



Project Assessed Course

X01F 12 Care Practice

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External Assessment

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1 Project Assessed Course — Overview

This Project Assessed Course centres on an activity planned by the candidate to attempt to meet the needs of a given service user or group of service users. This Course integrates the knowledge, and understanding gained in the individual Course Units. The integrated nature of the project has several advantages. It offers the candidate a medium for displaying a depth of understanding particularly of clients' needs, and an opportunity to show how their own interpersonal skills contribute to the care of the service user. The project represents an opportunity for candidates to develop and apply skills relating to:

- ◆ Planning
- ◆ Researching relevant background information
- ◆ Application of knowledge
- ◆ Problem solving
- ◆ Negotiation
- ◆ Evaluation.

Candidates will be best prepared to undertake the project when they have spent some time within their placement provision and have grasped the requirements of the placement log which will offer much of the evidence for this Course award.

The component Units are:

- ◆ *Practical Skills for Carers (Higher)*
- ◆ *Working in Teams in a Care Setting (Higher)*

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

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

The project is concerned primarily with the planning of an activity designed to meet service users' identified needs, develop and implement that plan, and to evaluate the effectiveness of the project in terms of service user, service provider (Placement) and the candidate's progress and development in relation to *Practical Skills for Carers* and *Working in Teams in a Care Setting*.

Candidates will be required to undertake research to identify the needs of a service user or a group of service users and to:

- ◆ Plan the steps and timescale they will take to cover all the requirement of the project
- ◆ Research relevant background information
- ◆ Apply their research to meeting the service users' needs, applying teamwork, meeting legislative requirements.
- ◆ Develop their plan including stages which they are required to do before carrying out the activity
- ◆ Evaluate their learning through carrying out this project

Candidate evidence is required as follows:

- ◆ Planning
- ◆ Relevant background research
- ◆ Application of theory to activity
- ◆ Development and implementation of the activity
- ◆ Evaluation of candidate's learning process.

2 Recommended Entry

Candidates should have commenced or completed the Units in the National Course prior to embarking on the external assessment.

- ◆ *Practical Skills for Carers (Higher)*
- ◆ *Working in Teams in a Care Setting (Higher)*

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

3 Practical Assignment

Higher Care Practice Activity Project

There is **no defined brief** for the project. The reason for this is to allow candidates within a wide range of placements to have the opportunity to display their abilities creatively and in relation to the needs of the service users and not be confined by project limitations.

This should allow candidates to show their skill in the broadest sense and be able to take real ownership of the activity they identify as appropriate to service users' needs.

The aim of this project based Course is to facilitate evidence of practice-based skills incorporated in the Units *Practical Skill for Carers (Higher)* and *Working in Teams in a Care Setting (Higher)*.

This Project allows candidates to research, plan, prepare and carry out an activity with service users which shows application of the candidate's ability to demonstrate positive care, safe practice, qualities and skills appropriately in a care setting and an understanding of their role and the role of other care team members.

An important factor to remember before the candidates prepare for the project is that the activity they plan to do **must be complex in nature and the candidate must be able to identify the relevance of the activity to the defined needs of the service user.**

Candidates should be led to the specified section of the Log Book for *Practical Skills for Carers* to identify service users' needs and make the connection to the proposed activity.

4 Overview of Project Activity

The aim of this project based Course is to facilitate evidence of practice based skills incorporating from the Units *Practical Skill for Carers (Higher)* and *Working in Teams in a Care Setting (Higher)*.

This Project allows candidates to research, plan, prepare and carry out an activity with service users which shows application of the candidate's ability to demonstrate positive care, safe practice, qualities and skills appropriately in a care setting and an understanding of their role and the role of other care team members.

A Portfolio of evidence will be gathered consisting of:

- ◆ The completed *Practical Skills for Carers* log book
- ◆ *Working in Teams in a Care Setting* Outcomes 3 and 4
- ◆ Evidence of planning, developing and implementing and then evaluating an activity.

