

External Assessment

Care Practice Higher X01F 12

Practical Assignment

2nd Edition: January 2006

Publication code: A1172

Published by the Scottish Qualifications Authority
Hanover House, 24 Douglas Street, Glasgow, G2 7NQ, and Ironmills Road, Dalkeith, Midlothian, EH22 1LE

The information in this publication may be reproduced to support SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purposes, then written permission may be obtained from the Support Materials Officer at SQA. It must not be reproduced for trade or commercial purposes.

Contents

1. Practical assignment overview
 2. Recommended entry
 3. Practical assignment briefs
 4. Outcome coverage
 5. Subject/occupationally-related knowledge and skills
 6. Candidate evidence requirements and allocation of marks
 7. Marking and grading
 8. Ensuring evidence is authentic
 9. Investigating tools
 10. Materials and resources
 11. Core Skills
- Appendix 1

1. Practical assignment overview

The national project specification provides details of the assessment tasks and the evidence which candidates are expected to produce. It contains a degree of choice in terms of the way the Practical Assignment is taken forward by centres so that it fits available resources and candidates' interests and personal strengths.

The Practical Assignment is not concerned exclusively with practical activity, but is designed to emphasise skills relating to the application of practical skills, and related knowledge and understanding to a situation that involves task management.

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

- interpreting the brief
- gathering information to clarify the brief
- deciding on a product, or activity/event, or performance to develop
- selecting and managing materials/resources
- producing the product, or organising the activity/event or delivering the performance
- evaluating the product or activity/event or performance (through feedback)

Evidence requirements are as follows:

- a plan of action
- evidence of a product or an organised activity/event or a performance
- evidence which documents the processes underpinning the practical hands-on activity
- evidence showing an extended evaluation of the Practical Assignment

Copies of Units are available from the Scottish Qualifications Authority Sales Section, telephone 0141-242 2168; fax 0141-242 2244; e-mail sales@sqa.org.uk

The Scottish Qualifications Authority Helpdesk is available on 0141-242 2214.

Note:

Please note that individual specifications should always be used in conjunction with the relevant *Arrangements for Project-based National Courses*. The *Arrangements* document lays down the overall requirements for project-based Courses for the given SQA.

This specification forms part of Section F of the above *Arrangements* document.

2. Recommended entry

We strongly advise that candidates should have completed the Units in the National Course prior to embarking on the external assessment. In this instance, due to the nature of the course, it is particularly strongly recommended that only candidates undertaking the Units Practical Skills for Carers and Working as a Team in a Care Setting be considered eligible to undertake the practical assignment. 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 Units of the National Course *prior* to undertaking the external assessment should have demonstrated attainment in (and/or attained) the following qualification:

- Scottish Group Award in Care at Intermediate 2

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

3. Practical Assignment briefs

The assignment briefs from which candidates may choose are:

Brief 1

Carry out an activity of daily living, on at least three occasions, with a client in a care setting and demonstrate how you support others in the care team by using qualities, skills and safe practice in your work.

An activity of daily living could be eating and drinking, washing and dressing or mobilising.

The selected activity of daily living should be made in consultation with the placement supervisor and with consideration to the needs of the client requiring care and the needs of others in the care team. The activity should be repeated to allow candidates to develop competence. The appropriateness of the chosen activity of daily living should be supported with reasoned argument. This should include an indication that the activity maximises ability and contributes to the maintenance of the client's individual identity.

Brief 2

Organise and carry out a social activity with a client or client group that involves others in the care team and considers qualities, skills and safe practice.

A social activity could be an outing to the shops, a visit from schoolchildren or other organisation or a group activity.

The choice of social activity and the involvement of selected personnel should be supported with reasoned argument. This should justify the appropriateness of the activity and highlight the way in which particular qualities and skills of participating staff/people were used in planning and carrying out the activity.

Brief 3

Organise and carry out a therapeutic activity that helps to meet the needs of a client or client group, involving others in the care team and considering qualities, skills and safe practice.

A therapeutic activity could be an exercise programme, relaxation or reminiscence activity. The choice of activity should be made in consultation with placement supervisor and with consideration to the needs of the client requiring care and to support the work of others in the care team. The appropriateness of the chosen therapeutic activity should be supported with reasoned argument.

