



# **Project Assessed Course**

## **Mental Health Care Higher — X06G 12**

### **External Assessment — Project Specification**

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# 1 Project Assessed Course — Overview

This external assessment document should be read in conjunction with the Arrangements document.

This Project Specification provides the template for the definition and assessment of the Project Assessed Course. The appendices contain the project briefs, case studies and a set of notes designed to support and guide both candidates and teachers/lecturers.

This Project Assessed Course is an extended case study in which candidates will investigate and report on a case study scenario. 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 interpreting and gathering information, analysing, decision-making and action planning. The Project Assessed Course should be introduced once the component Units have been completed to enable candidates to make full use of their learning and understanding.

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, the candidate must pass the Unit *DF6H 12: Understanding of Mental Health and Mental Illness* and **either** the Unit *D11A 12: Caring for People with Dementia* **or** the Unit *D10Y 12: Stress and Stress Management*, as well as the external assessment.

Candidates must select the case study which reflects the Units they have undertaken. The project has been devised to allow candidates to achieve any grade across the range.

The Project Assessed Course is concerned primarily with a full investigation and analysis of the selected case study scenario. The project also includes skills related to the planning and evaluation of the investigation as well as skills in report writing.

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

- ◆ planning the investigation they will undertake in relation to the set tasks.
- ◆ research and reporting on set tasks.
- ◆ drawing conclusions and marking realistic recommendations.
- ◆ evaluating the Outcome.

Candidate evidence is required as follows:

- ◆ planning the investigation.
- ◆ reporting on the set tasks.
- ◆ drawing conclusions and making recommendations.
- ◆ evaluation of content and process of the project.

## 2 Recommended Entry

It is strongly recommended that candidates should have achieved the assessments for the individual component Units of the Mental Health Care (Higher) Course prior to embarking on the external assessment.

It is also strongly recommended that candidates should have achieved *Communication (Core Skills)* at Intermediate 2, before attempting this Course, and should ideally be working towards *Communication (Core Skills)* at Higher or equivalent.

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

### 3 Subject Related Knowledge and Skills

The external assessment allows candidates to develop knowledge of:

- ◆ the different forms of care and treatment for those suffering from mental health problems.
- ◆ the resources available through statutory, voluntary and/or private agencies.
- ◆ the responsibilities of statutory agencies towards caring/support for those with mental health problems and their carers.
- ◆ public awareness and attitudes to mental health.
- ◆ how carers and others may be affected by the behaviour of those experiencing mental health problems.
- ◆ the stresses experienced by carers and others when dealing with mental health issues.

It also allows candidates to further develop and apply skills in:

- ◆ planning an investigation.
- ◆ retrieving information from a variety of sources.
- ◆ using a range of investigation techniques.
- ◆ writing a research report according to standardised procedures eg including a contents page and bibliography.
- ◆ evaluating the findings of their research.

## 4 Outcome Coverage

The Mental Health Care (Higher) Course comprises of the following Units:

Course Structure		
Unit Title — Mandatory	Credit Value	Unit Number
Understanding of Mental Health and Mental Illness	2.0	DF6H 12
Optional		
Caring for People with Dementia or	1.0	D11A 12
Stress and Stress Management	1.0	D10Y 12

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:

### **Case Study 1: Understanding Mental Health and Mental Illness Caring for People with Dementia**

#### **Unit: Understanding Mental Health and Mental Illness**

- ◆ **Outcome 1**  
Describe the differences between mental health and mental illness.
- ◆ **Outcome 2**  
Describe and explain programmes for mental health.
- ◆ **Outcome 3**  
Describe the effects of mental illness on human behaviour.
- ◆ **Outcome 4**  
Explain how the rights of the individual are maintained by current legislation and available resources.
- ◆ **Outcome 5**  
Explain the skills and attributes necessary for an effective mental health care worker.

## **Unit: Caring for People with Dementia**

- ◆ **Outcome 1**  
Describe the types, causes and progress of dementia.
- ◆ **Outcome 2**  
Identify the strategies and skills required to meet the needs of people with dementia.
- ◆ **Outcome 3**  
Explain the ways to assist the carer in coping with the stresses associated with caring for people with dementia.

## **Case Study 2: Understanding Mental Health and Mental Illness Stress and Stress Management**

### **Unit: Understanding Mental Health and Mental Illness**

- ◆ **Outcome 1**  
Describe the differences between mental health and mental illness.
- ◆ **Outcome 2**  
Describe and explain programmes for mental health.
- ◆ **Outcome 3**  
Describe the effects of mental illness on human behaviour.
- ◆ **Outcome 4**  
Explain how the rights of the individual are maintained by current legislation and available resources.
- ◆ **Outcome 5**  
Explain the skills and attributes necessary for an effective mental health care worker.

### **Unit: Stress and Stress Management**

- ◆ **Outcome 1**  
Identify causal factors of the stress reaction.
- ◆ **Outcome 2**  
Describe the effects of stress.
- ◆ **Outcome 3**  
Investigate healthy and unhealthy ways of managing stress.

**It is strongly recommended that candidates should have achieved the assessments for the individual component Units of the Mental Health Care (Higher) Course prior to embarking on the external assessment.**



## 5 Candidate Evidence Requirements

### General Information

The three stages of the Mental Health Care (Higher) external assessment are:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

**Candidates should adhere to the recommended word count for each stage and should be advised to clearly state the word count for the work they have produced for each section. They should be reminded that where too few words are given they miss opportunities for gaining marks and where they significantly exceed the word count responses will not be clear, concise or focused on the important issues.**

### Planning

Candidates must produce a plan of action of approximately 500 words or equivalent under open-book supervised conditions. 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:

- ◆ introduce the project, including their choice of case study.
- ◆ write aims and objectives for:
  - her/himself.
  - the research based report.
  - the case study report.
- ◆ provide information — including research methods and timescales

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 will vary from candidate to candidate and centres should indicate the level of support needed for each candidate on the flyleaf for the project provided by the SQA. 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 candidate's 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 20 of the 40 marks allowed for the planning stage. **It is essential that the teacher/lecturer completes and signs the declaration on the flyleaf produced by SQA indicating the level of support given.**

## **Developing**

The **first** part of the Developing stage is a **research-based report**.

