Project Assessed Course

X06F 11   Care Issues for Society: Child Care

Valid from August 2007

External Assessment

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Contents

Appendix

1 Project Assessed Course — Overview

This specification is in two parts. The first part, the main body of the specification, provides the template for the definition and assessment of the Project Assessed Course. The second part, contained in an appendix, are the project briefs; additional support notes for candidate guidance; marking checklists and invigilation declaration.

This Project Assessed Course centres around a given case study. The Project Assessed Course integrates the knowledge and understanding gained in the individual Course Units. The integrated nature of the project has several advantages. Depth of understanding can be consolidated and there are opportunities for additional integrated or applied learning. The project represents an opportunity for candidates to develop and apply skills relating to:

♦ Planning
♦ Researching relevant background information
♦ Application of knowledge to a given situation (the case study)
♦ Problem solving
♦ Evaluation

Candidates will be best prepared to undertake the project when they have completed the component Units of the Course so that they can make full use of the knowledge and understanding gained in the Units.

The component Units are:

♦ F01C 11 *Families in Modern Society*
♦ DF6J 11 *Child Protection: An Introduction*
♦ DM86 11 *Parenting*

Assessment will be based on the outcome of the project. An overall grade (A, B or C) will be determined by assessment of each candidate's performance in producing the project. This assessment will be subject to external marking. To gain the Course award, the candidate must pass all three component Units of the Course as well as the externally marked project.

The project has been devised to allow candidates to achieve any grade across the range.

The project is concerned primarily with analysis of issues relating to the case study scenario. However, this allows the candidate to display planning, research and evaluation skills.

Candidates are provided with a brief and are expected to demonstrate attainment relating to:

♦ Planning the steps and timescale they will take to cover all the requirements of the project
♦ Researching relevant background information
♦ Applying their research to the issues raised in the case study
♦ Drawing relevant conclusions
♦ Making realistic recommendations
♦ Evaluating their learning through carrying out this project

Candidate evidence is required as follows:

♦ Planning
♦ Relevant background research
♦ Application of research to the given case study
♦ Conclusions and recommendations
♦ Evaluation of candidate's learning process.

2 Recommended Entry

Candidates should have completed the Units in the National Course prior to embarking on the external assessment. However, there may well be candidates who, for whatever reason, choose to undertake the external assessment on a stand-alone basis. Any such candidates who have not completed or embarked upon the National Course Units *prior* to undertaking the external assessment should have demonstrated attainment in (and/or attained) the following qualifications:

♦ National Unit: Psychology for Care (Intermediate 2)
♦ National Unit: Sociology for Care (Intermediate 2)

and

♦ National Unit: Families in Modern Society (Intermediate 2)

Candidates who achieve the external assessment will not be certificated for the Course until they have successfully completed the Units.

3 Overview of Project Brief

The detailed project brief is given in Appendix A. Candidates have a given case study scenario which raises issues regarding family structure, parenting skills and child protection.

Candidates produce:

♦ A plan and timescale for the overall project
♦ A report on the background research they have carried out
♦ A response to the case study as an assistant in the nursery
♦ A response to the case study, and in particular to the role of the parent/parents as a family support worker
♦ Relevant conclusions and recommendations relating to specific members of the case study family
♦ Evaluation of the effectiveness of their learning in terms of planning and carrying out the project

4   Outcome Coverage

Course structure		
Unit title	**Credit value**	**Unit number**
Families in Modern Society	1.0	F01C 11
Parenting	1.0	DM86 11
Child Protection: An Introduction	1.0	DF6J 11

All external assessments for Project Assessed Courses cover a minimum of two thirds of the Outcomes from the component Units. For this project these are:

Unit: Families in Modern Society
Outcome 1: Demonstrate knowledge and understanding of a range of family types in modern society
Outcome 2: Evaluate social factors which influence families
Outcome 3: Evaluate the impact of social problems on modern families.

Unit: Parenting
Outcome 1: Demonstrate knowledge and understanding of the role of a parent of children aged 0-12 years
Outcome 2: Demonstrate knowledge and understanding of the influences on parenting of children aged 0-12 years
Outcome 3: In a group, investigate the support available to parents from family and the community.

Unit: Child Protection: An Introduction
Outcome 1: Explain issues relating to child protection and intervention
Outcome 2: Describe situations where child protection intervention is required
Outcome 3: Describe how the rights of the child are maintained by current legislation and available sources

It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking the external assessment.