4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
Practical Skills for Carers	2.0	D8XV 12
Working as a Team in a Care Setting	1.0	D06L 12

All external assessments for project-based National Courses cover a minimum of two thirds of the outcomes from the component Units. For this project these are:

Unit: Practical Skills for Carers

1. describe qualities and skills required to meet the needs of a particular client group
2. identify the concept of a positive care environment in relation to one client group
3. demonstrate safe practice in the deliver of care
4. evaluate qualities and skills used to meet the needs of a particular client group

Unit: Working as a Team in a Care Setting

1. describe the theories of team development
2. describe the factors affecting the team in a care environment
3. identify the range and purpose of teams within a care environment
4. describe, plan and carry out the roles and responsibilities required to work as part of a team in a selected work placement experience
5. review the effectiveness of their contribution to working as part of a care team

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

5. Subject/occupationally-related knowledge and skills

The Practical Assignment allows candidates to further develop and apply skills in:

- practical caring
- working with others in a team in a care setting

Candidates will also develop and apply related knowledge in the following areas:

- problem solving
- Equal Opportunities
- human development and behaviour
- interpersonal skills

6. Candidate evidence requirements and allocation of marks

General information

The three stages of the Practical Assignment for all project-based National Courses at Higher are:

- planning
- developing
- evaluating

Here we describe evidence requirements which apply to each of the three stages of the Practical Assignment for all project-based National Courses at Higher. Where there are any specific evidence requirements relating to this Course these are given later in this section.

Planning

Candidates must produce a 500 word (or equivalent) plan of action. The plan should include an introduction and a main body. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

For the introduction of the plan candidates should:

- provide a rationale for selecting a particular brief
- interpret the brief
- gather information to clarify the brief
- define the aims and objectives of the Practical Assignment

For the main body of the plan candidates should:

- identify information sources
- identify materials and resources
- establish timescales for completion of stages of the Practical Assignment

The plan of action should be produced in a supervised environment although candidates may carry out the preparation beforehand. Candidates may communicate with each other when producing their plans of action but each plan must be tailored to the candidate's own project and the action points 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 the candidate has devised a plan that is potentially workable. The level of support that candidates need to devise a viable plan of action will of course vary from candidate to candidate. 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, if the level of support and intervention needed is more than that which would normally be seen as reasonable, 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.

Developing

Candidates must provide evidence that:

- testifies to the quality of the hands-on practical activity
- documents the processes underpinning the activity

Specific evidence requirements for this Course are given later in this section.

All of the evidence should be produced in a supervised environment. Candidates may communicate with each other but should produce work which can be clearly attributed to the candidate as being his or her own.

Evaluating

Candidates must produce an extended evaluation report which should:

- provide a brief summary of what the assignment was about
- review and update the action plan in the light of experience
- assess the effectiveness of the action plan
- summarise any unforeseen events and how they were handled
- identify knowledge and skills which have been gained and/or developed
- assess the strengths, weaknesses and quality of any hands-on activity
- assess the effectiveness of the research methods used
- determine to what extent the assignment met the original brief

The extended evaluation report should be 1,000 words (or equivalent) at Higher. Candidates may carry out the preparation for the report beforehand.

Candidates at Higher should be allowed up to three hours to complete an extended evaluation (including the summary). This is a generous time allowance and some candidates may require considerably less time, two hours should generally be sufficient.

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.

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

Specific evidence requirements and assessment arrangements for the Practical Assignment for Care Practice at Higher

Planning	
Evidence:	Plan of action. 500 words <i>or</i> equivalent (40 marks)
Conditions of external assessment	Supervised
Who assesses it?	Plan to be sent to SQA for marking

Developing	
Evidence:	<p>For hands-on activity:</p> <p>Observation on placement by supervising care practitioner and, if appropriate, teaching/lecturing staff - evidenced by checklists and photographic/video/aural/written account of the implementation of the activity (authenticated by supervisor)</p> <p>For processes underpinning the activity:</p> <p>Log book (120 marks in total for this stage)</p>
Conditions of external assessment	Supervised
	<p><i>Transportable evidence:</i> all</p> <p>Folio of evidence to include:</p> <p>Tutor checklist</p> <p>Log book</p> <p>Placement checklist</p> <p>Placement attendance sheets</p> <p>Any photographic/video/aural/written account of the activity</p> <p>This is to be sent to SQA for marking</p>

Evaluating	
Evidence	Extended evaluation report – including summary. 1,000 words <i>or</i> equivalent (40 marks)
Conditions of assessment:	Centre-invigilated
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.

Specific additional information and requirements

Candidates who have done, or are doing, the Units in the Course, will have gained certain knowledge and skills from them. However, additional guidance in skills such as assessment planning, implementation and evaluation may be needed to enable candidates to undertake the project.

Candidates should produce and collate a folio of evidence.