Candidates are expected to produce a research-based report which examines the development of Care in the Community. The research-based report should be between 1,000 and 1,500 words or equivalent and produced under open-book supervised conditions within the timescales detailed in the candidate's plan.

Candidates should consider:

- ◆ development of care in the community
- ◆ relevant legislation.
- ◆ attitudinal changes.
- ◆ changes to service provision.

It is important that this report is not viewed in isolation, but should be relevant to the selected case study scenario.

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

The candidate is expected to produce a case study report which examines the case study scenario. The case study report should be between 1,000 and 1,500 words or equivalent and should be produced under open-book supervised conditions within the timescales detailed in the candidate's plan.

Candidates should consider:

- ◆ viewpoint of identified individuals including the role of the professional.
- ◆ influential factors/stressors.
- ◆ individual needs and their impacts on the case study scenario.

In the **final** part of the Developing stage, the candidates are expected to draw **conclusions and make recommendations**.

Candidates should draw conclusions from both the research-based report and the case study reports and make recommendations for the individual family members in the case study.

The conclusions and recommendations should be approximately 1,000 words or equivalent. Candidates should be allowed up to two hours under centre-invigilated conditions to produce the conclusions and recommendations. 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. 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 candidates own and these notes should be submitted **with** the candidate's work.

For the write-up activity the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other.

## Evaluating

Candidates are expected to produce an evaluation report which should be approximately 1,000 words, or equivalent. Candidates should be allowed up to two hours under centre-invigilated conditions to produce the evaluation report although they may carry out the preparation beforehand. Candidates should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) 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.

The evaluation report should:

- ◆ give a brief outline of the case study.
- ◆ review and assess the effectiveness of their:
  - Plan.
  - Research-based report.
  - Case study report.

- Conclusions and recommendations
- ◆ review their own performance in terms of skills/knowledge/understanding which have been gained/developed.
- ◆ review the effectiveness of the research methods used, content of their research.

For this activity, the accommodation should be arranged to reflect centre-invigilated conditions and candidates should not be allowed to communicate with each other.

## 6 Allocation of Marks and Assessment Arrangements

### General Information

The assessment evidence for this Project Assessed Course is internally estimated using the marking scheme **which is submitted with the candidate's work** which is then externally marked by SQA. As this is the externally assessed component of a National Course, work completed by candidates under the conditions described should be their best work and remediation is not permitted in any part of the project.

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 and further detail on Evidence Requirements and conditions of assessment for each stage is given in Table A:

- ◆ **Planning**      **40**
  
- ◆ **Developing**    **120**
  
- ◆ **Evaluating**    **40**

**Table A**

<b>Planning</b>	
Evidence	Plan of action Approximately 500 words <i>or</i> equivalent (40 marks)
Conditions of assessment	Open-book supervised
Who assesses it?	Internally assessed by centre to provide estimate. Sent to SQA for external marking.
<b>Developing</b>	
Evidence	A Research-based report Approximately 1,000 – 1,500 words <i>or</i> equivalent (40 marks) B Written case study report Approximately 1,500 words <i>or</i> equivalent (50 marks) C Written conclusions and recommendations Approximately 1,000 words <i>or</i> equivalent (30 marks)
Conditions of assessment	A Open-book supervised B Open-book supervised C Centre-invigilated — up to 2 hours Candidates may bring 200 words of notes with them
Who assesses the evidence?	Internally assessed by centre to provide estimate. Sent to SQA for external marking.
<b>Evaluating</b>	
Evidence	Evaluation report Approximately 1,000 words <i>or</i> equivalent (40 marks)
Conditions of assessment	Centre-invigilated up to 2 hours Candidates may bring 200 words of notes with them
Who assesses it?	Internally assessed by centre to provide estimate. Sent to SQA for external marking.

All three stages of the project are internally assessed in accordance with the Tutor Marking Scheme within the Tutor Guide (Appendix 3) to provide an estimate. The complete portfolio of evidence is submitted to SQA for external marking.

# 7 Grade Descriptions

## General Information

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

- 1 Interpretation of the project brief.
- 2 Interrelation and cohesiveness of the candidate's project.
- 3 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.
- ◆ Insight and understanding of the case study scenario.
- ◆ Application of knowledge and skills to complex situations/context/data.

### 2 Interrelation and 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 assess:

- ◆ 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* 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.



**Table B — Project Assessed Course**

Higher		Plan of action	Research-based report, case study report, evaluation and recommendations	Evaluation (Reflective report)	
Levels of performance: Broad level-related criteria	Equivalent to	Mark range	Mark range	Mark range	
Content and scope: Treatment:	Appropriate for level Excellent	Upper A 85%-100% (Band 1)	34-40	102-120	34-40
Content and scope: Treatment:	Appropriate for level Consistently thorough	Lower A 70%-84% (Band 2)	28-33	84-101	28-33
Content and scope: Treatment:	Appropriate for level Thorough in parts	B 60%-69% (Bands 3 & 4)	24-27	72-83	24-27
Content and scope: Treatment:	Appropriate for level Adequate	C 50%-59% (Bands 5 & 6)	20-23	60-71	20-23
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level Adequate only in parts OR Basic for level Thorough	D 45%-49% (Band 7)	18-19	54-59	18-19
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level Generally poor OR Basic for level Adequate or poor	Fail 44% and below (Bands 8 and 9)	< 18	<54	<18

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.

## 8 Grading and Marking

### Detailed Information

Although this Project Assessed Course is externally marked by SQA, candidates will benefit from estimate grades based on accurate internal assessment of their project. The processes for deciding an estimate grade are similar to the processes SQA markers use for the external assessment. The Tutor Marking Scheme (Appendix 3) should be used by Centres to estimate individual candidates work and each Tutor Marking Scheme should be submitted with each project. Where centres do not submit estimate grades based on accurate internal assessment of the project there is no right of appeal.

To complete the internal marking process for estimates, teachers/lecturers are expected to:

- ◆ Be familiar with and apply the broad criteria outline in *Table C*.
- ◆ Use the Tutor Marking Scheme (Appendix C) to assess the candidate's work.
- ◆ Follow the Internal Verification processes within their centre (see section 11 on Internal Verification).
- ◆ Aggregate the internally assessed marks for each candidate. That gives a total mark out of 200 and the estimate bands are provided in *Table C*.