Candidates should produce:

- ◆ A plan and timescale for the overall project
- ◆ Evidence of background research they have carried out to identify service users needs
- ◆ Evidence of the development from plan to implementation
- ◆ Evidence of personal development within the team and personal skills
- ◆ Evaluation of the effectiveness of their learning in terms of planning and carrying out the project.

5 Outcome Coverage

Course Structure		
Unit title	Credit value	Unit number
Practical Skills For Carers	2.0	F1P0 12
Working as a Team in a Care Setting	1.0	F1NY 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:

Unit: Practical Skills for Carers

- 1 Explain the concept of a positive care environment, a care worker's role and own role in its promotion.
- 2 Explain the skills and the qualities essential to the care worker to meet the needs of service users.
- 3 Evaluate own skills and qualities used to meet service users' needs during a workplace experience.
- 4 Explain safe practice within a care setting.

Unit: Working as a Team in a Care Setting

- 1 Describe theories of team development relevant in a care setting.
- 2 Explain the way a team functions effectively and the factors which may affect that functioning.
- 3 Explain the roles and responsibilities of care teams.
- 4 Evaluate the effectiveness of own contributions to the working of a specific care team.

It is strongly advised that candidates should have commenced the assessments for the individual component Units before undertaking the external assessment. Much of the evidence will be found for this project in the *Practical Skills for Carers* log book and *Working as a Team in a Care Setting* Outcome 3 and 4.

6 Subject related Knowledge and Skills

The project allows candidates to further develop their knowledge and skills in relation to:

- ◆ The service users' needs as they relate to an individual or a group within a care setting
- ◆ The concept of how positive care impacts on service users and care delivery, and how the candidates contribute to positive care provision within a given care setting
- ◆ The practical and interpersonal skills required by care workers in relation to service users and the care setting
- ◆ The candidate's own practical and interpersonal skills which could be enhanced over the time of the course
- ◆ The service user and to the care setting
- ◆ The processes involved in teamwork as it relates to a care setting
- ◆ The theoretical factors which affect a team in its stages of development and functioning
- ◆ The teamwork in terms of roles and responsibilities and how this impacts on the service user and candidate
- ◆ The candidate's own role in the team, their impact on the team and the responsibilities they have whilst being part of the team
- ◆ Understanding how service users' needs may be met
- ◆ Understanding the importance of interpersonal skills
- ◆ Conducting research using a variety of methods
- ◆ Managing time effectively
- ◆ Planning
- ◆ Selecting and organising researched material
- ◆ Applying prior learning and project research to a given situation
- ◆ Creating a bibliography
- ◆ Presenting a coherent piece of work
- ◆ Evaluating own learning

7 Candidate Evidence Requirements

General information

The three stages of the Project Assessed Course in Care Practice at Higher level are:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

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

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

Planning

Candidates should have had sufficient research time and opportunity to enable them to produce an effective plan with the service users' needs clear and the placement requirements and limitations understood.

Candidates must produce a 500 word plan of action. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

In the plan the candidate should provide a:

- ◆ Clear explanation of the service user's needs.
- ◆ Description of how the activity is expected to benefit the service user.
- ◆ Identify what actions will be taken prior to the activity including:
 - preparations, for example telephone calls, fund raising, sourcing equipment
 - negotiations with team members, external agencies, etc
 - research to be done prior to the activity, including identifying sources of information (evidence of research can be submitted in appendix referenced)
- ◆ Provide an outline of what will be involved in the activity. This should give details of who, where, what, when and how the activity will be undertaken and identification of materials to be used.
- ◆ Using the appendix sheet provided prepare a timetable of the steps which will lead to the completion of the activity, ie including when any preparatory steps that must be completed in order for the activity to proceed smoothly and productively will be taken. This will act as a working document and assist the candidate to stay on track and help them identify any changes to be made to their plan or activity

This Plan should be no more than 500 words excluding the appendix timetable. It will be returned to the candidate.

It is understood that within care settings each day brings challenges and where most activities will go according to plan if there has been a change of circumstances the candidate can at development stage submit amendments evidencing why changes had to be made and evaluating the impact on the activity. Changes made because of circumstances beyond the candidate's control will not result in the candidate being penalised however if an activity is unable to proceed because of poor planning that may be seen in the marking.

