Higher National Graded Unit Specification

General Information for Centres

This Graded Unit has been validated as part of the HNC Pharmacy Services Development and Management award. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit Title: Pharmacy Services Development and Management: Graded Unit 1

Graded Unit Code: DP9Y 34

Type of Graded Unit: Project

Assessment Instrument: Investigation

Credit points and level: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC award in Pharmacy Services Development and Management:

♦ develop the candidate's knowledge and skills in planning, developing and evaluating project activity
♦ develop the candidate's range of Communication and Problem Solving skills
♦ develop the candidate's skills to work with others to become an effective member of the team
♦ develop the candidate's confidence to develop as an individual
♦ develop the candidate's analytical skills
♦ develop the candidate's skills to enable them to work effectively with a range of individuals in a variety of healthcare settings
♦ prepare candidates to progress into senior positions
♦ understand the needs of clients/patients

Recommended Prior Knowledge and Skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

♦ Communication: Presenting Complex Communication for Vocational Purposes
♦ Developing Skills for Personal Effectiveness

♦ General Information for Centres (cont)

- ♦ Research Skills
- ♦ Developing the individual within a Team
- ♦ Working with Peoples and Teams
- ♦ Communication: Business Writing Skills
- ♦ Therapeutics: Common Medical Conditions
- ♦ Developing Pharmacy Services

Core Skills: There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of Problem Solving and Working with Others at Higher level.

Assessment: This Graded Unit will be assessed by the use of a work based project. The "fleshed-out" work based project should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Graded Unit covers.

In developing this specification it was decided that candidate's must clearly identify individual projects. However, this does not preclude individual projects being part of a larger group project. If the project is part of a larger project the candidate must be able to prove that they have achieved the national standards required.

Administrative Information

Graded Unit Code: DP9Y 34

Graded Unit Title: Pharmacy Services Development and Management: Graded Unit 1

Date of publication: August 2018

Source: SQA

Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

Graded Unit Title: Pharmacy Services Development and Management: Graded Unit 1

Conditions of Assessment

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

♦ variables which are complex or unfamiliar
♦ relationships which need to be clarified
♦ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

♦ analyse the task and decide on a course of action for undertaking the project
♦ plan and organise work and carry it through to completion
♦ reflect on what has been done and draw conclusions for the future
♦ produce evidence of meeting the aims which this Graded Unit has been designed to cover

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

The project should be assigned a total of 100 marks as follows

♦ 25 marks for the planning stage
♦ 50 marks for the developing stage
♦ 15 marks for the evaluation stage
♦ 10 marks for the oral presentation.

The assessor will then assign a grade to the candidate for the Graded Unit using the following criteria.

♦ A= 70-100%
♦ B= 60-69%
♦ C= 50-59%

A pass of 50% is required to achieve a pass in the Graded Unit

Grade A	Grade C
Is a seamless, coherent piece of work which:	Is a co-ordinated piece of work which:
♦ Produces evidence for the three essential stages of the project, which is of a high quality and clearly inter-related	♦ Produces adequate, fairly well integrated documentation for the three essential stages of the project.
♦ Is highly focused and demonstrates an insightful interpretation and balanced, integrative approach	♦ Demonstrates an acceptable interpretation from a balanced integrative approach
♦ Is tightly structured, relevant to the content of the unit and displays a high level of subject/occupational expertise	♦ Is reasonably well structured and displays an adequate level of subject/occupational expertise
♦ Effectively applies integrated and consolidated knowledge, understanding and skills from the course units to complex situations	♦ Applies integrated and consolidated knowledge, understanding and skills with some lack of continuity and consistency
♦ The report is presented in a logical order, is of a superior standard with respect to content, spelling, punctuation, grammar and presentation.	♦ The report is of an acceptable standard
♦ The oral presentation supports the report, is of a superior standard with regard to clarity of expression and effective use of visual aids	♦ The oral presentation supports the main content of the report

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
♦ The candidate's ability to answers questions during oral presentation demonstrate an in-depth understanding of issues related to their project.	♦ The candidate's ability to answer questions during oral presentation demonstrates an understanding of the issues related to their project.

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Note: The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning	A protocol that includes: ♦ a project topic appropriate for the task ♦ the aims of the project ♦ information searches relevant to the project ♦ background information on the project topic ♦ listed objectives ♦ listed sub-tasks ♦ a detailed work schedule *The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage. This will account for 25% of the total mark.*

Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 2 — Developing	A report to include: ♦ collection and collation of data in line with the work schedule ♦ findings and conclusions which are correct for the nature of the project ♦ a conclusion and recommendations *The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage. This will account for 50% of the total mark.* ♦ oral presentation The oral presentation will account for 10% of the total mark *The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.*
Stage 3 — Evaluating	The Evaluation section of the report should: ♦ review and update the work schedule as the project progresses ♦ contain information on the actions taken on feedback from supervisor ♦ describe the strengths and weaknesses of the project ♦ describe any new skills the candidate has gained from carrying out the project ♦ identify opportunities for further development work *The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage. This will account for 15% of the total mark.*

The candidate must produce a report consisting of 3000-5000 words. They should also develop and maintain a logbook showing progress reports and any listed feedback from the supervisor. This will show how the project developed and progressed.

The candidate must also prepare a 10 minute oral presentation giving clear indication of the purpose of the research, the methods used, the results obtained, a discussion of the results, a conclusion and any recommendations to be made. They should also be able to identify the need for future development work. They will be expected to answer questions relevant to the project. The presentation will be worth 10% of the overall mark and will be assessed after the report has been submitted for assessment.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.