**Table C**

Total Mark Range	Grade	Band (for estimates)
170–200	A (upper)	1
140–169	A (lower)	2
130–139	B (upper)	3
120–129	B (lower)	4
110–119	C (upper)	5
100–109	C (lower)	6
90–99	D (near miss)	7
80–89	Fail	8
Less than 80	Fail	9

- ◆ Check the grade already given to candidates against the grade descriptions, (*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 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 Higher

Table D

A	B	C
<b>Content and scope appropriate for Higher</b>		
<b>And looking at the evidence as a whole:</b>	<b>And looking at the evidence as a whole:</b>	<b>And looking at the evidence as a whole:</b>
<p>A case study at Grade A:</p> <ul style="list-style-type: none"> <li>◆ is a seamless, coherent piece of work in which evidence for the three essential stages of the extended case study is produced to a high standard and is quite clearly inter-related.</li> <li>◆ is a piece of work to which candidates have brought an accurate and insightful interpretation of the case study specification.</li> <li>◆ is highly focused and relevant to the content of the Units.</li> <li>◆ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content.</li> </ul>	<p>A case study at Grade B:</p> <ul style="list-style-type: none"> <li>◆ is a well co-ordinated piece of work in which evidence for the three essential stages of the extended case study is produced to a good standard and is inter-related, in most respects.</li> <li>◆ is a piece of work to which candidates have brought an accurate and insightful interpretation of the case study specification.</li> <li>◆ is focused and relevant to the content of the Units.</li> <li>◆ is clear and well-structured throughout and language used is of a good standard in terms of level, accuracy and technical content.</li> </ul>	<p>A case study at Grade C:</p> <ul style="list-style-type: none"> <li>◆ is a reasonably well co-ordinated piece of work in which evidence of the three essential stages of the extended case study is produced to an adequate standard and is fairly well inter-related.</li> <li>◆ is a piece of work to which candidates have brought an acceptable interpretation of the case study specification.</li> <li>◆ is fairly well focused and relevant to the content of the Units</li> <li>◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content.</li> </ul>

**Table D (cont)**

<b>A</b>	<b>B</b>	<b>C</b>
<b>Content and scope appropriate for Higher</b>		
<b>And looking at the evidence as a whole:</b>	<b>And looking at the evidence as a whole:</b>	<b>And looking at the evidence as a whole:</b>
<p>A case study at Grade A:</p> <ul style="list-style-type: none"> <li>◆ is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units.</li> <li>◆ contains evidence that knowledge and skills have been applied to complex situations/contexts/data.</li> </ul>	<p>A case study at Grade B:</p> <ul style="list-style-type: none"> <li>◆ is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units.</li> <li>◆ contains evidence that knowledge and skills have been applied to situations with varying degrees of complexity.</li> </ul>	<p>A case study at Grade C:</p> <ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ contains evidence that knowledge and skills have been applied generally to straightforward contexts, situations, and data.</li> </ul>

**Table E**

<b>Content and Scope appropriate for Higher</b>	
<b>And looking at evidence in relation to content:</b>	<b>And looking at evidence in relation to content:</b>
<p>Plan at Grade A:</p> <p>An 'A' candidate will demonstrate insight into the holistic nature of the Project. Aims will be relevant and highly focused on the set tasks. Objectives will clearly show how the aims will be met.</p> <p>Research-based Report at A:</p> <p>The candidate will show a high level of knowledge and understanding pertaining to the concept of Care in the Community. They will demonstrate knowledge of cultural effects, models or mental illness and their effects on mental health care, use of legislation will be in context and related to the development of Care in the Community. An 'A' candidate will relate these effectively to the case study scenario and will show how the above have created current provision.</p> <p>Case Study Report A:</p> <ul style="list-style-type: none"> <li>◆ The viewpoints will allow the candidate to demonstrate insight and understanding of both the impact and the effect of mental illness as the professional candidate can show knowledge of the role of the professional and insight into the case study scenario.</li> <li>◆ Investigation of needs — an 'A' candidate will show relevant knowledge of the complexity of mental health/illness in the context of the scenario.</li> </ul>	<p>Plan at Grade C:</p> <p>At C there will be basic understanding of the Project requirements. Aims will relate to the set tasks. Objectives will outline how the aims will be met.</p> <p>Research-based Report at C:</p> <p>The candidate will show a basic level of knowledge and understanding pertaining to the concept of Care in the Community. They will demonstrate some knowledge of cultural effects, models of mental illness and their effects on mental health care, basic use of legislation in relation to Care in the Community. There will be limited application to the case study and to current provision.</p> <p>Case Study Report at C:</p> <ul style="list-style-type: none"> <li>◆ The viewpoints will reflect the case study scenario and will show basic insight into both the individuals situation and the role of the professional.</li> <li>◆ Investigation of needs — at C, the candidate will show straight forward knowledge of mental health/illness and will be less consistent of application to the case study scenario.</li> </ul>

**Table E (cont)**

<b>Content and Scope appropriate for Higher</b>	
<b>And looking at evidence in relation to content:</b>	<b>And looking at evidence in relation to content:</b>
<ul style="list-style-type: none"> <li>◆ Stresses associated with caring — an ‘A’ candidate will demonstrate understanding of the impact of mental illness and will show knowledge of the factors affecting the case study scenario.</li> <li>◆ Case study one will include the stresses related to caring for someone with dementia as well as experiencing mental illness.</li> <li>◆ Case study two will include relevant stress theory and its accurate application to the scenario.</li> </ul> <p>Conclusions and Recommendations at A:</p> <p>The ‘A’ candidate will draw on understanding and knowledge from the research-based report to conclude on current provision and will make appropriate and accurate recommendations to meet the needs of the individuals identified in the case study report. An A candidate will include appropriate suggestions for programmes/services/support agencies/professionals which will meet the identified needs.</p> <p>Evaluation at A:</p> <p>Evaluation at A will be analytical and show a high level of insight and understanding of both the content and process of the project. An ‘A’ candidate will reflect effectively and accurately on knowledge/skills/understanding developed.</p>	<ul style="list-style-type: none"> <li>◆ Stresses associated with caring — at C, the candidate will show a basic understanding of stress and its related factors. This will be applied to the scenario in a straight forward way.</li> </ul> <p>Conclusions and Recommendations at C:</p> <p>At C conclusions may lack consistency in light of research undertaken. Recommendations will be satisfactory and relevant to the case study scenario.</p> <p>Evaluation at C:</p> <p>At C, the candidate will review the Project and will show straight forward analysis of the content and process. A ‘C’ candidate will reflect on knowledge/skills/understanding in a basic way.</p>

## 9 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.
- ◆ 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.

## 10 Submitting candidate evidence to SQA

Specific information on this part of the process will be circulated to centres. Where materials have to be sent to SQA for marking you will be provided with the necessary packaging materials.