5   Subject related Knowledge and Skills

The project allows candidates to further develop their knowledge and skills in relation to the areas listed below:

♦   Understanding how clients' needs may be met
♦   Empathising and discussing from another person's perspective
♦   Understanding the importance of interpersonal skills
♦   Conducting research using a variety of methods
♦   Managing time effectively
♦   Planning
♦   Selecting and organising researched material
♦   Applying prior learning and project research to a given situation
♦   Creating a bibliography
♦   Presenting a coherent piece of work
♦   Evaluating their own learning

6 Candidate Evidence Requirements

General information

The three stages of the Project Assessed Course in Care Issues in Society: Child Care at Intermediate 2 level are:

♦ Planning
♦ Developing
♦ Evaluating

Some of the evidence must be produced under invigilated conditions. **It is the centre's responsibility to evidence that candidate's work was produced under such conditions**.

Candidates should be reminded that producing work significantly exceeding the given word count will incur penalties with a reduction of 10 marks for that part of the project.

Planning

Candidates should be shown the case study and project brief before beginning the plan. Candidates must produce a 250-300 word plan of action. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

In the plan the candidate should:

♦ Identify the relevant family types they will research giving reasons for their choice
♦ Identify issues relating to the case study which they will research giving reasons for their choice
♦ Identify possible sources of information and methods of gathering information
♦ Establish a realistic timescale for the project showing when each step in the process will take place

The plan of action should be produced in a supervised environment. Candidates may communicate with each other when producing their plans but each plan must be tailored to the candidate's own project and should relate to the work to be carried out by the individual candidate. The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until they have produced a plan that is potentially workable. **It is also important to note that the plan should not be written retrospectively.**

The level of support candidates need to get underway with the project planning will vary from candidate to candidate. Where substantial support has to be offered to a candidate, this will affect the marks allocated to the planning stage. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases, however, the level of support and intervention needed may be more than that which would normally be seen as reasonable and so the authenticity of the candidates work may be called into question.

If the level of input needed from the teacher/lecturer is above normal (for example, the quality of the plan is such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 50% of the marks allocated to planning.

It is therefore essential that the teacher/lecturer completes and signs the declaration on the flyleaf provided by SQA indicating the level of support given.

Developing

The developing stage has two parts namely:

♦ a research based report
♦ a case study report

The research based report

Candidates are expected to produce a research-based report which covers:

♦ Two family types. (Candidate should choose two family types relevant to the case study family situation.)

♦ A range of issues relating to changes in family types and family roles in the last 50 years (Detailed brief in Appendix A)

The research based report should be viewed as the preparation for dealing with the case study. It is the opportunity for candidates to gather information relevant to the case study. The research-based report should not be seen as a separate stand alone piece of work undertaken for its own sake.

The research-based report should be in written form and be between 350 and 500 words in length. The research-based report should be written up in supervised conditions within a timescale agreed between the candidate and teacher/lecturer.

It is not necessary for candidates to write about specific families (real or fictional) as part of their research. Indeed, doing so may mislead candidates as the families they write about may not exhibit all the characteristics of a specific family structure.

The second part of the developing stage is a case study report.

Case study report

Candidates are expected to produce a case study report which examines and analyses the case study scenario from two specific viewpoints, namely:

♦ That of a nursery assistant working with one child in the family, and
♦ That of a family support worker who is helping the family and looking at issues relating to the parent/parents.

The candidate's report should respond to certain specific tasks laid down in the detailed project brief (Appendix A) and should also draw relevant conclusions and make relevant recommendations relating to the case study.

The case study report should be in written form or equivalent and be between 750 and 1000 words in length at Intermediate 2. Some parts of the report may be prepared under supervised conditions but the conclusions and recommendations should be drawn up under centre-invigilated conditions. (See summary below)

Conclusions and recommendations should be in written form and take place towards the latter part of the 40 hours (ie the 40 hours allocated to each Course in addition to the 120 hours for the component Units).

Candidates should be allowed up to two hours to write up the conclusions and recommendations. They should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent allowed), which they have prepared, into the room with them as well as the parts of the report which were prepared under supervised conditions which are to be included in the final case study report.

They should not be allowed to take a draft of the report into the room with them. The centre has the responsibility for ensuring that notes brought in are the candidate's own and these notes should be submitted with the candidate's work.

Centres may use the declaration in Appendix C or devise one of their own, to confirm the above.

Summary of developing

Researched based report of 350–500 words

All parts of report prepared under supervised conditions

♦   Contents page
♦   Rationale for selection of family types
♦   Description of family types chosen
♦   Responses to the set tasks using information gathered by research
♦   List of sources and references/Bibliography

Case study report of 750–1,000 words

♦ Contents page	*Supervised conditions*
♦ Responses to the set tasks relating to the case study scenario	*Supervised conditions*
♦ Conclusions	*Centre-invigilated*
♦ Recommendations	*Centre-invigilated*
♦ List of sources and references/ Bibliography	*Supervised conditions*

Evaluating

Candidates must produce an evaluation report which should:

♦   Review and assess the effectiveness of their plan and timescale
♦   Review and assess their background research — in terms of appropriateness of information gathered, effectiveness of methods of research
♦   Review their own performance in terms of the learning which has taken place — skills/knowledge/understanding which have been gained/developed.

