escalation process used in acute care settings
- the ethical importance of speaking up and the implications for patient safety
- reference to current national whistleblowing guidance for perinatal care learners

Placement documentation and record keeping

Learners should understand the importance of accurate and timely completion of placement assessment documentation. This includes:

- submitting orientation and preliminary meeting records
- maintaining up-to-date logs of clinical hours and proficiencies
- demonstrating professional standards in written communication and documentation
- understanding the legal and ethical implications of record keeping in care environments

You should encourage learners to reflect on their responsibilities in maintaining safe, ethical, and accountable care environments through accurate documentation and professional conduct.

Demonstrate understanding of safety, conflict, and emergency response in care settings (outcome 2)

You should deliver this outcome through interactive teaching, scenario-based learning, and simulation. Learners should explore the causes of conflict in perinatal care environments and develop an understanding of terminology related to violence and aggression. Introduce legal and ethical frameworks, alongside organisational systems designed to minimise risk and promote staff and service-user safety.

Conflict in perinatal care settings

Learners should be adequately prepared to deal with potential conflict in the care setting. Introduce learners to the triggers that produce conflict and/or aggressive behaviour, such as:

- substance abuse or withdrawal from substances
- anxiety
- fear
- distress
- misunderstanding
- discrimination
- poor communication

Learners should define and describe aggressive behaviour and recognise deteriorating situations, as well as understanding the difference between anger and aggression. They can assess the risk associated with such a situation and recognise the limitations of their own abilities to cope with and diffuse the situation. Learners should understand the role communication plays in exacerbating or calming an aggressive situation and be aware of both verbal and non-verbal interventions. They should know when to call for help or withdraw from the situation. Learners should be aware of effective de-escalation techniques and should be able to select and apply these techniques appropriately. Learners should understand their role in managing situations according to current legislation, ethical considerations and their professional code of conduct. As aggression can affect other service users, learners should be able to adopt strategies that will help and support them. They should know when to refer to other care professionals.

Emergency response and post-incident support

Learners should practise responding to simulated emergencies involving violence or aggression. This includes recognising deteriorating situations, following escalation protocols, and ensuring the safety of all individuals involved. Learners should understand the emotional and psychological impact of such incidents on both staff and service users. Explore the importance of post-incident support and

documentation, including access to debriefing, supervision, and counselling. Encourage learners to reflect on incidents to improve future practice and build resilience.

Documentation and reporting

Accurate and timely documentation is essential following any incident involving conflict or aggression. Learners should understand how to complete incident reports in line with organisational policy and the legal implications of record keeping. They should be able to document observations objectively and professionally, ensuring that all relevant details are recorded to support accountability and learning.

Whistleblowing and ethical responsibility

You should inform learners of national whistleblowing guidance and how to raise concerns about unsafe or unethical practice. Discuss the four-stage escalation process used in acute care settings, along with the ethical importance of speaking up. You can issue learners with the National Whistleblowing Guidance for Nursing and Midwifery Students on NHS placements in Scotland or equivalent, to support their understanding of this critical area of professional responsibility.

Demonstrate readiness for employment or further study (outcome 3)

You should deliver this outcome through a combination of workshops, tutorials, and one-to-one support. The focus is on preparing learners for progression into employment or further education by developing key skills in self-presentation, application writing, and interview performance.

Creating a CV

Learners should understand that the purpose of a CV is to present relevant qualifications, experience, and skills in a clear and professional format to prospective employers. You should cover the standard structure and content of a CV, including

personal details, education, work experience, skills, and references. Encourage learners to tailor their CVs to specific roles within health and social care and to use appropriate formatting and language. Maintaining a reflective diary during placement may also support CV development by helping learners track their progress, achievements, and areas for improvement.

Statement of support

Explain the purpose of a statement of support and its role in applications. Include the typical structure of statements, and what should be included for both UCAS and job applications. Discuss the importance of maintaining a professional and positive tone throughout the statement and language used. Learners should know how to research the employer or university and review job descriptions.

Interview preparation and techniques

Learners should understand that interviews are designed to assess their suitability for a role or course based on their skills, experience, values, and personal qualities. Teaching should include preparation strategies such as researching the organisation, anticipating common questions, and practising responses using the Situation, Task, Action, Result, Impact (STARI) method. Learners should participate in mock interviews, taking turns as interviewers and interviewees, and receive constructive feedback on their communication, confidence, body language, and content of answers.

Placement supervision and academic advisor visit

Learners should understand the role of placement supervision and academic advisor visits in supporting their development. Supervision helps learners build the skills, confidence, and professional behaviours required for practice. These experiences are documented through placement assessment tools and contribute to learners' overall readiness for employment or further study.

This outcome supports learners in developing the confidence, professionalism, and self-awareness needed to transition successfully into the next stage of their career or education.