The following must be sent to SQA for the Project Assessed Course:

- ◆ plan
- ◆ research-based report
- ◆ case study report
- ◆ conclusions and recommendations
- ◆ evaluation
- ◆ marking scheme

Note: In addition, centres will be expected to submit all notes used by candidates during write-up sessions.

## 11 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.

## **12 Re-assessment of Outcomes in individual Course Units**

Since all the 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 1**

# **Project Assessed Course**

## **Mental Health Care Higher**

### **Project Brief**

### **Case Study 1**

**Units: Understanding Mental Health and  
Mental Illness DF6H12  
Caring for People with Dementia  
D11A 12**

## **Candidate Guide**

# Case Study 1

## Scenario

Mary Jones is a 74 year old lady who lives with her husband Jack. Until two years ago they were both very active and owned the local paper shop until Jack had a cerebral vascular accident (CVA) which left him with a left sided weakness and some speech difficulties. Although he still has some mobility he has become quite withdrawn and depressed, relying heavily on Mary to help with his personal care, meals and general running of the house. Mary has been offered help but has always refused.

Mary and Jack's son Robert lives nearby and tries to visit his parents regularly but he works long hours running his own business and has his own young family.

Mary appeared to be coping with caring for Jack and remained active within the community. Until recently she regularly attended the church and enjoyed going to local coffee mornings. Robert was very surprised to hear from a neighbour that his mother had not been going to her activities saying 'she couldn't be bothered'. Robert has since noticed other concerning things; sometimes he visits at tea time on his way home from work and his dad is still in his pyjamas. There is sometimes very little food in the house and often it is out of date. His mother's appearance also worries him as she looks quite unkempt. She has stopped going to her weekly hairdresser appointment and appears to have lost weight.

Last week when Robert went into his parents' old shop the new owners told him that Mary has started to go to the shop early in the morning trying to unlock the door, becoming agitated and confused as to why someone else was there with her keys. She accused them of stealing her keys. A neighbour also alerted Robert that they had seen his parents going out at 2am; Mary said they were away to the doctor for Jack's check up.

Robert is very concerned and tried to speak to his mother, but she became very distressed and accused him of thinking she was 'going off her head'. When Robert spoke to his father he expressed concern about his wife's health and said that he had kept it from Robert because he feared he would end up in a home and that the decline in his wife's health was his fault. Robert managed to reassure both parents and persuaded Mary to go to the GP.

The GP has completed initial tests and suspects Mary may have Alzheimer's disease. The GP has therefore referred Mary to the memory clinic but has also referred them to the CPN and the Mental Health for the Elderly Team. Robert is relieved that something is going to be done to help his parents as he is anxious he cannot give them the proper care and support they need.

## **Project Brief**

This Project Assessed Course is an Extended Case Study. The project has three stages, Planning, Developing and Evaluating.

In each stage there are component parts with associated set tasks. You must ensure you complete all of the set tasks, a candidate 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 suggest solutions/support for the individuals in the scenario.

## **Planning stage**

You must produce a 500 word plan of action, in the plan you should:

- ◆ Introduce the project.
- ◆ Write aims and objectives for:
  - Yourself.
  - Research-based report.
  - Case Study Report.
- ◆ Provide information — including research methods, sources of information and timescales.

## **Developing stage**

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

- ◆ A) — Research-based report (1,000–1,500 words or equivalent)
- ◆ B) — Case Study Report (1,500 words or equivalent)
- ◆ C) — Conclusions and recommendations. (1,000 words or equivalent)

### **A) Research-based Report**

This component part is open-book supervised. You must produce a research-based report which should be relevant to the case study scenario and in the report you must include:

- ◆ The development of Care in the Community.
- ◆ Relevant Legislation.
- ◆ Changes to public attitudes.
- ◆ Changes to service provision.

### **B) Case Study Report**

The component part is open — book supervised. You must produce a Case Study Report in which you will examine the case study scenario.

You must respond to the scenario:

- ◆ As Robert (Approximately 350 words)
- ◆ As the Community Psychiatric Nurse (Approximately 350 words)

Investigate:

- ◆ Mary's needs.
- ◆ Jack's needs.
- ◆ Identify and discuss factors which may be a source of stress for Robert
- ◆ Suggest how Robert might be supported to care for his parents.  
(Approximately 800 words)

### **C) Conclusions and Recommendations**

You must now draw conclusions from both the Research-based Report and the Case Study Report. Use these conclusions to make recommendations for the individuals in the scenario.

This component part is centre-invigilated. You are allowed up to two hours under centre — invigilated conditions to produce conclusions and recommendations. You are allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) you have prepared into the room. You must submit your notes with your completed report.

#### ***Evaluation***

You must produce an Evaluation Report of approximately 1,000 words or equivalent which should give:

- ◆ An outline of the project.
- ◆ Review and assess the effectiveness of the:
  - Plan.
  - Research-based Report.
  - Case Study Report.
  - Conclusions and Recommendations.
- ◆ Review your own performance in terms of skills/knowledge/understanding which you have gained/developed.
- ◆ Review the effectiveness of any research methods used, content of your research.

This component part is centre-invigilated. You are allowed up to two hours under centre — invigilated conditions to produce conclusions and recommendations. You are allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) you have prepared into the room. You must submit your notes with your completed report.