The plan of action should be produced in a supervised environment. 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. Where it is obvious that a plan has been written retrospectively that part of the project will be marked out of 20 rather than 40.**

The level of support candidates need to get underway with the project planning will vary from candidate to candidate. Where substantial support has to be offered to a candidate, this will affect the marks allocated to the planning stage. This should neither 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 50% of the marks allocated to planning.

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

Developing

The developing section has two stages namely:

Stage one

Evidence that the candidate has followed the plan based on the activity appendix sheet provided, eg if the candidate has indicated that he/she will be researching service users' condition these findings should be reported and sources referenced.

Stage two

Write a reflective account of the actual activity.

- ◆ This account should reflect on the relationship between service user/s and candidate, and care team.
- ◆ It should accurately recount the activity identifying the qualities and skills demonstrated.
- ◆ **There should be reference made about the progress of the activity briefly describing if the activity met the stated aims.**
- ◆ The account should also identify the candidate's knowledge of legislation **as it relates to health and safety and positive care.**

- ◆ This section should be completed by gathering some feedback from the team that the candidate has been working with and, if possible, the service user. (This should be referred to in the evaluation section.)
- ◆ **This account must be signed by the supervisor who observed the activity.**

Evaluating

Candidates must produce an evaluation report which should:

- ◆ Include constructive criticism of the candidate's own practice as it relates to the preparation and planning and implementing of the activity
- ◆ Evaluate what was successful and what was not, why this was and how it could be improved on
- ◆ Evaluate the activity itself - what benefits were gained by the service user, where there were benefits not predicted in the original plan.
- ◆ Include what role the candidate took in relationship to the activity
- ◆ Include what roles team members took in relationship to the activity
- ◆ Explain if strengths are identified in the plan or activity, why these were regarded as strengths.
- ◆ Include what the candidate would change to bring about improvement, if there were weaknesses in the plan or activity
- ◆ Include what was learned or achieved, particularly in relationship to the candidate's practical and interpersonal skills.

The evaluation report should be 1,000 words, or equivalent, in length. The report should be produced in centre-invigilated conditions although candidates may carry out the preparation beforehand.

Candidates should be allowed up to 2 hours to produce the evaluation report. They should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent allowed) which they have prepared, into the room with them.

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

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

8 Allocation of Marks and Assessment Arrangements

General information

The assessment evidence for this Project Assessed Course is internally estimated by the centre and it is recommended that the marking scheme provided by SQA is used (See Appendix B).

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

The submitted project will be externally marked by SQA.

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

◆ Planning	40
◆ Developing	120
◆ Evaluating	40

Table A

Planning	
Evidence	Plan of action 500 words <i>or</i> equivalent
Conditions of external assessment	Supervised Centre estimated using Marking Scheme
Who assesses it?	To be sent to SQA for marking but should be internally marked by centres

Developing	
Evidence	Written account of event. Authenticated by the observer. Evidence of following planned activities, eg research negotiations, appendix sheet from planning stage
Conditions of external assessment	Unsupervised however development report must be authenticated by the supervisor who observed the activity.
Who assesses the evidence?	To be sent to SQA for marking but should be internally marked by centres

Evaluating	
Evidence	Evaluation report 1,000 words <i>or</i> equivalent
Conditions of external assessment	Centre-invigilated up to 2 hours Centre estimated using Marking Scheme
Who assesses it?	To be sent to SQA for marking but should be internally marked by centres

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

9 Grade Descriptions — general information

General information

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

- ◆ Identification of appropriate activity in relation to service users' needs
- ◆ The ability to demonstrate appropriate planning skills and developing personal and interpersonal skills appropriate to the service users' needs
- ◆ Constructive evaluation of planning and development of activity in relation to the benefits to the service user, team and the candidate
- ◆ Consolidation and integration of knowledge and understanding from the Course Units.

1 *Identification of appropriate activity in relation to service users' needs*

Marks will be awarded for:

- ◆ Relevance of research to the identification of service user's needs
- ◆ Understanding of the theories relating to service users' needs
- ◆ Application of knowledge, skills and research used to identify appropriate activity.