Care Practice: planning stage

An assessment of candidate ability, available resources, client needs and care worker skills available should form the initial research. This information is important to ensure that the selected activity is appropriate and will provide benefits to the client and others in the care team. The assessment should allow candidates to state clear aims. It is important that these aims are stated at the beginning of the project. This will allow candidates to plan to meet these aims, and on completion of the project, candidates will be able to evaluate whether or not these aims were met.

Planning the activity requires candidates to prepare a detailed plan to carry out the activity. Consideration should be made about time, preparation, place, staffing needs, materials to be used etc. The plan should be logical; it should have a clear starting point, the aims to be achieved should be stated as should the steps to be taken to meet these. This task could be likened to writing down a recipe that someone else could follow to achieve the same results.

Candidates may use tables and flowcharts to structure part of their plan of action. This would be helpful to show steps to be taken and time scales for their achievement. For a suggested action plan see table in Appendix 1 at the back of this specification. This should not be substituted for a detailed plan but used to complement the plan.

Candidates should take particular account of the following for this project:

- clear description of starting point and end goal(s)
- steps to be taken to reach goal(s) clearly and logically defined
- use of materials and resources
- ability to set realistic timescales
- use of reasoned argument
- application of theory

The main body of the plan should identify information sources, resources and materials. It should contain a breakdown of the aims into manageable tasks, using diagrams where appropriate.

Candidates may need to arrange an interview with the placement supervisor prior to placement. This would allow the candidate to gain an insight into the needs of the particular client group and also know something about the team members.

Discussion could take place about which would be the most appropriate brief for the candidate, the client and the team.

Planning in the absence of this information is not advised.

Care Practice: developing stage

Lecturers can use the tutor checklist (see Appendix 1) for the practical assignment to monitor candidate progress.

The action plan must be completed prior to the activity or activities taking place.

Candidates undertake the activities that they have identified in the action plan.

Candidates should demonstrate an ability to manage resources and materials to carry out identified tasks.

Candidates should have their activity or activities observed by a supervising care professional.

Where appropriate, teaching and lecturing staff may observe the activity.

A written account of the activity or activities must be completed and verified by the placement supervisor as an authentic record of what actually took place.

Photographic/aural or video evidence can also be used as evidence where appropriate but only with the permission of all involved in the activity.

Candidates should also submit the following pieces of evidence:

- completed tutor checklist
- completed placement attendance sheets
- completed placement checklist for practical care project
- reflective log book from Practical Skills unit

For the development stage, evidence requirements and marks are as follows:

Developing	Marks	Evidence
Ability to effect progress in personal preparation for placement activity.	10	Tutor checklist
Demonstrates progress in understanding self in relation to client group and care team.	10	Log book
Ability to follow the plan of action and carry out identified tasks	20	Tutor checklist/ placement checklist/ written account
Ability to manage materials and resources	20	Tutor checklist/ placement checklist/ Written account
Attendance at placement	10	Attendance record
Ability to organise and carry out activity	30	Placement checklist for practical project
Accuracy in reporting of activity	20	Written authenticated account of activity
Total marks allocated	120	

Placement supervisors

Placement supervisors play a key role in assessing candidate performance. It is important that centres provide guidance to those undertaking this role.

Care Practice: evaluating stage

It is important to emphasise that each of the briefs is intended to allow candidates to demonstrate personal and interpersonal skills and abilities in terms of working in a care environment. Candidates should be aware that they are expected to present an honest evaluation and not attempt to portray their experience as 'perfect'.

Candidates review all of the tasks that they have carried out as part of the practical assignment.

There are three aspects that will be considered for grading purposes:

- candidates' ability to review the quality of their own work objectively
- candidates' ability to suggest improvements to the work carried out
- candidates' ability to manage materials and resources

Candidates must demonstrate their ability to do the following in their evaluation:

- review quality of own work
- use materials and resources to enable evaluation
- suggest improvements to own work
- use reasoned argument
- apply theory

7. Marking and grading

The assessment evidence for project-based National Courses is marked externally by SQA.

The total mark for the Practical Assignment 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 Practical Assignment stages as follows in *Table A*.

Table A

Practical Assignment Stage	Assessment Evidence	Mark Allocation
Planning	Plan of action	40
Developing	Evidence arising from the hands-on practical activity and from documenting the underpinning processes involved	120
Evaluating	Extended evaluation report	40

To underpin this assessment system there are criteria to which marks are pegged against which the candidate evidence from each of the three Practical Assignment 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* overleaf outlines the criteria to be used to assess candidate evidence. Assessors in centres will, for each of the three parts, decide firstly on the broad category of mark which is appropriate and secondly on the precise mark to be given.