Reflect on placement learning and identify areas for development (outcome 4)

You should deliver this outcome through structured reflection, supervision, and feedback sessions. Support learners to evaluate their placement experience, identify areas for improvement, and plan for ongoing development in knowledge, skills, and professional behaviours.

Evidencing placement hours and proficiencies

Learners should understand the importance of accurately recording and evidencing their placement hours and the achievement of required proficiencies. This includes maintaining up-to-date placement documentation, completing relevant sections of the placement assessment document, and ensuring that all records are signed and verified by appropriate supervisors or assessors. Encourage learners to take ownership of this process as part of their professional responsibility.

Reflection on learning and feedback

Support learners to reflect on their learning throughout the placement experience. This includes evaluating feedback received from service users, supervisors, assessors, and colleagues. Encourage learners to consider how this feedback highlights their strengths and areas for development. Keeping a reflective diary during placement may help learners track their progress, identify patterns in their practice, and build self-awareness.

Practice improvement and action planning

You should introduce learners to the concept of continuous improvement and the role of reflection in enhancing practice. They should be able to identify gaps in their knowledge or skills and understand how to use an action plan to address these areas. Teaching should include how to set realistic goals, identify resources or support needed, and monitor progress over time. Action planning should be linked to professional standards and used as a tool for lifelong learning and career development.

This outcome supports learners in developing the reflective and evaluative skills necessary for safe, effective, and person-centred care. It also encourages accountability, resilience, and a commitment to ongoing professional growth.

Through placement supervision, learners develop the skills required to practice in the workplace. Mentorship ensures that learners not only acquire the necessary skills and knowledge, but also develop the confidence and professional behaviours needed for a successful career in perinatal care. This is evidenced through the placement assessment document competencies and skills.

Reflection on learning and practice improvement

Learners must be able to reflect on their learning and any improvements in their practice. They must also evaluate the feedback from patients, assessors, supervisors, or colleagues, and identify any gaps in their learning. They should understand the purpose of an action plan as a means of identifying ways to address those gaps in knowledge or practice.

Resources

There is a variety of media resources that you can use to support delivery of the unit. You can use Turas for manual handling theory and prevention and management of violence and aggression. In addition, learners' experiences in their practice placements can enhance their learning and application in the unit.

Helpful resources include:

- All4Maternity, *Reflective practice in midwifery* [Online course]. Available at: <https://hub.all4maternity.com/courses/reflective-practice-in-midwifery/> [accessed April 2026]
- British Journal of Midwifery, *Reflection as creative practice: an exploration of arts-based practice workshops with student midwives*. Available at: <https://www.britishjournalofmidwifery.com/content/professional/reflection-as-creative-practice-an-exploration-of-arts-based-practice-workshops-with-student-midwives> [accessed February 2026]
- ClinicalSkills.net, (2024) *Clinical skills*. Available at: <https://www.clinicalskills.net/> [accessed February 2026]
- Donohoe, A. (2026) *Reflective practice in nursing and midwifery: a comprehensive guide*. 1st edition. London: Elsevier.
- Empowering Midwifery Education, *Resource hub*. Available at: <https://empoweringmidwiferyeducation.com/resources/> [accessed February 2026]
- International Confederation of Midwives, *Midwifery education development pathway (MPath)*. Available at: <https://internationalmidwives.org/resources/midwifery-education-development-pathway/> [accessed February 2026]
- NMC, (2018) *The Code: Professional Standards of Practice and Behaviour for nurses, Midwives and Nursing Associates*, Nursing and Midwifery council. Available at: <https://www.nmc.org.uk/standards/code/> [accessed February 2026]
- Nursing and Midwifery Council, (2019) *Standards of Proficiency for Midwives*, NMC. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/standards/2024/standards-of-proficiency-for-midwives.pdf> [accessed February 2026]

- NHS Education for Scotland, *Learning at Work Week — De-escalation Skills*. Available at: <https://learn.nes.nhs.scot> [accessed February 2026]
- NHS Education for Scotland, *Prevention and management of violence and aggression: essential learning for AHP students*. Available at: <https://learn.nes.nhs.scot> [accessed February 2026]
- NHS Education for Scotland, *Prevention and management of violence and aggression: for all staff*. Available at: <https://learn.nes.nhs.scot> [accessed February 2026]
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- Nursing and Midwifery Council, *Supporting information for reflection in nursing and midwifery practice*. Available at: <https://www.nmc.org.uk/globalassets/sitedocuments/standards/supporting-information-for-reflection-in-nursing-and-midwifery-practice.pdf> [accessed February 2026]
- Royal College of Nursing, (2023) *Placements: a student survival guide* [Podcast]. Available at: <https://www.rcn.org.uk/magazines/Advice/2023/Jan/Placements-A-Students-Survival-Guide> [accessed February 2026]
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- RCOG, (2016) *Standards for Maternity Care*, RCOG. Available at: <https://www.rcog.org.uk/guidance/browse-all-guidance/other-guidelines-and-reports/standards-for-maternity-care/> [accessed February 2026]
- Scarlan, S. and Walker, H. *Studying for your midwifery degree*. London: Learning Matters.
- *Scottish Perinatal Network Guidance*, (2021) Scottish Perinatal Network. Available at: <https://www.perinatalnetwork.nhs.scot/professionals/guidance/> [accessed February 2026]
- Skills Development Scotland, (2024) *CV builder*. Available at: <https://www.myworldofwork.co.uk/tools-and-quizzes/cv-builder/> [accessed February 2026]