2 *The ability to demonstrate appropriate planning skills and developing personal and interpersonal skills appropriate to the service user's needs*

- ◆ The project gives scope for the candidate to evidence response to changing needs of the service user and the placement. The development of personal and interpersonal skills should be clear from practical skills log book

3 *Constructive evaluation of planning, and development of activity in relation to the benefits to the service user, team and self*

- ◆ The opportunities for effective evaluation within the *Practical Skills for Carers* log book and the development and evaluation section of the project give the candidate scope to examine the project and evaluate the component parts. This is an area in which the candidate will gain marks if this is approached in a constructive manner offering potential changes to bring about learning and the potential for development.

4 *Consolidation and integration of knowledge and understanding from the Course Units*

Marks will be allocated throughout the project and will reflect:

- ◆ Accuracy of knowledge.
- ◆ Relevance of knowledge to component parts and set tasks.

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

Project Assessed Course

Table B

Higher		Plan of action	Practical activity and documented process evidence	Evaluation	
Levels of performance: Broad level-related criteria		Equivalent to	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% (Band 3 and 4)	24-27	72-83	24-27
Content and scope: Treatment:	Appropriate for level Adequate	C 50%–59% (Bands 5 and 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	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 Basic for level Adequate or poor	Fail 44.5% and below (Band 8 and 9)	<18	<54	<18

Note:

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

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

10 Grading and Marking — detailed information.

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

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

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

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

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

Table C

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

- ◆ Table D explains how to consider candidate evidence in relation to specific content and subject related knowledge. Please use the grade descriptions as a touchstone against which grades can be checked.
- ◆ Provide estimates as bands.

Grade Descriptions for a Project Assessed Course at Higher

Table D

Assessable element	At Grade A	At Grade B	At Grade C
<p>Planning</p> <p>Clear explanation of the service user/s needs.</p> <p>Description of how the activity is expected to benefit the service user.</p> <p>Identify what actions will be taken prior to the activity including:</p> <p>Preparations, for example telephone calls, fund raising, sourcing equipment</p> <p>Negotiations with team members external agencies, etc</p> <p>Research that will be undertaken prior to the activity, including identifying sources of information (evidence of research can be submitted and referenced in appendix)</p> <p>Provides an outline of what will be involved in the activity.</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>The candidate will show a high level of knowledge and understanding pertaining to the theory behind the practice.</p> <p>The candidate's plan will demonstrate knowledge of appropriate legislation and working practices and be able to show application of same.</p> <p>The candidate's choice of activity will be supported by evidence of research and appropriate use of supervision</p> <p>The 'A' candidate will produce a plan which has scope to adapt in relation to the service user or placement needs changing</p>	<p>A 'B' candidate may demonstrate some insight to the holistic nature of the project but whose aims may be less focused. And objectives may not be clear</p> <p>The candidate is clearly aware of knowledge and theory but may not accurately apply in all cases.</p> <p>The candidate may demonstrate some knowledge of legislation but be unable to apply it correctly</p> <p>The candidate's choice of activity may be correct but not supported by evidence gathered or not chosen with appropriate supervision.</p> <p>The 'B' candidate will produce a plan which has limitations</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>The candidate will show awareness of theory as it relates to practice but does not display any real depth of understanding application to practice.</p> <p>The candidate's plan will demonstrate basic awareness of appropriate legislation and working practices but be unable to apply it correctly</p> <p>The candidate's choice of activity may show less evidence of research and of use of supervision</p> <p>The 'C' candidate will produce a plan which may have little scope for adaptation.</p>