The evaluation report should be between 650 and 750 words, or equivalent, in length. The report should be produced in centre-invigilated conditions although candidates may carry out the preparation beforehand.

Candidates should be allowed up to two hours to produce the evaluation report. Candidates should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent allowed) which they have prepared, into the room with them.

They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work and these notes should be submitted with the candidate's work.

Centres may use the declaration in Appendix C or devise one of their own, to confirm the above.

7 Allocation of Marks and Assessment Arrangements

General information

The assessment evidence for this Project Assessed Course is internally estimated either using an internally devised marking scheme or the marking scheme provided by SQA (See Appendix B).

It is important that the internally marked marking scheme is submitted with the candidate's work. If the marking scheme is not submitted and the project not given an internally estimated mark, then an appeal will not be possible.

The submitted project will be externally marked by SQA.

The total mark for the Course Project is 200. This large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment. These marks will be allocated to assessment evidence from the three Course Project stages as follows:

♦ **Planning** 20

♦ **Developing** 150

♦ **Evaluating** 30

Table A

Planning		Marks
Evidence	Plan of action 250-300 words *or* equivalent	**20 marks**
Conditions of external assessment	Supervised Centre estimated using Marking Scheme	
Who assesses it?	To be sent to SQA for marking	

Developing			Marks
Evidence	A	Written research-based report 350–500 words	**50 marks**
	B	Written case study report 750-1,000 words *or* equivalent	**60 marks**
	C	Written conclusions and recommendations 650-750 words *or* equivalent	**40 marks**
			150 marks
Conditions of external assessment	Supervised and centre invigilated		
Who assesses the evidence?	To be sent to SQA for marking		

Evaluating		Marks
Evidence	Evaluation report 650-750 words *or* equivalent	**30 marks**
Conditions of external assessment	Centre-invigilated up to two hours Centre estimated using marking scheme	
Who assesses it?	To be sent to SQA for marking	

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

8   Grade Descriptions — general information

General information

The aspects which are considered in determining the grade of award for this Project Assessed Course at Intermediate 2 are:

♦   Interpretation of the project brief
♦   Cohesiveness of project
♦   Consolidation and integration of knowledge and understanding from the Course Units

1   Interpretation of the Project Brief

Marks will be awarded for:

♦   Accuracy of interpretation
♦   Relevance of research to the case study scenario
♦   Understanding of the issues raised in the case study scenario
♦   Application of knowledge, skills and researched information to the case study scenario

2   Cohesiveness of the Candidate's Project

This project has the following component parts; plan, research-based report, case study report, conclusions and recommendations and evaluation. Each component part has associated criteria which detail the requirements for that part. The quality of performance in linking the component parts of the project will contribute to the grade awarded to that candidate.

3   Consolidation and Integration of Knowledge and Understanding from the Course Units

Marks will be allocated throughout the project and will reflect:

♦   Accuracy of knowledge
♦   Complexity of knowledge
♦   Relevance of knowledge to component parts and set tasks

To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three Project Assessed Course stages is assessed. The use of such mark categories linked to broad criteria, allows for the aggregation of the various parts of the assessment which do not necessarily have the same weighting in the overall grade. *Table B* below outlines the general criteria used to assess the candidate's evidence. The overall grade for the Project Assessed Course is determined by the total mark.

Project Assessed Course

Table B

Intermediate 2		Plan of action	Research-based report, case study report, conclusions and recommendations	Evaluation
Levels of performance: **Broad level-related criteria**	Equivalent to	Mark range	Mark range	Mark range
Content and scope: Appropriate for level Treatment: Excellent	Upper A 85%-100% (Band 1)	18–20	127–150	26–30
Content and scope: Appropriate for level Treatment: Consistently thorough	Lower A 70%–84% (Band 2)	15–17	105–126	21–25
Content and scope: Appropriate for level Treatment: Thorough in parts	B 60%–69% (Band 3 & 4)	12–14	90–104	18–20
Content and scope: Appropriate for level Treatment: Adequate	C 50%–59% (Bands 5 & 6)	10–11	75–89	15–17
Content and scope: Appropriate for level Treatment: adequate only in parts OR Content and scope: Basic for level Treatment: Thorough	D 45%–49% (Band 7)	8–9	60–74	12–14
Content and scope: Appropriate for level Treatment: Generally poor OR Content and scope: Basic for level Treatment: Adequate or poor	Fail 44% & below (Band 8 & 9)	<8	<60	<12

Note:

Content and scope: defined as how appropriately or otherwise the candidate interprets the level of demand for the specification

Treatment: defined as how successfully or otherwise the candidate tackles the project.