## Candidate Checklist

<b>Plan</b>	<b>Possible Marks</b>
Introduction to the Project	5 marks
Aims and Objectives for:	
◆ Yourself	10 marks
◆ Research-based report including: <ul style="list-style-type: none"> <li>— Development of Care in the Community</li> <li>— Relevant legislation</li> <li>— Changes to public attitudes</li> <li>— Changes to service provision</li> </ul>	10 marks
◆ Case Study report including: <ul style="list-style-type: none"> <li>— Viewpoints</li> <li>— Identification of needs</li> <li>— Sources of stress</li> <li>— Available supports</li> </ul>	10 marks
Provide information including research methods, sources of information and timescales.	5 marks
<b>Total Marks</b>	<b>40 marks</b>
<b>Developing Stage</b>	<b>Possible Marks</b>
Research-based Report	10 marks
◆ Development of Care in the Community	
◆ Relevant legislation	10 marks
◆ Changes to public attitudes	10 marks
◆ Changes to service provision	10 marks
<b>Total Marks</b>	<b>40 marks</b>
◆ Case Study Report	
◆ Robert's viewpoint	8 marks
◆ CPN viewpoint	8 marks
Investigate:	
◆ Mary's needs	10 marks
◆ Jack's needs	10 marks
◆ Factors which may be a source of stress for Robert	7 marks
◆ Support for Robert to care for his parents	7 marks
<b>Total Marks</b>	<b>50 marks</b>

<b>Developing Stage</b>	<b>Possible Marks</b>
Conclusions and Recommendations	10 marks
◆ Conclusions on changes in approaches to care, related to the Research based Report and the case study family.	
◆ Recommendations to meet the needs of the individuals.	15 marks
◆ Other advice, ie support agencies, benefits etc	5 marks
<b>Total Marks</b>	<b>30 marks</b>
<b>Evaluation</b>	<b>Possible Marks</b>
Outline of the project	2 marks
Review of the case study, including:	
◆ Plan.	6 marks
◆ Research-based report	6 marks
◆ Case study report	6 marks
◆ Conclusions and recommendations	6 marks
◆ Review of own performance in terms of skills/knowledge/understanding	6 marks
◆ Research:	
— content	4 marks
— methods	4 marks
<b>Total Mark</b>	<b>40 marks</b>
<b>Total marks for the project</b>	<b>200 marks</b>

## **Appendix 2**

# **Project Assessed Course Mental Health Care Higher Project Brief Case Study 2**

**Units: Understanding Mental Health and  
Mental Illness DF6H 12  
Stress and Stress Management  
D10Y 12**

## **Candidate Guide**

## Case Study 2

### Scenario

The Smith family live in a large Scottish city: Jennifer, 45, is a successful journalist, working full time for a national paper while her husband Tom, 44, works from home running his own IT consultancy business. Their daughter, Gemma is 18 and has recently started a course in business studies at her local further education college.

Jennifer has a demanding job, meeting deadlines and working long and irregular hours. She has always been keen on this kind of career, as she has the type of personality that enjoys the challenge of this work and is naturally quite an extrovert, who is prone to being excitable, quite impulsive and thrives on excitement. Recently Jennifer's workload has increased to cover for a colleague who is off sick; this has led to her spending less time at home and now also having to work weekends. She has become much more irritable than normal, frequently shouting at Tom and Gemma, who now try to avoid upsetting her.

Jennifer is finding it difficult to sleep, even though she feels very tired. Her concentration is not as it used to be, which means she is taking longer to finish articles and struggling to meet deadlines. To cope with this she has begun to drink more than her usual glass of wine with dinner and often drinks before bed to help her sleep. She has little time to spend with her family, leaving all of the household tasks to her husband and daughter.

Tom is a quiet, calm, unassuming person, the 'rock' of the family on whom the others rely. He is responsible for taking care of the home, although he has little time for this, as most of his time is taken up with running his business. He is concerned about Jennifer and worried about her increasing stress levels.

For many years Gemma was affected by bullying at school, as she was very overweight. Despite complaints by her parents, the bullying continued in more subtle ways. Gemma stopped reporting the bullying, believing that no-one would be able to prevent it and so her parents thought it was no longer a problem. Over time Gemma has changed from a happy, confident child into a quiet, withdrawn teenager. Finding comfort in food has resulted in further increases in her weight. Her parents blame Gemma's lack of self-discipline for her weight gain, showing little understanding of her problems and increasing unhappiness. The few friends Gemma had were not very supportive and the only other pupils who understood had similar problems themselves.

Tom and Gemma used to be close. However, of late he has had less time to spend with his daughter, interpreting her quietness and social withdrawal from the family as 'the usual behaviour of a teenager'.



Gemma believed that her problems would be solved when she started college but she has found it difficult to make friends, becoming more socially isolated than ever. Gradually Gemma has become more depressed and has been cutting her arms and legs in the privacy of her bedroom to release her mental pain. Finding it hard to cope with studying she has fallen behind and failed her first assessment.

When challenged about this by her lecturer, she began to cry and told him about the self-harming. Consequently, the college contacted Gemma's parents, with her permission, and soon after her GP gave an initial diagnosis of depression and referred her to the Community Mental Health Team (CMHT)

## **Project Brief**

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### **Planning stage**

You must produce a 500 word plan of action and in the plan you should:

- ◆ Introduce the project.
- ◆ Write aims and objectives for:
  - Yourself.
  - Research-based report.
  - Case Study Report.
- ◆ Provide information — including research methods, sources of information and timescales.

### **Developing stage**

This is the main body of your project and it has three component parts,

- ◆ A) — Research-based Report (1,000–1,500 words or equivalent)
- ◆ B) — Case Study Report (1,500 words or equivalent)
- ◆ C) — Conclusions & Recommendations. (1,000 words or equivalent)

## **A) Research-based Report**

This component part is open-book supervised. You must produce a research-based report which should be relevant to the case study scenario and in the report you must include:

- ◆ The development of Care in the Community.
- ◆ Relevant Legislation.
- ◆ Changes to public attitudes.
- ◆ Changes to service provision.

## **B) Case Study Report**

This component part is open-book supervised. You must produce a Case Study Report in which you will examine the case study scenario.

You must respond to the scenario:

- ◆ As Tom (Approximately 350 words)
- ◆ As the Community Psychiatric Nurse (Approximately 350 words)

Investigate:

- ◆ Gemma's needs.
  - ◆ Gemma's parents needs
  - ◆ Identify and discuss factors which may be a source of stress for Jennifer.
  - ◆ Suggest stress reduction methods that Jennifer might use to allow her to better support Gemma and Tom.
- (Approximately 800 words)

## **C) Conclusions & Recommendations**

You must now draw conclusions from both the Research-based Report and the Case Study Report. Use these conclusions to make recommendations for the individuals in the scenario.

