



Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HND in Equine Studies. 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: Equine Studies: Graded Unit 2

Graded Unit code: DP2W 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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 Access 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HND in Equine Studies:

- ◆ to provide a qualification which meets the needs of current practitioners in the equine environment and also those seeking an entry route to employment in a range of equine settings
- ◆ to provide a qualification that offers an integrated course of theory and practice which will equip candidates to work effectively in the wide ranging field of equine studies

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:

- ◆ *Equine Studies: Equine Nutrition*
- ◆ *Equine Studies: Equine Facility Management*
- ◆ *Equine Studies: Equine Fitness*
- ◆ *Equine Studies: Equine Selection*
- ◆ *Equine Studies: Equine Health*
- ◆ *Equine Studies: Preparation of Horses for Competition*
- ◆ *Equine Studies: Grassland Production*
- ◆ *Customer Care*

General information for centres (cont)

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*.

Assessment: This Graded Unit will be assessed by the use of a practical assignment. The ‘fleshed-out’ practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Administrative Information

Graded Unit code: DP2W 35
Graded Unit title: Equine Studies: Graded Unit 2
Original date of publication: August 2004
Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Graded Unit specification: instructions for designing the assessment task and assessing candidates

Graded Unit title: Equine Studies: Graded Unit 2

Conditions of assessment

The candidate should be given a date for completion of the practical assignment. 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. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date. Reassessment of this Graded Unit should be based on a significantly different assessment task.

At this level, candidates should work independently. It is up to Centres to take reasonable steps to ensure that the project is the work of the candidate. For example, Centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any re-assessment of stages must be undertaken before proceeding to the next stage.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

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

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

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.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ Produces evidence for the three essential stages of the Practical Assignment which is clearly inter-related ◆ Is highly focused and demonstrates an insightful interpretation and a balanced, integrative approach ◆ Is tightly structured, relevant to the content of the Units and displays a high level of subject / occupational expertise ◆ Effectively applies integrated and consolidated knowledge, understanding and skills from the course Units to complex situations 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Produces documentation for the three essential stages of the Practical assignment which shows some integration between them ◆ Demonstrates an acceptable interpretation from a balanced integrative approach ◆ Is reasonably well structured and displays subject/occupational expertise ◆ Applies integrated and consolidated knowledge understanding and skills with some lack of continuity and consistency

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% — 100%

B = 60% — 69%

C = 50% — 59%

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

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

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	<p>This stage is worth 30 marks. The candidate must achieve all of the minimum evidence specified below to pass the planning stage. The planning stage is assessed by a short planning document. The tutor's role is as a facilitator and so to gain high marks the candidate must demonstrate a high degree of autonomy in planning activities.</p> <p>Produce a written plan which includes:</p> <ol style="list-style-type: none"> 1 An analysis of the current aims, objectives and timescales 2 An analysis of the current nutrition, suitability of breed, fitness etc 3 An explanation of the current processes employed for daily, weekly, annual organisation 4 An explanation of the current processes for marketing and customer care 5 Aims of the project and steps to be taken to reach clearly defined goals 6 Timescales for carrying out the activity and writing up the assignment 7 A discussion of the method to be used 8 Identification of policy and guidelines affecting the chosen activity 9 Justification for the approach and method used <p>The plan should be 2,000 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p> <p>Additional guidance on grading</p> <p>For the planning stage marks must be allocated in the following way:</p> <p>Up to 10 marks for the analysis of the current aims objectives and timescales.</p> <p>The analysis of the individual or group, analysis of the current nutrition, suitability of breed, fitness etc. For full marks the candidate must present a clear description and thorough analysis of the needs of the individual or group. This would be demonstrated by the relevance of the theories chosen.</p>

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

Project stage	Minimum Evidence Requirements
Stage 1 — Planning (cont)	<p>Up to 5 marks for the relevance of the activity / event/process chosen. Candidates should give details of what, how, where and when. Aims and objectives should be clearly stated, the objectives should detail the steps they will take to achieve their aims. The timescale for planning, development and evaluation should be included. The activity/ event/ process should reflect the optional Units studied by the candidate</p> <p>Up to 5 marks for an explanation of the current processes employed for daily, weekly, annual organisation. Risks and contingencies should be mentioned to achieve full marks. The candidate should describe how they intend to organize and utilize appropriate resources for the chosen activity/event/process</p> <p>Up to 5 marks for an explanation of the current processes for marketing and customer care, identification of the method and approach to be used which should be appropriate to the activity and the individual or group. Full marks should be given where the candidate clearly demonstrates the way the method selected will meet the purpose of the activity/ event /process</p> <p>Up to 5 marks for the justification of the approach taken in the plan and for developing and adhering to realistic timescales.</p>
Stage 2 — Developing	<p>Produce a written report of the activity/event/process which:</p> <ol style="list-style-type: none"> 1 Is based on the plan which should be completed prior to the activity taking place 2 Is verified by the placement supervisor as an authentic record of what actually took place 3 Demonstrates an ability to manage materials and resources to carry out the activity 4 Applies methods and approaches to the fulfilment of the aims and objectives as specified in the plan <p>The report should be 2,000 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p> <p>Additional Guidance on Grading</p> <p>This stage is worth 40 marks. The candidate must achieve all of the minimum evidence specified below in order to pass the developing stage. Assessment is based on the written report of the activity.</p>