9   Grading and Marking — detailed information

The project is externally assessed by SQA using a detailed marking scheme (Appendix C).

The SQA marker will select a grade appropriate to the candidate's performance using the grade criteria given in Table C and matching this to the mark allocated using the marking scheme.

It is helpful to candidates if the centre estimated marking is done using the same process and a detailed marking checklist is submitted with each candidate's project.

To complete the internal marking process for estimates, internal assessors are expected to:

♦ Be familiar with and apply the broad criteria outlined in *Tables B and D*
♦ Use the marking scheme to assess the candidate's work
♦ Follow the internal verification process within their centre (see section on internal verification below)
♦ Aggregate the internally verified marks for each candidate. That gives a total mark out of 200
♦ Divide that total mark by 2 to give a percentage
♦ Convert the overall percentage mark of each candidate to an estimate band using *Table C*
♦ Check the grade given against the grade descriptions. This is to ensure that candidates have effectively integrated each stage of the project and that the overall grade is a fair reflection of the candidate's work. The grade descriptions are a touchstone against which grades can be checked

Table C

% Mark Range	Grade		Band (for estimates)
85–100	A	(upper)	1
70–84	A	(lower)	2
65–69	B	(upper)	3
60–64	B	(lower)	4
55–59	C	(upper)	5
50–54	C	(lower)	6
45–49	D	(near miss)	7
40–44	Fail		8
Less than 40	Fail		9

♦ Check the grade already given to candidates against the grade descriptions tabled below, (Table D). This is to ensure that candidates have effectively integrated each stage of the Extended Case Study
♦ Table E explains how to consider candidate evidence in relation to specific content and subject related knowledge. Please use the grade descriptions as a touchstone against which grades can be checked
♦ Provide estimates as bands.

Grade Descriptions for a Project Assessed Course at Intermediate 2

Table D

A	B	C
Content and scope appropriate for Intermediate 2		
Looking at the evidence as a whole:	**Looking at the evidence as a whole:**	**Looking at the evidence as a whole:**
A case study at Grade A:	A case study at Grade B:	A case study at Grade C:
♦ is a seamless, coherent piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a high standard and is quite clearly inter-related.	♦ is a well co-ordinated piece of work in which evidence for the three essential phases of the Extended Case Study is produced to a good standard and is inter-related, in most respects.	♦ is a reasonably well co-ordinated piece of work in which evidence of the three essential phases of the Extended Case Study is produced to an adequate standard and is fairly well inter-related.
♦ is a piece of work to which candidates have brought an accurate and insightful interpretation of the case study specification.	♦ is a piece of work to which candidates have brought an accurate interpretation of the case study specification.	♦ is a piece of work to which candidates have brought an acceptable interpretation of the case study specification.
♦ is very focused and relevant to the content of the Units.	♦ is fairly well focused and relevant to the content of the Units.	♦ is fairly well focused and relevant to the content of the Units
♦ is very clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content.	♦ is clear and mostly well-structured throughout and language used is of a good standard in terms of level, accuracy and technical content.	♦ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content.
♦ is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units.	♦ is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units.	♦ is a piece of work in which consolidation and integration of knowledge, understanding and skills from the Course Units may lack some continuity and consistency.
♦ contains evidence that knowledge and skills have been applied to complex situations/contexts/data.	♦ contains evidence that knowledge and skills have been applied to situations with varying degrees of complexity.	♦ contains evidence that knowledge and skills have been applied generally to straightforward contexts, situations and data.

Table E

Assessable element	At Grade A	At Grade B	At Grade C
Planning			
Selects appropriate family types/ issues from case study	Convincing rationale for selection of family types All main issues from case study requiring research identified	Sound rationale for selection of family types Most main issues from case study requiring research identified	Basic rationale for selection of family types Some main issues from case study requiring research identified
Identifies appropriate sources of information	Wide range of sources of information identified	Good range of sources of information identified	Basic range of sources of information identified
Timescale	Realistic timescale	Reasonable timescale	Timescale which may present a few difficulties
Development			
Research-based report			
Description of family types	Thorough and accurate descriptions	Satisfactory and largely accurate descriptions	Basic with main points accurately described
Identification of socio-economic changes/changes in structure/family roles	Thorough and accurate identification and explanation of changes	Satisfactory and mostly accurate identification and explanation of changes	Basic identification and explanation of changes
Bibliography	Well presented and comprehensive	Satisfactory presentation covering good range of sources	Basic list showing adequate range of sources
Case study report			
Response to the case study as Nursery Assistant	Comprehensive coverage of set tasks with thorough explanation for views held	Satisfactory coverage of set tasks with some explanation for views held	Basic coverage of set tasks with limited explanation for views held
Response to the case study as family support worker	Comprehensive coverage of set tasks with thorough explanation for views held	Satisfactory coverage of set tasks with some explanation for views held	Basic coverage of set tasks with limited explanation for views held
Conclusions/ recommendations	Well reasoned conclusions and very relevant recommendations	Satisfactory conclusions and largely well reasoned recommendations	Basic conclusions and recommendations
Bibliography	Well presented and comprehensive	Satisfactory presentation covering good range of sources	Basic list showing adequate range of sources