This component part is centre-invigilated. You are allowed up to two hours under centre- invigilated conditions to produce conclusions and recommendations. You are allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) you have prepared into the room. You must submit your notes with your completed report.

## ***Evaluation***

You must produce an Evaluation Report of approximately 1,000 words or equivalent which should give:

- ◆ An outline of the project.
- ◆ Review and assess the effectiveness of the:
  - Plan.
  - Research-based Report.
  - Case Study Report.
  - Conclusions and Recommendations
- ◆ Review your own performance in terms of skills/knowledge/understanding which you have gained/developed.
- ◆ Review the effectiveness of any research methods used, content of your research.

This component part is centre-invigilated You are allowed up to two hours under centre- invigilated conditions to produce the evaluation report. You are allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) you have prepared into the room. You must submit your notes with your completed report.

## Candidate Checklist

<b>Plan</b>	<b>Possible Marks</b>
Introduction to the Project	5 marks
Aims and Objectives for:	
◆ Yourself	10 marks
Research-based Report including: ◆ Development of Care in the Community ◆ Relevant Legislation ◆ Changes to public attitudes ◆ Changes to service provision	10 marks
Case Study Report including: ◆ Viewpoints ◆ Identification of needs ◆ Sources of stress ◆ Available supports	10 marks
Provide information including research methods, sources of information and timescales	5 marks
<b>Total Marks</b>	<b>40 marks</b>
<b>Developing Stage</b>	<b>Possible Marks</b>
Research-based Report: ◆ Development of Care in the Community	10 marks
◆ Relevant legislation	10 marks
◆ Changes to public attitudes	10 marks
◆ Changes to service provision	10 marks
<b>Total Marks</b>	<b>40 marks</b>
Case Study Report	
◆ Tom's viewpoint	8 marks
◆ CPN viewpoint	8 marks
Investigate: ◆ Gemma's needs	10 marks
◆ Gemma's parents needs	10 marks
◆ Factors which may be a source of stress for Jennifer	7 marks
◆ Stress reduction methods that Jennifer might use to allow her to better support Gemma and Tom	7 marks
<b>Total Marks</b>	<b>50 marks</b>

<b>Developing Stage</b>	<b>Possible Marks</b>
Conclusions and Recommendations ♦ Conclusions on changes in approaches to care, related to the Research based Report and the case study family.	10 marks
♦ Recommendations to meet the needs of the individuals.	15 marks
♦ Other advice ie support agencies, benefits etc.	5 marks
<b>Total Marks</b>	<b>30 marks</b>
<b>Evaluation</b>	<b>Possible Marks</b>
♦ Outline of the project	2 marks
Review of the case study, including:	
♦ Plan.	6 marks
♦ Research-based report	6 marks
♦ Case study report	6 marks
♦ Conclusions & recommendations	6 marks
Review of own performance in terms of skills/knowledge/understanding	6 marks
♦ Research:	
— content	4 marks
— methods	4 marks
<b>Total Mark</b>	<b>40 marks</b>
<b>Total marks for the project</b>	<b>200 Marks</b>

## Appendix 3 —Tutor Marking Scheme

<b>Centre Name</b>		<b>Candidate Name</b>	
<b>Centre Number</b>		<b>SCN</b>	

<b>Plan</b>	<b>Dev</b>	<b>Eval</b>

<b>Plan</b>	<b>Mark (Possible)</b>	<b>Mark Awarded</b>
<b>Introduction to the Project: (structure, underpinning Units etc)</b>	<b>5 marks</b>	
<ul style="list-style-type: none"> <li>◆ Highly focused and relevant</li> <li>◆ Focused and relevant</li> <li>◆ Fairly well focused and relevant</li> <li>◆ Minimal coverage of basic points</li> <li>◆ Evidence Requirements not met</li> </ul>	5 4 3 1–2 0	
<b>Aims and Objectives for yourself:</b>		
<b>What do candidates hope to achieve by doing this and how are they going to do it?</b>	<b>10 marks</b>	
<ul style="list-style-type: none"> <li>◆ Accurate and insightful</li> <li>◆ Accurate</li> <li>◆ Acceptable interpretation</li> <li>◆ Minimal coverage of basic points</li> <li>◆ Evidence Requirements not met</li> </ul>	8 – 10 6 – 7 5 1 – 4 0	
<b>Research Based Report including:</b>	<b>10 marks</b>	
<ul style="list-style-type: none"> <li>◆ Development of care in the community</li> <li>◆ Relevant legislation</li> <li>◆ Changes to public attitudes</li> <li>◆ Changes to service provision</li> <li>◆ Highly focused and relevant</li> <li>◆ Focused and relevant</li> <li>◆ Fairly well focused and relevant</li> <li>◆ Minimal coverage of basic points</li> <li>◆ Evidence Requirements not met</li> </ul>	8 – 10 6 – 7 5 1 – 4 0	
<b>Case Study Report including:</b>	<b>10 marks</b>	
Viewpoints Identification of needs Sources of stress Available supports <ul style="list-style-type: none"> <li>◆ Highly focused and relevant</li> <li>◆ Focused and relevant</li> <li>◆ Fairly well focused and relevant</li> <li>◆ Minimal coverage of basic points</li> <li>◆ Evidence Requirements not met</li> </ul>	8 – 10 6 – 7 5 1 – 4 0	

<b>Plan</b>	<b>Mark (Possible)</b>	<b>Mark Awarded</b>
<b>Provide information including research methods, sources of information and timescales:</b>	<b>5 marks</b>	
◆ Highly focused and relevant	5	
◆ Focused and relevant	4	
◆ Fairly well focused and relevant	3	
◆ Minimal coverage of basic points	1– 2	
Evidence Requirements not met	0	
<b>Total marks</b>	<b>40 marks</b>	