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

Project stage	Minimum Evidence Requirements
Stage 2 — Developing (cont)	<p>Up to 10 marks for the application of methods and approaches to the fulfilment of the aims and objectives within the plan of the activity/event/process. For full marks the candidate would have to show the methods and approaches had a direct bearing on the activity. Candidates who made poor links and connections between the activity and the methods and approaches used should be awarded lower marks.</p> <p>Up to 20 marks for showing that the activity/event/process has been followed through according to the plan. Candidates who provide a detailed account of the activity, which is related to the plan, should be given a high mark. Candidates who do not relate the activity to the plan but give a good account of how they undertook the activity in a logical fashion should be given a pass mark. Candidates who give an account of the activity which shows little coherence or organisation and does not relate to the plan should not be allocated a pass mark.</p> <p>Up to 10 marks should be allocated for the ability to manage materials and resources. This may depend on the activity/event/process the candidate has chosen and the complexity of the organisation required to carry out the activity. In order to achieve full marks the materials used should be appropriate to the activity and reference should be made to legal and organisational requirements and adherence to policies.</p>
Stage 3 — Evaluating	<p>Produce a written evaluation of the activity which includes:</p> <ol style="list-style-type: none"> 1 A review of the financial implications 2 A review of the quality of own work objectively 3 A review of the evaluation tools and methods used 4 An assessment of the strengths and weaknesses of the original plan 5 A review of the plan and modifications made to inform improvements to own work 6 An indication of how the integrative nature of the assignment enhanced understanding 7 Identification of any problems encountered and skills gained <p>The report should be 2,000 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

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

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating (cont)	<p>Additional Guidance on Grading</p> <p>This stage is worth 30 marks. The candidate must achieve the minimum criteria specified below to pass the evaluating stage. The evaluating stage is assessed by a written evaluation. The tutor’s role is as a facilitator and so candidates should demonstrate a high degree of autonomy in evaluating the activity/event /process.</p> <p>The marks for this stage should be allocated in the following way:</p> <p>Up to 5 marks should be given to candidates who are able to review the quality of their own work with some reflection shown. Candidates who can identify areas of new learning and can relate the activity to the plan, including identification of gaps or omissions should be awarded a high mark. Full marks should be awarded to candidates who can identify the impact of any new learning on their practice.</p> <p>Up to 5 marks should be given for the use of appropriate evaluation tools and methods. The strengths and weaknesses of the tools and methods used should be considered. Full marks should be given to candidates who use the feedback gained from others to review their own work and to inform improvements to their work.</p> <p>Up to 5 marks for a discussion of the strengths and weaknesses of the original plan and analysis of whether the plan was sufficient in meeting the aims of the activity/event/process. Full marks should be given to the candidate who uses feedback in evaluating the activity.</p> <p>Up to 10 marks should be given for the review of the whole project and any modifications or improvements including recommendations for future activities/events/processes, which should be achievable and realistic, including financial implications. The candidate who does this should achieve full marks. A candidate who makes some suggestions but does not always relate them to the plan or development should receive a pass mark. A candidate who does not suggest improvements and who has not related the evaluation of their work across the whole project should not receive a pass mark.</p> <p>Up to 5 marks should be awarded for identification of the way the project integrated knowledge and understanding of the component Units of the HNC and HND equine studies. Full marks should be awarded to candidates who identified skills gained and integration of theory and practice during the project. A candidate who does not identify any new or enhanced knowledge and skills should not pass this section.</p>

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

A suggested topic for this project might be:

Plan, deliver and evaluate an event in the equine environment.

The equine environment used could be one that is used by the delivering centre for the delivery of the mandatory Units. The use of an additional centre is strongly recommended. This could be administered by the candidates on work placement. This could extend the work placement and allow the candidate to be able to administer the Graded Unit in unfamiliar surroundings.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.