Assessable element	At Grade A	At Grade B	At Grade C
<p>Development</p> <p>Evidence that the plan has been followed.</p> <p>A reflective account of the actual activity is written.</p> <p>This account should reflect on the relationships It should accurately recount the activity identifying the qualities and skills demonstrated.</p> <p>There should be reference made to the progress of the activity.</p> <p>The account should also identify the candidate's knowledge of legislation as it relates to health and safety and positive care.</p> <p>Feedback should be obtained from the team that the candidate has been working with and, if possible, the client.</p> <p>This account must be signed by the supervisor who observed the activity.</p>	<p>The candidate's report of the activity will show the 'A' candidate's ability not only to follow the plan but to recognize the benefits to the service user and the skills and qualities gained</p> <p>The candidate will demonstrate clear knowledge and understanding of the theories behind Care Practice.</p> <p>The Log Book evidence will show the A candidate to have the ability to demonstrate safe practice, positive care, and to evaluate their skills and qualities throughout the development of the project.</p> <p>The candidate will have evidenced their ability to research service users' needs using a variety of sources. Evidence will be provided of working with the care team to identify and meet service users' needs via the complex activity developed in the plan.</p>	<p>The 'B' candidate's report may show ability to follow their plan but not show understanding of benefits to service user or self in any depth</p> <p>Evidence of research may be evident but fewer sources may have been used</p> <p>The log book of the B candidate may show theoretical knowledge but lack implementation or evaluation in any depth</p> <p>The candidate will have shown some ability in terms of researching service users' needs using a limited number of sources. There will be some evidence of working with the care team to identify and meet service users' needs via the activity developed in the plan.</p>	<p>The 'C' candidate's report of the activity may show the candidate's ability to follow the plan but may not recognize the benefits to service user of identifying the skills and qualities gained by self.</p> <p>The candidate should indicate some knowledge and understanding of the theories behind Care Practice. The candidate will have shown some research but may not have used a range of sources. They may evidence working with others to identify and meet the needs of the service user and the planned activity may not be of a complex nature</p> <p>The Log Book evidence will show the C candidate to be aware of safe practice, positive care, and to identify the skills and qualities throughout the development of the project.</p> <p>The candidate will have made an attempt to research service users' needs using a limited number of sources. There will be some evidence of working with the care team to identify and meet service users' needs but this will be limited and the activity developed in the plan will be met but not in any great depth.</p>

Assessable element	At Grade A	At Grade B	At Grade C
<p><i>Evaluation</i></p> <p>Constructive criticism of the candidate's own practice evaluate what was successful and what was not; evaluate the activity itself - what benefits were gained by the service user; What role the candidate has undertaken; What roles were taken by team members; identify strengths in the plan or activity and explain why; If there were weakness in the plan or activity what would be changed to bring about improvement? What was learned or achieved particularly in relationship to practical and interpersonal skills.</p>	<p>This evaluation will show that the candidate has reflected critically on their plan and development and has been able to identify both strengths and weaknesses in their project.</p> <p>The candidate will have used some evaluation methods to gain feedback from team and service user as to the benefits of the activity.</p> <p>The candidate will have been critical of the project process and their performance within it.</p> <p>The candidate should have been able to recognize skills and qualities in the broadest sense they have developed and identified areas for development in the future</p>	<p>The evaluation may show reflection on the plan and development but been less effective at identifying strengths and weakness</p> <p>The candidate may have been less able to accurately use evaluation methods to inform changes or development of practice</p> <p>The candidate may correctly evaluate some aspects of the project but key elements such as their own performance may be missing.</p> <p>Where candidate may have recognized skills and qualities they may have been unable to use this knowledge to inform their future practice.</p>	<p>This evaluation may show that the candidate has demonstrated less reflection on the plan and development stage they may not be appropriately critical and fail to recognise some strengths and weaknesses.</p> <p>The candidate may have been limited in using evaluation methods to gain feedback.</p> <p>The candidate may fail to evaluate the project in the fullest holistic sense.</p> <p>The candidate may not have recognised the skill and qualities developed and may be less able at recognising personal development needs.</p>

11 Ensuring evidence is authentic

The centre should ensure that all aspects of the project are the candidate's own work. It is important therefore that the centre adheres to the instructions relating to supervision and centre invigilation.

It is also important that the centre ensures that the SQA flyleaf and appropriate declarations are completed and included with the candidate's completed project.

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

The centre should ensure that the project component of the *Working as a Team in a Care Setting* is submitted with the candidate's project.