Although it is possible for candidates to be given bands 7, 8 and 9 which are described as 'fails', no such categories will appear on candidates' certificates. This information should help centres agree estimates of candidate performance and provide feedback to candidates for remediation purposes.

All National Courses are subject to external marking. External Markers, Visiting Examiners and Moderators will be trained by SQA to apply national standards. As candidate evidence becomes available exemplars will be issued to centres as guidance.

Practical Assignment

Table B

Higher			Plan of action	Practical Activity & documented process evidence	Evaluation report
Levels of performance: broad level-related criteria		Equivalence 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 basic for level thorough	Fail 40–49% (Bands 7 & 8)	16–19	48–59	16–19
Content and scope: Treatment: OR Content and scope: Treatment:	appropriate for level generally poor basic for level adequate or poor	Fail Below 40% (Band 9)	<16	<48	<16

Note:

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

Treatment: defined as how successful or otherwise the candidate tackles the project

Estimates and appeals

Although these project-based National Courses are externally assessed by SQA, candidates will benefit from estimate grades based on accurate internal assessment of their projects, ie the grade assessors judge a candidate should be awarded, based on all the available evidence. The processes for deciding an estimate grade are similar to the processes the external assessors, eg Markers, use for the final assessment. The main benefit of an estimate to an individual candidate is that an appeal can be submitted against an external decision where the estimate given the candidate was at grade C or better. An appeal will not normally be considered for candidates for whom no estimate has been received. SQA will provide a form for submission of estimates.

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

- compare candidate evidence arising from each stage of the Practical Assignment to the criteria outlined in *Table B* and decide on the mark category which most accurately describes it
- decide on a particular mark for the candidate, within that broad mark category for each stage, depending on how marginal was the decision
- maintain a brief record of why a certain mark was given for each of the three Practical Assignment stages (for internal moderation purposes)
- follow the internal moderation processes within their centre (see the section on internal moderation below)
- aggregate the internally moderated 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 % mark for each candidate into an estimate grade and band using *Table C*

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	Fail (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 Practical Assignment. Please use the grade descriptions as a touchstone against which grades can be checked
- provide estimates as bands

Grade Descriptions for a Practical Assignment at Higher

Table D

A	B	C
Content and scope appropriate for Higher		
And looking at the evidence as a whole:	And looking at the evidence as a whole:	And looking at the evidence as a whole:
<p>A Practical Assignment at Grade A:</p> <ul style="list-style-type: none"> • produces high quality, clearly inter-related documented and product or process-related evidence for the three essential phases of the Practical Assignment. • is an exercise to which candidates have brought an accurate and insightful interpretation of the Practical Assignment brief. • is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise. • effectively applies integrated and consolidated knowledge, understanding and skills from the Course Units to complex situations and/or design specifications 	<p>A Practical Assignment at Grade B:</p> <ul style="list-style-type: none"> • produces good quality, inter-related documented and product or process-related evidence for the three essential phases of the Practical Assignment. • is an exercise to which candidates have brought an accurate interpretation of the Practical Assignment brief. • is well structured and displays a good level of subject/occupational expertise. • satisfactorily applies integrated and consolidated knowledge, understanding and skills from the Course Units to situations and/or design specifications which include a degree of complexity. 	<p>A Practical Assignment at Grade C:</p> <ul style="list-style-type: none"> • produces adequate, fairly well inter-related documented and product or process-related evidence, for the three essential phases of Practical Assignment. • an exercise to which candidates have brought an acceptable interpretation of the Practical Assignment brief. • is reasonably well structured and displays an adequate level of subject/occupational expertise. • applies integrated and consolidated knowledge, understanding and skills from the Course Units with some lack of continuity and consistency.

Internal moderation

The internal moderator oversees:

- the internal moderation 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 moderator should be a specialist in the subject. (It may be helpful in the first few years of these project-based National Courses to do a cross-subject moderation of samples of like parts such as the plans of action and evaluation reports. Such additional cross-subject internal moderation 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.

(See *Guide to Assessment and Quality Assurance*, SQA June 1999 for further information relating to internal moderation. A guide to good practice for internal moderation is to be published in late summer 2000.)

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 any necessary packaging materials.

The following must be sent to SQA for the Practical Assignment:

- plan of action
- all transportable evidence
- extended evaluation report

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

8. Ensuring evidence is authentic

The following methods should be used to ensure that the evidence produced by a given candidate is all their own work. These methods are for use outwith any situation where the candidate's work will be produced under supervised or invigilated conditions already stipulated by the SQA (eg the plan of action and the evaluation).