Table E (cont)

Assessable element	At Grade A	At Grade B	At Grade C
Evaluation			
Review of planning and timescale	Thorough review recognising strengths and weaknesses	Satisfactory review with identification of some strengths and weaknesses	Basic review with limited identification of strengths and weaknesses
Review of research appropriateness/ methods/ agencies	Thorough review recognising strengths and weaknesses in all areas and suggesting possible improvements	Satisfactory review with some recognition of strengths and weaknesses and improvements	Basic review with limited recognition of strengths and weaknesses and basic comment on improvements
Review of personal learning – skills, knowledge and understanding	Thorough review recognising strengths and weaknesses and suggesting improvements	Satisfactory review recognising most strengths and weaknesses and some suggestions for improvement	Basic review with limited recognition of strengths and weaknesses and limited suggestions for improvement

10   Internal verification

The internal verifier oversees:

♦ The internal verification process to ensure consistency of judgement or reliability of assessment. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or marker standardisation. The internal verifier should be a specialist in the subject. (It may be helpful in the first few years of the Project Assessed Courses to do a cross-subject verification of samples of like parts such as the plans and the evaluations. Such additional cross-subject internal verification is however not mandatory).

♦ A consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.

♦ Finalisation of estimate grades and submission of candidate evidence. A form will be available for this purpose.

11   Ensuring evidence is authentic

The centre should ensure that all aspects of the project are the candidate's own work. It is important therefore that the centre adheres to the instructions relating to supervision and centre invigilation. It is also important that the centre ensures that the SQA flyleaf and appropriate declarations are completed and included with the candidate's completed project.

The centre should ensure that two sets of notes which the candidates are allowed to take into invigilated session (one set for Conclusions and Recommendation and one set for the Evaluation) are submitted with the candidate's completed project.

12 Core Skills

It should be noted that this project, in common with other Project-based Courses, follows the planning/developing/evaluating cycle. As a result of this the successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2.

13   Re-assessment of Outcomes in individual Course Units

Since all Units of the Course are assessed by NAB materials, it is not possible for aspects of the project to be used for re-assessment of individual Course Units.

Appendix A

Care Issues for Society — Child Care

PROJECT ASSESSED COURSE

PROJECT BRIEF

CASE STUDY

Case Study

Scenario: The Barnett family

Julie Barnett is a 21 year old lone parent with one daughter, Amy who is four years old.

Julie had just begun a college course in business studies when she became pregnant at the age of 17. Her family were very opposed to her having an abortion but they did not want her to continue the relationship with her boyfriend who was the same age as her and very unreliable. Her father and mother wanted to support her and help her raise the baby. Julie had two older sisters married with children and her mum looked after the grandchildren so Julie's sisters could keep working after their children were born. Julie's parents loved having the grandchildren round and often the whole family met at their house every Sunday for lunch with the two married daughters, their husbands, children and sometimes some cousins as well.

Julie decided she wanted to be with her boyfriend and so she left home after a big row with her parents and declared herself homeless. She was given a flat in an area which had a number of social problems. At first her boyfriend and she lived together, but they often argued over money and responsibilities and by the time Amy was two, her mother and father had split up for good. He died soon after from a drug overdose.

Julie continued to live on benefit with occasional financial help from her parents but she still had rows with them and refused to move back home. When Amy started at the local nursery school, Julie fell into a pattern of taking Amy to nursery, returning home and sitting watching television, picking Amy up from nursery and then watching more television. Julie gradually became more and more depressed and some days could not be bothered getting dressed and so kept Amy off nursery. She cooked less and less and she and Amy lived off snacks such as crisps, bowls of cereal or chips from the local 'chippie'.

The nursery noticed that Amy was often in clothes which had not been washed for some time and that she was listless and prone to minor illnesses. She regularly missed nursery.