12 Core Skills

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

13 Re-assessment of Outcomes in individual Course Units

Since all 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 A

Higher

Care Practice

Guidance

&

Candidate Evidence

To be kept by candidate and submitted with completed work

Candidate Name: _____

College Name: _____

Tutor Name: _____

Name of Placement: _____

Type of Placement: _____

Service User Group: _____

Supervisor Name: _____

Supervisor's Qualifications: _____

Supervisor's Designation: _____

Evidence	Date	Grade	Assessor	Verification
Plan				
Activity				
Evaluation				

Higher Care Practice Activity Project

There is **no defined brief** for the project. The reason for this is to allow you and your fellow candidates to have the opportunity to display your abilities creatively and in relation to the service users' needs and not be confined by project limitations in whatever placement you are given.

This should allow you to show your skill in the broadest sense and be able to take real ownership of the activity you have identified as appropriate to service users' needs.

The aim of this project-based course is to facilitate evidence of practice based skills incorporated in the Units *Practical Skills for Carers (Higher)* and *Working in Teams in a Care Setting (Higher)*.

This Project allows you to research, plan, prepare and carry out an activity with service users which shows that you are able to demonstrate positive care, safe practice, qualities and skills appropriately to care and an understanding of your role and the role of other care team members.

An important factor to remember before you prepare for the project is that the activity you plan to do **must be complex in nature and you must be able to identify the relevance of the activity to the defined needs of the service user.**

You should carefully read the specified section of the Log Book for *Practical Skills for Carers* to identify service users' needs and make the connection to the proposed activity.

A Portfolio of evidence will be gathered consisting of:

- ◆ Practical skills log book
- ◆ Working in teams Outcomes 3 and 4
- ◆ Evidence of planning, developing and implementing and evaluating an activity

The tasks that follow will support you in preparing your plan and will evidence your ability to research, negotiate and evaluate your own and other care team members' part in the team.

- ◆ You should use research based work from your log book — pages 54–64 — to identify a service user who has defined needs, and describe the interpersonal skills and qualities you require to meet those needs.
- ◆ You should describe two potential activities that you could be responsible for which meet a minimum of two of the needs identified in the research. **The activities must be complex in nature. Routine or basic activities, which require little planning will not be acceptable.** (One of the activities could be that which is on page 65 and 66 of the *Practical Skills for Carers* log book.
- ◆ You should provide evidence of discussing these potential activities with your placement supervisor or class tutor whichever is appropriate.
This discussion should identify the most appropriate activity for the service users needs and the candidates need to be able to apply their skills and qualities. **(This can be evidenced in the appendix pages that are provided.)**
- ◆ Identify who will be involved in the activity and discuss what your roles and contribution to the activity will be. (This can be evidenced in the appendix pages that are provided.)
- ◆ Research and identify any relevant legislation that you would need to take account of in relation to the activity **and identify how positive care is being ensured.**
(This can be evidenced in the appendix pages that are provided however your will be able to gather most of it from your log book pages 33–35 and 44–48.

This is an open-book task and must take place before writing the plan of activity

Care Practice

Care Plan

Candidate Evidence

- ◆ *To be retained by college tutor and submitted as evidence.*
- ◆ *The plan formulated at the target date for supervised write-up should be submitted as the original action plan.*
- ◆ *A copy of the plan should be returned to the candidate as a working document to be amended and updated.*
- ◆ *Additions to the plan, if relevant, can be submitted with evaluation when changes can be commented upon.*

Candidate Name: _____

Class code: _____

Supervising College Tutor: _____

Evidence	Date	Grade	Assessor	Verification
Plan				

Care Plan

You should produce a plan in closed-book assessment conditions. You will be allowed **200 words of notes** to assist you. These notes should be included in to the portfolio.

The Plan is to include:

- ◆ Clear explanation of the service user/s needs.
- ◆ Description of how the activity is expected to benefit the service user.