<b>Developing Stage</b>	<b>Mark (Possible)</b>	<b>Mark Awarded</b>
<b>Research-based Report</b> <b>Development of care in the community</b> <ul style="list-style-type: none"> <li>◆ High standard in terms of level, accuracy and content</li> <li>◆ Good standard in terms of level, accuracy and content</li> <li>◆ Adequate in terms of level, accuracy and content</li> <li>◆ Basic in terms of level, accuracy and content</li> <li>◆ Evidence Requirements not met</li> </ul>	<b>10 marks</b>  9 – 10  7 – 8  5 – 6  1 – 4  0	
<b>Relevant legislation</b> <ul style="list-style-type: none"> <li>◆ High standard in terms of level, accuracy and content</li> <li>◆ Good standard in terms of level, accuracy and content</li> <li>◆ Adequate in terms of level, accuracy and content</li> <li>◆ Basic in terms of level, accuracy and content</li> <li>◆ Evidence Requirements not met</li> </ul>	<b>10 marks</b>  9 – 10  7 – 8  5 – 6  1 – 4  0	
<b>Changes to public attitudes</b> <ul style="list-style-type: none"> <li>◆ High standard in terms of level, accuracy and content</li> <li>◆ Good standard in terms of level, accuracy and content</li> <li>◆ Adequate in terms of level, accuracy and content</li> <li>◆ Basic in terms of level, accuracy and content</li> <li>◆ Evidence Requirements not met</li> </ul>	<b>10 marks</b>  9 – 10  7 – 8  5 – 6  1 – 4  0	
<b>Changes to service provision</b> <ul style="list-style-type: none"> <li>◆ High standard in terms of level, accuracy and content</li> <li>◆ Good standard in terms of level, accuracy and content</li> <li>◆ Adequate in terms of level, accuracy and content</li> <li>◆ Basic in terms of level, accuracy and content</li> <li>◆ Evidence Requirements not met</li> </ul>	<b>10 marks</b>  9 – 10  7 –  5 – 6  1 – 4  0	
<b>Total Marks</b>	<b>40 marks</b>	



<b>Case Study 1 – Case Study Report</b>		
<b>Robert’s viewpoint</b>	<b>8 marks</b>	
◆ Highly focused and relevant	7 – 8	
◆ Focused and relevant	5 – 6	
◆ Fairly well focused and relevant	4	
◆ Minimal coverage of basic points	1 – 3	
◆ Evidence Requirements not met	0	
<b>CPN viewpoint</b>	<b>8 marks</b>	
◆ Highly focused and relevant	7 – 8	
◆ Focused and relevant	5 – 6	
◆ Fairly well focused and relevant	4	
◆ Minimal coverage of basic points	1 – 3	
◆ Evidence Requirements not met	0	
<b>Mary’s needs</b>	<b>10 marks</b>	
◆ Effectively consolidates and integrates knowledge and understanding	9 – 10	
◆ Satisfactorily consolidates and integrates knowledge and understanding	7 – 8	
◆ Consolidation and integration may lack continuity and consistency	5 – 6	
◆ Minimal level of knowledge and understanding demonstrated	1 – 4	
◆ Evidence Requirements not met	0	
<b>Jack’s Needs</b>	<b>10 marks</b>	
◆ Effectively consolidates and integrates knowledge and understanding	9 – 10	
◆ Satisfactorily consolidates and integrates knowledge and understanding	7 – 8	
◆ Consolidation and integration may lack continuity and consistency	5 – 6	
◆ Minimal level of knowledge and understanding demonstrated	1 – 4	
◆ Evidence Requirements not met	0	
<b>Factors which may be a source of stress for Robert</b>	<b>7 marks</b>	
◆ Knowledge and skills have been accurately applied to a complex situation	6 – 7	
◆ Knowledge and skills have been applied with varying degrees of complexity	5	
◆ Knowledge and skills have been applied in a straightforward way	4	
◆ Minimal application of knowledge and skills	1 – 3	
◆ Evidence Requirements not met	0	

<b>Case Study 1 – Case Study Report (cont)</b>		
<b>Support for Robert to care for his parents</b>	<b>7 marks</b>	
◆ High standard, clearly interrelated	6 – 7	
◆ Good standard, interrelated in most aspects	5	
◆ Adequate standard, some interrelation	4	
◆ Basic standard, no interrelation	1 – 3	
◆ Evidence Requirements not met	0	
<b>Total Marks</b>	<b>50 marks</b>	

<b>Case Study 2 – Case Study Report</b>		
<b>Tom's viewpoint</b>	<b>8 marks</b>	
◆ Highly focused and relevant	7 – 8	
◆ Focused and relevant	5 – 6	
◆ Fairly well focused and relevant	4	
◆ Minimal coverage of basic points	1 – 3	
◆ Evidence Requirements not met	0	
<b>CPN viewpoint</b>	<b>8 marks</b>	
◆ Highly focused and relevant	7 – 8	
◆ Focused and relevant	5 – 6	
◆ Fairly well focused and relevant	4	
◆ Minimal coverage of basic points	1 – 3	
◆ Evidence Requirements not met	0	
<b>Gemma's needs</b>	<b>10 marks</b>	
◆ Effectively consolidates and integrates knowledge and understanding	9 – 10	
◆ Satisfactorily consolidates and integrates knowledge and understanding	7 – 8	
◆ Consolidation and integration may lack continuity and consistency	5 – 6	
◆ Minimal level of knowledge and understanding demonstrated	1 – 4	
◆ Evidence Requirements not met	0	
<b>Gemma's parent's needs</b>	<b>10 marks</b>	
◆ Effectively consolidates and integrates knowledge and understanding	9 – 10	
◆ Satisfactorily consolidates and integrates knowledge and understanding	7 – 8	
◆ Consolidation and integration may lack continuity and consistency	5 – 6	
◆ Minimal level of knowledge and understanding demonstrated	1 – 4	
◆ Evidence Requirements not met	0	
<b>Factors which may be a source of stress for Jennifer</b>	<b>7 marks</b>	
◆ Knowledge and skills have been accurately applied to a complex situation	6 – 7	
◆ Knowledge and skills have been applied with varying degrees of complexity	5	
◆ Knowledge and skills have been applied in a straightforward way	4	
◆ Minimal application of knowledge and skills	1 – 3	
◆ Evidence Requirements not met	0	

<b>Case Study 2 – Case Study Report (cont)</b>		
<b>Stress reduction methods that Jennifer might use to allow her to better support Gemma and Tom</b>	<b>7 marks</b>	
◆ High standard, clearly interrelated	6 – 7	
◆ Good standard, interrelated in most aspects	5	
◆ Adequate standard, some interrelation	4	
◆ Basic standard, no interrelation	1 – 3	
◆ Evidence Requirements not met	0	
<b>Total marks</b>	<b>50 marks</b>	