At home Julie let Amy do whatever she wanted. Amy stayed up late until she fell asleep sometimes on the floor and Julie covered her with a blanket. As Julie did not cook, Amy had no regular meal times, never tried fruit or vegetables and appeared undernourished. Amy was only out of doors on the journey to nursery and back. Otherwise she was always in the flat with her mum. Julie's mum and sisters tried to pass on toys and books but Julie usually refused and said Amy didn't need them. Most of the toys Amy had were teddies and other soft toys and she had only a couple of books. Julie talked very little to Amy and did not play with her.

Candidate Guide

Project Brief

The assessment of this Project Assessed Course is based on this case study. The project has three stages — Planning, Developing and Evaluating.

In each stage there are set tasks. You must ensure you complete all of the set tasks. To help you, a checklist is included. You are expected to investigate and report on the case study scenario. You will undertake research and use your knowledge to allow you to view the case study from the viewpoint of two professionals working with the family. You will also suggest solutions/support for the family and individuals in the scenario.

You should read the case study carefully before beginning to plan your project. This will help you decide what you need to research. More detail on what you need to include in your project is given in the sections below, especially the section *Developing Stage* which outlines the specific tasks you need to carry out.

Planning Stage
You must produce a 250-300 word plan of action, in the plan you should:

♦ Identify the two family types you intend to research and give reasons for your choice
♦ Identify the main issues from the case study which you will need to research. These relate to specific individuals in the case study
♦ Identify methods of research you might use to gather the information you need, (eg the internet, libraries, etc) and the various agencies you might contact
♦ Set a timescale for the various tasks you need to do to ensure your project is completed on time.

Developing Stage
This is the main body of your project and it has three component parts:

♦ Research-based Report on family types
♦ Case Study Report from the viewpoint of two different professionals working with the family
♦ Conclusions and Recommendations to meet the needs of the various individuals in the case study and how these needs may be met.

Research-based Report (350–500 words)
Your research based report asks you to examine two family types in detail and look at the changes these types have undergone in the past 50 years.

The family types you select to research should help you understand the family in the case study and the issues which affect them.

The report should cover:

♦ A description of each of the family types you have chosen
♦ The way these family types have changed over the past 50 years and are continuing to change
♦ Changes in family roles especially in the parenting roles
♦ Social and economic reasons for changes in these family types over the past 25 years

You should include a bibliography or list of your sources of information.

Case Study Report (750–1,000 words)

Your case study report allows you to research the issues that affect the family in the case study. It requires you to explore their problems, assess their needs and to research agencies which could help meet their needs.

Here is a list of the specific tasks you have to complete as part of the Case Study Report

♦ Imagine you are a Nursery Assistant. You help with the group that Amy is in. You draw up a short report for the Nursery Head which raises concerns you have about Amy based on your observations of her in the nursery.

Your report should include:

♦ Observations of Amy's appearance and behaviour
♦ Possible child protection issues relating to Amy and reasons for your concern
♦ Examination of your own attitudes and how this may affect your response to Amy's mother
♦ An outline of possible factors which may be affecting Amy's family
♦ An outline of how you will consult with colleagues and other professionals

This part of the report should be no longer than 400 words. Marks will be deducted if you write substantially more than this amount.

Imagine you are a family support worker attached to the nursery. You are helping the family with the issues they have at the moment. You are asked to write a report for your boss on Julie Barnett and her parenting skills.

Your report should include:

♦ How Julie is coping with care of Amy and being a lone parent
♦ The social and economic factors affecting Julie
♦ The stresses Julie may have and how these affect her parenting
♦ Any indicators of child protection issues relating to Julie's care of her daughter
♦ Alternative explanations for these indicators
♦ Sources of support for this family (local and national support should be identified)

Conclusions and Recommendations

Using all the research you have completed and the knowledge you have gained about support agencies and your understanding of the issues faced by this family and the individual needs of the family members, you should now:

♦ Draw conclusions about the main issues and give explanations for their causes
♦ Recommend ways of supporting and helping the family and particular individuals in the family and give reasons for your recommendations

This part of your project will be done under invigilated conditions like an examination. However, you will be allowed to prepare notes in advance and take these into the room with you to help you remember the main points you wanted to make. You have up to two hours to write up your conclusions and recommendations.

Your notes must amount to no more than 200 words written on only one sheet of A4 paper. You must show the notes to your teacher/lecturer before you begin to write them up in their final form and the teacher/lecturer will sign a declaration to say that they are your own work. These notes must be submitted with your final completed project.

Evaluation

This is the final part of your project and it allows you to assess what you think you have learned and whether you might do some things differently if you were to do the project over again.

You need to comment on the following:

Your plan
♦   Was the timescale realistic?
♦   Did you select the appropriate family types and issues to research?