You should then:

Identify what actions you will take prior to the activity including:

- ◆ Preparations, for example telephone calls, fund raising, sourcing equipment
- ◆ Negotiations with team members, external agencies, etc
- ◆ Research you will do prior to the activity, including identifying sources of information
- ◆ Providing an outline of what will be involved in the activity. This should give details of who, where, what, when and how the activity will be undertaken and identification of materials to be used.
- ◆ Using the appendix sheet provided prepare a timetable of the steps which will lead to the completion of the activity, ie including when any preparatory steps that must be completed in order for the activity to proceed smoothly and productively should be taken. This will act as a working document and assist you staying on track and help you identify any changes you make to your plan or activity.

This Plan should be no more than 500 words excluding the timetable provided in the Appendix. A copy of the plan and timetable will be returned to the candidate.

Preparing the Plan/Candidates Notes

Main Points	Details of Process		
<i>Introduction</i>			
Identification of a service users needs			
Identification of the activity			
Description of how the activity is expected to benefit the service user			
Outline of the activity in the form of: Who, where, why, what and when			
Materials/resources you may need.			
Identify what actions you will take prior to the activity			
Timescale for achieving project			DATE
	PLAN		
	ACTIVITY		
	EVALUATION		

Table of Priorities/Action Plan

Task	Description of Task	Responsibility (particularly if working in a group)	Date	Outcome	Comment/further action

Care Practice

Activity

Candidate Evidence

Candidate Name: _____

Class code: _____

Supervising Professional: _____

Supervisors Qualification _____

Position in Organisation: _____

Please note if the supervising observer for the activity differs from the named supervisor in the candidate's log book or front cover of this Appendix please give alternate details above.

Supervising observers are asked to authenticate the account presented and space in a text box has been provided for that purpose

Evidence	Date	Grade	Assessor	Verification
Activity				

Development

Development

Stage one

Evidence that you have followed the plan based on the activity sheet.

For example:

If in the plan the candidate said you intended to research service users' condition, evidence your findings and **reference the sources**.

Please do not send evidence of your research but do give evidence of your findings.

Stage two

Write a reflective account of the actual activity.

- ◆ This account should **reflect on the relationship** between service user/s, candidate, and care team.
- ◆ It should accurately recount the activity identifying the **qualities and skills demonstrated**.
- ◆ **There should be reference made about the progress of the activity and briefly describe if the activity met the stated aims**
- ◆ The account should also identify your knowledge of legislation **as it relates to health and safety and positive care**
- ◆ Complete this section by gathering some feedback from the team you are working with and the service user if possible. (You may refer to this in your evaluation.)
- ◆ **This account must be signed by the supervisor who observed the activity.**

Please note this section of your project is worth 120 marks

Care Practice

Evaluation

Candidate Evidence

Candidate Name: _____

Class code: _____

Supervising College Tutor: _____

Evidence	Date	Grade	Assessor	Verification
Evaluation				

Evaluation Report

Evaluate **the project** from the beginning.

Please be aware this evaluation is to be **based on the project not the placement**, marks will be lost if you misinterpret this

- ◆ The evaluation should include constructive criticism of your practice as it relates to the preparation, planning and implementing of the activity
- ◆ It should evaluate what was successful and what was not, why this was and how it could be improved upon.
- ◆ Evaluate the activity itself - what benefits were gained by the service user, where there were benefits you had not predicted in your original plan.
- ◆ What role did you take in the activity?
- ◆ What roles did team members take in the activity?
- ◆ If you identify strengths in the plan or activity explain why you believe that they were strengths?
- ◆ If there were weakness in the plan or activity what could be changed to bring about improvement?
- ◆ What was learned or achieved particularly in relationship to practical and interpersonal skills?
- ◆ If you identified weaknesses in your personal skills and qualities what could you change to improve practice?

Evaluation — Notes

<i>Topics</i>	<i>Notes</i>
Ability to evaluate self in relation to preparation and planning and implementing of the activity	
Evaluate the activity itself - what benefits were gained by the service user	
Evaluate what was successful and what was not, why this was and how it could be improved upon.	
An assessment of the strengths and weaknesses of the activity to include the extent to which it satisfies meeting the service users needs	
Evaluation of self and the team in relationship to the activity	
What was learned or achieved particularly in relationship to practical and interpersonal skills.	