- UCAS, (2024) *How to write your undergraduate personal statement*. Available at: <https://www.ucas.com/applying/applying-to-university/writing-personal-statement/how-write-personal-statement> [accessed February 2026]

Approaches to delivery

We recommend that you deliver the unit through:

- lectures
- group work
- practical classroom activities
- visiting speakers
- visits to appropriate practice settings

Approaches to assessment

To successfully achieve the unit, learners must provide knowledge evidence. This can be oral or written (or a combination of both) and captured in a range of media.

Learners gain key knowledge and skills in readiness for and when working in placement or employment. While they work in a care environment, academic or practice assessors supervise them and validate their work.

You provide learners with assessments. These can include:

- checklists
- short-response questions
- practical demonstrations
- role play
- individual or group presentations
- video diaries
- reflective accounts
- action plans
- any other appropriate methods

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

Preparation for Perinatal Practice (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

This is a mandatory unit in the Higher National Certificate (HNC) Healthcare Practice perinatal care pathway. You learn how to prepare for a placement and work environments or university. You must carry out practical training, such as moving and assisting, and complete a checklist to ensure all pre-placement procedures are completed before you start work in a clinical environment.

You will examine aggression and violence that may occur in workplace settings, preparing you to deal with potentially aggressive situations and recognise triggers. You can assess the risk associated with such a situation and recognise the limits of your own abilities to cope with and diffuse the situation. You learn about the role communication plays in exacerbating or calming an aggressive situation, and how to call for help if required.

You prepare for progressing to either university or the workplace. This includes preparing for interview, producing placement assessment documentation, and writing a curriculum vitae (CV) and statement of support.

Entry to the unit is at your centre's discretion. You should, however, have effective communication and interpersonal skills. Experience in care is not essential for entry to this unit, but it may be beneficial.

Your clinical placement is in a perinatal care setting and is approximately 35 hours of supervised learning. You have placement documentation to complete during this time.

You must complete assessments and documentation, submit them by the required dates, and retain evidence in a portfolio with a checklist of evidence and statements from you that confirm that it is all your own work. Your centre may also use an anti-plagiarism software package to confirm authenticity.

Your centre provides you with assessments. These can include:

- checklists
- short-response questions
- practical demonstrations
- role play
- individual or group presentations
- video diaries
- reflective accounts
- action plans
- any other appropriate methods

On completion of the unit as part of HNC Healthcare Practice, you may progress to further study, including Higher National Diploma (HND) or degree-level courses.

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:
 - discussing and evaluating own values and personal development
 - evaluating understanding 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
 - completing practical tasks in practice

- engaging in both verbal and non-verbal interactions in learning and care environments
- feeling:
 - building empathy and emotional awareness through personal reflection, relationship-building, and the delivery of inclusive, respectful care
- collaborating:
 - teamworking to achieve shared goals

Innovation

This meta-skill includes:

- 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

This unit helps you build the knowledge, skills, and values needed to support sustainable perinatal care. You explore how sustainability — across social, economic, and environmental areas — connects to your professional behaviour, placement preparation, and the delivery of safe, person-centred care. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

You reflect on how inclusive, ethical, and accountable practice supports the long-term wellbeing of individuals, families, and communities.

The SDGs that are most relevant for this unit are:

- SDG 3: Good Health and Wellbeing. You learn how your professional behaviour, communication, and safe practice contribute to better health outcomes. This includes understanding the importance of access to quality care, ethical decision making, and being accountable for the care you provide.
- SDG 10: Reduced Inequalities. You reflect on how to provide fair and inclusive care. This means recognising and addressing health inequalities, using culturally sensitive communication, and challenging discrimination in care settings.

Throughout the unit, sustainability is embedded in the way you learn and practice.

You're encouraged to:

- promote inclusive, person-centred care and act with professional integrity
- use digital tools for documentation and communication, to reduce environmental impact
- engage in reflective practice and lifelong learning to improve care quality and build resilience
- understand the global context of health, including access to care, workforce sustainability, and your role in tackling global health challenges

By engaging with these themes, you're better prepared to contribute to a perinatal care system that is sustainable, equitable, and effective — both in your local community and globally.

Administrative information

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Superclass: PA

History of changes

Version	Description of change	Date

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