Your research
♦   Did you select the appropriate methods of research?
♦   Did you contact appropriate agencies?
♦   How did you use the knowledge gained from the Course Units?

Your learning
♦   What new knowledge and understanding have you gained from doing the project?
♦   Did you learn any new skills?
♦   What strengths and weaknesses were there in the way you tackled the project?

Conclusion
♦   Would you do anything differently if you were doing this project again?

Plan	Mark (Possible)
Choice of family types to research and reasons for choice	4
Choice of issues relating to case study family to research and reasons for choice	4
Possible sources of information	4
Possible support agencies	4
Timescale	4
Total marks	**20 marks**

Developing Stage	Mark (Possible)
Research-based Report *Family type 1* ♦ Description/definition ♦ Changes in last 50 years ♦ Parenting roles and changes in last 50 years ♦ Social and economic reasons for change	 5 5 8 7
Family Type 2 ♦ Description/definition ♦ Changes in last 50 years ♦ Parenting roles and changes in last 50 years ♦ Social and economic reasons for change	 5 5 8 7
Total marks	**50 marks**

Case Study report	
Nursery assistant's report (400 words)	**25 marks**
♦ Observation of Amy's appearance and behaviour in the nursery	5
♦ Possible child protection issues	5
♦ Factors affecting family	5
♦ Influence of own attitudes	5
♦ Consulting with staff and other professionals	5
Total marks for Nursery Assistant's report	**25 marks**
Family support worker's report on Julie Barnett (600 words)	**35 marks**
♦ How Julie is coping as a parent	5
♦ Social and economic factors affecting this family	8
♦ Stresses on Julie	5
♦ Indicators of abuse or neglect in the family	5
♦ Other possible explanations	5
♦ Support for family	7
Total marks for Family Support Worker's report	**35 marks**

Developing Stage	Mark (Possible)
Conclusions & Recommendations • Conclusions on issues faced by this family	15
• Recommendations to meet the needs of the individuals	25
Total for Conclusions and Recommendations	**40 marks**
Total marks for Developing stage of project	**150 marks**

Evaluation	Mark (Possible)
Review of plan ♦ Choice of family types ♦ Choice of issues ♦ Timescale	4 4 3
Review of research ♦ Methods of research ♦ Usefulness of research	4 4
Review of own learning: ♦ Skills/knowledge/understanding developed ♦ Improvements which could have been made	8 3
Total marks	**30 marks**

Appendix B

Tutor Marking Checklist

This checklist should be used in conjunction with Tables D and E

Marking Scheme

Plan	Mark (Possible)	Mark awarded by centre	Mark awarded by SQA
Rationale for choice of family types	4 marks		
♦ Well reasoned	4		
♦ Satisfactory	3		
♦ Basic	1–2		
♦ Unsatisfactory	0		
Choice of issues from case study	4 marks		
♦ Comprehensive	4		
♦ Satisfactory	3		
♦ Basic	1–2		
♦ Unsatisfactory	0		
Choice of research methods/ sources	4 marks		
♦ Comprehensive	4		
♦ Satisfactory	3		
♦ Basic	1–2		
♦ Unsatisfactory	0		
Timescale	4 marks		
♦ Realistic	4		
♦ Largely workable	3		
♦ May pose some difficulties	1–2		
♦ Unsatisfactory	0		
Provide information including research methods.	4 marks		
♦ Highly focused and relevant	4		
♦ Focused and relevant	3		
♦ Fairly well focused and relevant	1–2		
♦ Unsatisfactory	0		
Total marks	**20 marks**		

Developing Stage	Mark (Possible)	Mark Awarded	Mark awarded by SQA
Research-based Report **Family type 1** Description/definition ♦ Thorough ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**5 marks** 5 3–4 1–2 0		
Changes in last 50 years ♦ Thorough ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**5 marks** 5 3–4 1–2 0		
Changes in parenting roles ♦ Thorough ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**8 marks** 7–8 5–6 3–4 0–2		
Social and economic reasons for change ♦ Thorough ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**7 marks** 6–7 4–5 2–3 0–1		
Family type 2 Description/definition ♦ Thorough ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**5 marks** 5 3–4 1–2 0		
Changes in last 50 years ♦ Thorough ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**5 marks** 5 3–4 1–2 0		
Changes in parenting roles ♦ Thorough ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**8 marks** 7–8 5–6 2–3 0–1		
Social and economic reasons for change ♦ Thorough ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**7 marks** 6–7 4–5 2–3 0–1		
Research based report total	**50 marks**		