Higher
Care Practice
Guidance
&
Candidate Evidence

To be kept by candidate and submitted with completed work

Candidate Name: _____

College Name: _____

Tutor Name: _____

Name of Placement: _____

Type of Placement: _____

Service User Group: _____

Supervisor Name: _____

Supervisor's Qualifications: _____

Supervisor's Designation: _____

Evidence	Date	Grade	Assessor	Verification
Plan				
Activity				
Evaluation				

Checklist for Practical Care Placement Project

To be completed by college tutor

Task	√ when Evidenced* (O/R)	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 the delivery of care			
Understands 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 completed			
Project carried out in placement			
Evaluation completed			
Project Achieved			

*Evidence can be:

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

or

Recorded evidence from Unit Outcomes(R)

Appendix B

Care Practice

Tutor Marking Checklist

The mark sheet that follows is the checklist that will be used by the SQA external marker. It is recommended that tutors use this to mark their candidates' work and that it is submitted with the completed project. This has a two-way benefit in that:

- ◆ Tutors are marking to the same criteria as the external marker
- ◆ It allows the marker — and Principal Assessor during marker check — to see instantly how tutors have allocated marks

Care Practice Higher

External Marking Scheme

Candidate Name _____

Total Mark **%**

Planning	Mark (Possible)	Tutor Mark Awarded	External Marker marks
Selection and Planning of Activity			
Selection of Activity — reasoned choice to client need	4 marks		
Activity requirements how where and who	4 marks		
Aims and Objectives of activity selected task to be completed and how this will be done	8 marks		
Planned timescales for steps to reach completion	4 marks		
Planned use of materials and resources and sources of information	10 marks		
Application of theory to activity — teamwork safe practice and Practical Care Skills	4 marks		
Use of reasoned argument throughout the plan	6 marks		
Total Marks for Planning Stage	40 marks		
Developing			
Ability to effect progress in personal preparation for placement activity (Evidence from tutor checklist and pages 13, 14, 23, 24, 26, 27 and 28)	5 marks		
Demonstrates progress in understanding self in relation to service user group and care team (Evidence from Log Book page 80, and 54–77 includes questions, log, report and teams report.)	20 marks		
Evaluation of skills and qualities to meet clients needs (pages 67–77). The candidate should be developing insight and ability to show how improvements can be made to their practice.	20 marks		
Evidence of research which meets clients needs and how it would be applied to practice. (Pages 54–66 and evidence from plan and development).	10 marks		
Ability to follow plan of action and carry out identified tasks	10 marks		
Ability to organise and carry out activity (Evidence from placement checklist and signed confirmation by supervisor who observed the activity)	10 marks		
Accuracy in reporting of activity (written authenticated account) Activity report should include not just detail of timings but reflect the value of activity to both client and candidate.	25 marks		
Ability to identify the purpose of the team, demonstrate an understanding of the roles of the team members and review of personal contribution to the team (evidence from teams report)	15 marks		
Attendance at Placement (evidence from placement attendance record)	5 marks		
Total Marks for Developing Stage	120		
Evaluation	Mark (possible)	Mark Awarded	
Ability to review own work	12 marks		
Use of material and resources to enable evaluation	8 marks		
Ability to suggest improvements to own work	12 marks		
Use of reasoned arguments for conclusions	4 marks		
Application of theory form teaching	4 marks		
Total marks for Evaluating Stage	40 marks		

Plan Mark:		Total Project Mark		
Developing Mark:				
Evaluation Mark:				

Comments

Appendix C

Declaration of Invigilation

Centre Number: _____

Candidate Name: _____

Candidate Number: _____

(Please tick each box which applies)

I confirm that this candidate

Wrote their case study conclusions and recommendations under invigilated conditions	<input type="checkbox"/>
---	--------------------------

Had only one page of notes of no more than 200 words which I checked beforehand and confirm is the candidate's own work	<input type="checkbox"/>
---	--------------------------

Wrote their evaluation under invigilated conditions	<input type="checkbox"/>
---	--------------------------

Had only one page of notes of no more than 200 words which I checked beforehand and confirm is the candidate's own work	<input type="checkbox"/>
---	--------------------------

Signature of Teacher/lecturer: _____

Date: _____