<b>Conclusions and recommendations</b>	<b>Mark (Possible)</b>	<b>Mark Awarded</b>
<p><b>Conclusions on changes in approaches to care, related to the research based report and the case study family</b></p> <ul style="list-style-type: none"> <li>◆ Effectively consolidates and integrates knowledge and understanding</li> <li>◆ Satisfactorily consolidates and integrates knowledge and understanding</li> <li>◆ Consolidation and integration may lack continuity and consistency</li> <li>◆ Minimal level of knowledge and understanding demonstrated</li> <li>◆ Evidence Requirements not met</li> </ul>	<p><b>10 marks</b></p> <p>9 – 10</p> <p>7 – 8</p> <p>5 – 6</p> <p>1 – 4</p> <p>0</p>	
<p><b>Recommendations to meet the needs of the individuals.</b></p> <ul style="list-style-type: none"> <li>◆ Knowledge and skills have been accurately applied to a complex situation</li> <li>◆ Knowledge and skills have been applied with varying degrees of complexity</li> <li>◆ Knowledge and skills have been applied in a straightforward way</li> <li>◆ Basic application of knowledge and skills</li> <li>◆ Evidence Requirements not met</li> </ul>	<p><b>15 marks</b></p> <p>13 – 15</p> <p>10 – 12</p> <p>7 – 9</p> <p>1 – 6</p> <p>0</p>	
<p><b>Other advice ie support agencies, benefits etc</b></p> <ul style="list-style-type: none"> <li>◆ Highly focused and relevant</li> <li>◆ Focused and relevant</li> <li>◆ Fairly well focused and relevant</li> <li>◆ Minimal coverage of basic points</li> <li>◆ Evidence Requirements not met</li> </ul>	<p><b>5 marks</b></p> <p>5</p> <p>4</p> <p>3</p> <p>1 – 2</p> <p>0</p>	
<b>Total mark</b>	<b>30 marks</b>	

<b>Evaluation</b>	<b>Mark (Possible)</b>	<b>Mark Awarded</b>
<b>Outline of the project</b> <ul style="list-style-type: none"> <li>◆ Full outline of the project</li> <li>◆ Partial outline of the project</li> <li>◆ No project outline</li> </ul>	<b>2 marks</b> 2 1 0	
<b>Review of the effectiveness of the plan</b> <ul style="list-style-type: none"> <li>◆ Highly focused and relevant</li> <li>◆ Focused and relevant</li> <li>◆ Fairly well focused and relevant</li> <li>◆ Minimal coverage of basic points</li> <li>Evidence Requirements not met</li> </ul>	<b>6 marks</b> 5 – 6 4 3 1 – 2 0	
<b>Research based report</b> <ul style="list-style-type: none"> <li>◆ Highly focused and relevant</li> <li>◆ Focused and relevant</li> <li>◆ Fairly well focused and relevant</li> <li>◆ Minimal coverage of basic points</li> <li>◆ Evidence Requirements not met</li> </ul>	<b>6 marks</b> 5 – 6 4 3 1 – 2 0	
<b>Case Study Report</b> <ul style="list-style-type: none"> <li>◆ Highly focused and relevant</li> <li>◆ Focused and relevant</li> <li>◆ Fairly well focused and relevant</li> <li>◆ Minimal coverage of basic points</li> <li>◆ Evidence Requirements not met</li> </ul>	<b>6 marks</b> 5 – 6 4 3 1 – 2 0	
<b>Conclusions and recommendations</b> <ul style="list-style-type: none"> <li>◆ Highly focused and relevant</li> <li>◆ Focused and relevant</li> <li>◆ Fairly well focused and relevant</li> <li>◆ Minimal coverage of basic points</li> <li>◆ Evidence Requirements not met</li> </ul>	<b>6 marks</b> 5 – 6 4 3 1 – 2 0	
<b>Review of own performance in terms of skills/knowledge and understanding:</b> <ul style="list-style-type: none"> <li>◆ Highly focused and relevant</li> <li>◆ Focused and relevant</li> <li>◆ Fairly well focused and relevant</li> <li>◆ Minimal coverage of basic points</li> <li>◆ Evidence Requirements not met</li> </ul>	<b>6 marks</b> 5 – 6 4 3 1 – 2 0	

<b>Review the effectiveness of:</b>		
<b>The content of research:</b>	<b>4 marks</b>	
◆ Highly focused and relevant	4	
◆ Focused and relevant	3	
◆ Fairly well focused and relevant	1 – 2	
◆ Evidence Requirements not met	0	
<b>The research methods used:</b>	<b>4 marks</b>	
◆ Highly focused and relevant	4	
◆ Focused and relevant	3	
◆ Fairly well focused and relevant	1 – 2	
◆ Evidence Requirements not met	0	
<b>Total Marks</b>	<b>40 marks</b>	
<b>Total marks for the project</b>	<b>200 marks</b>	

## Appendix 4 — Key Terms for Project-based National Courses

Terminology	Explanation
<b>Assessment</b>	The process of generating and collecting evidence of candidates' attainment, knowledge, skills against defined standards for formal certification.
<b>Assessment conditions</b>	The agreed method and delivery of assessment
<b>Supervised</b>	The appropriate department is responsible for supervising the assessment. Candidates are not restricted to sitting separately and in silence. The centre should ensure there is no cheating.
<b>Centre-Invigilated</b>	An individual not involved in the teaching of the Unit/Course, but from within the centre, oversees the assessment. Desks are separated and candidates cannot talk. In some instances centre invigilated conditions allow candidates to bring in notes. This is determined by the stated assessment conditions.
<b>Open- book</b>	Candidates may consult materials i.e books, diagrams and notes as stated in the assessment conditions while carrying out the assessment.
<b>Authentication</b>	The process by which a mentor or assessor confirms that an activity or assessment has been undertaken appropriately.
<b>Estimate</b>	Centres internally mark the candidates' work in accordance with marking guidelines and estimate an overall grade/band and submit to SQA
<b>External assessment</b>	An assessment set and/or marked by SQA Examiners
<b>Internal Verification</b>	Process of ensuring that standards of assessment are applied uniformly and consistently within a centre