Case study report

Nursery assistant's report	Mark (Possible)	Mark Awarded by centre	Mark awarded by SQA
Observation of Amy 's behaviour and appearance ♦ Very thorough with relevant comment ♦ Mostly thorough with some comment ♦ Basic with limited comment ♦ Unsatisfactory	**5** 5 3–4 1–2 0		
Possible child protection issues ♦ Relevant issues identified with sound reasons and clear awareness of possible alternative explanations ♦ Most issues identified with some reasons and some awareness of alternative explanations ♦ Basic issues identified with limited comment and limited awareness of alternative explanations ♦ Unsatisfactory	**5** 5 3–4 1–2 0		
Factors affecting family ♦ Very thorough with relevant comment ♦ Mostly thorough with some comment ♦ Basic with limited comment ♦ Unsatisfactory	**5** 5 3–4 1–2 0		
Influence of own attitudes ♦ Very thorough with relevant comment ♦ Mostly thorough with some comment ♦ Basic with limited comment ♦ Unsatisfactory	**5** 5 3–4 1–2 0		
Consulting with staff and other professionals ♦ Good awareness of own role in relation to others ♦ Mostly sound awareness ♦ Basic awareness ♦ Unsatisfactory	**5** 5 3–4 1–2 0		
Total marks for Nursery assistant's report	**25 marks**		

Family support worker's report on Julie Barnett	Mark (Possible)	Mark awarded by centre	Mark awarded by SQA
How Julie is coping as a parent ♦ Convincing views with clear reasons ♦ Mostly convincing with some reasons ♦ Basic outline of views with limited reasons ♦ Unsatisfactory	5 marks 5 3–4 1–2 0		
Social and economic issues affecting Julie ♦ All relevant issues covered with sound explanation of their effect ♦ Most issues covered with reasonable explanation of their effect ♦ Basic issues covered with limited explanation of their effect ♦ Unsatisfactory	8 marks 7–8 4–6 1–3 0		
Stresses affecting Julie ♦ Convincing views based on candidate's knowledge and understanding of family change ♦ Mostly convincing ♦ Basic outline of views ♦ Unsatisfactory	5 marks 5 3–4 1–2 0		
Indicators of abuse or neglect in Barnett family ♦ All relevant indicators identified ♦ Most relevant indicators identified ♦ Limited identification of indicators ♦ Unsatisfactory	5 marks 5 3–4 1–2 0		
Possible alternative explanations ♦ All relevant alternatives identified ♦ Most relevant alternatives identified ♦ Basic alternative given ♦ Unsatisfactory	5 marks 5 3–4 1–2 0		
Support for families ♦ Good range of relevant national and local support identified and described ♦ Satisfactory range identified and described ♦ Basic range identified with limited description ♦ Unsatisfactory	7 marks 6–7 3–5 1–2 0		
Total marks for Report on Julie Barnett	**35 marks**		

Developing Stage Conclusions & Recommendations	Mark (Possible)	Mark awarded by centre	Mark awarded by SQA
Conclusions on issues faced by this family ♦ Very relevant ♦ Mostly relevant ♦ Basic conclusions ♦ Unsatisfactory	**15 marks** 12–15 8–11 4–7 0–3		
Recommendations to meet the needs of the individuals ♦ Highly appropriate comprehensive understanding of support agencies ♦ Mostly appropriate - sound understanding of support agencies ♦ Basic recommendations - limited use of support agencies ♦ Unsatisfactory	**25 marks** 20–25 14–19 8–13 0–7		
Total marks for conclusions and recommendations	**40 marks**		
Total marks for the Developing stage of project	**150 marks**		

Evaluation	Mark (Possible)	Mark Awarded by centre	Mark awarded by SQA
Review of plan Choice of family types ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**4 marks** 4 2–3 1 0		
Choice of issues ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**4 marks** 4 2–3 1 0		
Timescale ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**3 marks** 3 2 1 0		
Review of research Methods of research ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**4 marks** 4 2-3 1 0		

Evaluation (continued)	Mark (Possible)	Mark awarded by centre	Mark awarded by SQA
Usefulness of research ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**4 marks** 4 2-3 1 0		
Review of own learning: Skills/knowledge/understanding developed ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory Improvements which could have been made ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**8 marks** 7–8 5–6 3–4 0–2 **3 marks** 3 2 1 0		
Total mark	**30 marks**		

Appendix C

Declaration of Invigilation

Centre Number

Candidate Name

Candidate Number

(Please tick each box which applies)

I confirm that this candidate

Wrote their case study conclusions and recommendations under invigilated conditions

Had only one page of notes of no more than 200 words which I checked beforehand and confirm is the candidate's own work

Wrote their evaluation under invigilated conditions

Had only one page of notes of no more than 200 words which I checked beforehand and confirm is the candidate's own work.

Signature of Teacher/lecturer

Date