Care placement:

- candidates should have their activity or activities observed by a supervising care practitioner
- where appropriate teaching and lecturing staff may observe the activity
- a written account of the activity or activities must be completed and authenticated by the placement supervisor as a correct record of what actually took place
- photographic/aural or video evidence can also be used as evidence where appropriate but only with the permission of all involved in the activity. Again, this should be verified as authentic by the supervisor
- candidates should also submit the following pieces of evidence:
 - completed placement attendance sheets
 - completed checklist for practical care project
 - reflective log book for the Unit Practical Skills for Carers

Examples of checklists and sheet are included in Appendix 1 at the back of this specification.

9. Investigating tools

Candidates are expected to make use of the following information sources during the Practical Assignment.

Information sources

- personal skills and knowledge
- teaching/lecturing staff
- care practitioners
- placement supervisor/mentor
- books
- professional journals eg *Nursing Times*
- Internet
- CD-ROMs
- workshops
- placement visits
- professional industry standards for care
- local policy and procedure manuals
- Patients Charter

Accessing information

- attendance at lectures, workshops and tutorials
- appointments with placement supervisors prior to and during placement
- using libraries/learning resource centres

References supplied by candidates

Please note that it is legitimate for candidates to quote from information sources such as articles (in print or stored electronically) or books. Such quotations must be placed within quotation marks followed by the reference, including the chapter and or section and page number. Texts referred to should be included in the bibliography.

The following format for references should be used:

Books

Author's surname, followed by forename or initials, title of book (in italics or underlined), place of publication, name of publisher, year of publication.

For example:

Barton, T, *Fieldwork for Geographers*, London: Edward Arnold, 1985

Articles

Author's surname, followed by forename or initials, title of the article (in inverted commas), title of the periodical (underlined or in italics), volume number, part number, year of publication, page number(s).

For example:

Sugden, D E, 'Perspectives on the Glaciation of Scotland', *SAGT Journal No,17*, 1988, pp.4–10.

Maps and Diagrams

Sources should be given on each map and diagram and should be stated in the same format as for books and articles, as appropriate.

For example:

Microsoft Encarta 1997

Internet

If a website has been used then the address (URL) must be disclosed.

For example:

www.sqa.org.uk

It is important to note that unacknowledged copying will be penalised, usually by cancellation of the candidate entry.

10. Materials and resources

Candidates are expected to select from the following materials and resources as appropriate:

- Clients
- Care practitioners
- Placement attendance and participation

11. Core Skills

It is possible that successful attainment of this course would lead to the automatic certification of particular Core Skills or Core Skill components. A final statement will be provided at a later date by the Scottish Qualifications Authority once full validation procedures are complete.

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 it is likely that successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2. The final Core Skills statement, as above, will confirm this.

The Unit Working as a Team in a Care Setting, D06L 12 gives automatic certification of Working with Others at Higher.

Care Practice at Higher

Checklist for Project

Task	Evidence		Date	Tutor Initials
	✓	✗		
Selection of project				
Awareness of confidentiality issues				
Practical skills for carers				
Ability to describe qualities and skills required to meet the needs of a particular client group				
Can identify the concept of a positive care environment in relation to a client group				
Demonstrates safe practice in delivery of care				
Understand what is involved in the evaluation of qualities and skills used to meet the needs of a particular client group				
Working as a team in a care setting				
Describes theories of team development				
Describes factors affecting the team in a care environment				
Identifies the purpose of teams within a care environment				
Can describe the components of the care team in proposed practical placement setting				
Review the effectiveness of their contribution to working as part of a care team				
Progress				
Plan for placement attendance and project drawn up				
Plan to evaluate practical placement and project drawn up				
Attendance at placement				
Project carried out and observed while on placement				
Evaluation completed				
Project achievement				

Evidence can be:

Oral/derived through questioning of candidate at personal tutorial (O)

or

Recorded evidence from unit outcomes (R)

Care Practice at Higher

Checklist for Placement

To be completed by supervising care practitioner

Candidate Name: _____

Date of Activity: _____

(1 = excellent; 2 = good; 3 = acceptable; 4 = less than acceptable)

	1	2	3	4
Ability to interact effectively with clients				
Ability to interact effectively with others in the care team				
Ability to research needs of a client/client group				
Willingness to learn from others				
Ability to select an appropriate activity				
Ability to develop a realistic plan of action				
Self-motivation in carrying out plans made				
Demonstration of caring qualities and skills				
Contribution to a high standard of care				
Demonstration of safe practice in the delivery of care				
Contribution to the effective working of the care team within the limits of the candidate's role				

Additional Comments

Signed: _____ (supervising practitioner)

Candidate's signature: _____

