Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HNC Social Care. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Social Care: Graded Unit 1

Graded Unit code: F291 34

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Purpose: This Group Award Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Social Care:

♦   to enable candidates to integrate knowledge, theory and practice effectively in a variety of care settings
♦   to enable candidates to develop skills appropriate for working with a range of individuals in care settings
♦   to enable candidates to have a service user and carer focus in their practice
♦   to prepare candidates for employment or to develop them in employment in a care setting
♦   to enable candidates to critically evaluate their practice and to be reflective practitioners
♦   to facilitate progression to higher education

Recommended prior knowledge and skills: It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

General information for centres (cont)

Unit Title		Outcomes
DH3M 34	Psychology for Social Care Practice	♦ An understanding of developmental stages
		♦ An analysis of the influences on personality from different psychological perspectives
		♦ How life experiences affect development and behaviour
DH3N 34	Sociology for Social Care Practice	♦ The influence of the family on people's experiences, behaviour and life chances
DH3P 34	Protection of Individuals from Possible harm and Abuse	♦ The legislative framework and policies and procedures designed to protect individuals from possible harm and abuse
OR DK4H 04 OR DK41 04	Promote the well–being and protection of children and young people (SVQ Unit) Promote Choice, well being and the Protection of all Individuals (SVQ Unit)	♦ The social care worker's role in relation to protection of individuals ♦ Same Knowledge skills as above
DH3K 34	Social Care Theory for Practice	♦ Care planning process ♦ Methods and models of practice
DH3L 34	Social Policy and it's Application to Social Services Provision	♦ Legislation and Policies that Promote the Rights and Responsibilities of Individuals

General information for centres (cont)

DK4R 04	Promote Effective Communication for and about Individuals (SVQ Unit)	The SVQ Units should allow candidates to demonstrate how they are able to relate theory to practice
DK4K 04	Promote Monitor and Maintain Health Safety and Security in the Working Environment (SVQ Unit)	
DK57 04	Reflect on and Develop Your Practice (SVQ Unit)	

Core Skills: There may be opportunities to develop the Core Skills of Communication (written), Working with Others and Problem Solving (analytical and evaluative skills) in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Assessment: This Graded Unit will be assessed by the use of a project in the form of a practical assignment. The developed practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Administrative Information

Graded Unit code: F291 34

Graded Unit title: Social Care: Graded Unit 1

Original date of publication: August 2007

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Graded Unit specification if sourced by the Scottish Qualifications Authority can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

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

Graded Unit title: Social Care: Graded Unit 1

Conditions of assessment

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed in advance to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance, however it should be noted that this is an independent piece of work. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date and the level of support required to complete the task. The support notes give some guidance about what would normally be expected in terms of support. If this is exceeded then the grade given should reflect this.

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

The level of support required by the candidate when completing the assignment should be reflected in the final grade given. If significant assessor support is required in any of the project stages the student should not be awarded an A Grade as the level of independent working would not accord with the Guidance on Grading.

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

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

♦   variables which are complex or unfamiliar
♦   relationships which need to be clarified
♦   a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

♦   analyse the task and decide on a course of action for undertaking the project
♦   plan and organise work and carry it through to completion
♦   reflect on what has been done and draw conclusions for the future
♦   produce evidence of meeting the aims which this Graded Unit has been designed to cover

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

PROJECT BRIEF: PRACTICAL ASSIGNMENT

This assignment relates to working with an individual in a social care setting to plan, carry out and evaluate an activity which promotes the development of the individual. The candidate should identify an appropriate activity in discussion with their course tutor and placement supervisor/workplace supervisor, which might include:

♦ A therapeutic activity
♦ An activity of daily living
♦ A recreational activity
♦ An educational activity

The Practical Assignment is not concerned exclusively with practical activity; candidates should demonstrate their interpersonal, organisational, evaluative, reflective and management skills to help assess their overall insight and understanding of the activity.

The Project will follow three stages:

♦ Planning
♦ Developing
♦ Evaluating

The planning stage should be assessed using a short planning document.

The developing stage should be assessed via a report of the activity.

The evaluating stage should be assessed via an evaluation report.

The tutor's role is as a facilitator and so to gain high marks the candidate must demonstrate a high degree of autonomy in all stages of the assignment.

STAGE 1 — PLANNING

Select an individual with whom you are working

1   **Analyse the current developmental needs of the person, using relevant psychological and sociological theory, with reference to:**

♦ Influences on the development of the personality
♦ Key life experiences that have affected development and behaviour
♦ The influence of the family

2   **Apply the Care Planning process to plan an activity which is aimed at promoting the development of the individual, with reference to:**

♦ Social care methods and models of practice
♦ The legislative framework and policies and procedures designed to protect the individual from possible harm and abuse
♦ The legislation and policies that promote the rights and responsibilities of individuals

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

STAGE 2 — DEVELOPING

Give an account of the activity that describes how you applied the knowledge and skills gained from studying the underpinning Units in the course to the activity with the individual, making reference to:

♦ The social care worker's role in relation to the protection of individuals
♦ The beliefs and preferences of the individual receiving care
♦ Promoting independence of the individual
♦ The involvement of the individual

STAGE 3 — EVALUATING

Provide an evaluation and review of the activity, which includes:

♦ Evaluation of the effectiveness of the original plan
♦ Reflection on own practice throughout all stages of the Project
♦ Evaluation of your use of supervision and support systems

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

Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade A	Grade C
Is a seamless, coherent piece of work which: ♦ produces evidence for the three essential stages of the Practical Assignment which is consistently of a high quality and clearly inter-related ♦ is highly focused and demonstrates an insightful interpretation of the brief from a balanced, integrative approach ♦ is tightly structured, relevant to the content of the Units and displays a high level of subject knowledge and practical occupational expertise ♦ effectively applies integrated and consolidated knowledge, understanding and skills from the course Units to complex situations consistently within the assignment ♦ includes a comprehensive reference guide and bibliography ♦ demonstrates the candidate's ability to work autonomously throughout with minimum support ♦ is submitted within the agreed timescales	Is a co-ordinated piece of work which: ♦ produces adequate, fairly well integrated documentation for the three essential stages of the Practical Assignment ♦ demonstrates an acceptable interpretation of the brief from a balanced integrative approach ♦ is satisfactorily structured and displays an adequate level of subject knowledge and practical occupational expertise ♦ applies integrated and consolidated knowledge, understanding and skills from the course Units with some lack of continuity and consistency ♦ states sources of references

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

A = 70% — 100%
B = 60% — 69%
C = 50% — 59%

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

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

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

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning 35% of total marks	Produce a plan which includes: 1 An assessment of the current developmental needs of an individual in receipt of care/support which should include reference to psychological and sociological theories and key life experiences that have influenced the individual's development and behaviour. Circumstances which required the individual to be in receipt of care/support must be included. 2 A discussion of how the candidate ensured that the individual was as fully involved as possible in planning for the activity. 3 A rationale for the selection of the chosen activity in terms of appropriateness and benefits to the individual in receipt of care/support and the involvement of others in the team. 4 Identification and assessment of potential risks and evidence of a plan to minimise these, ensuring safe practice throughout the activity. 5 Clearly defined aims of the project and steps required to reach these. 6 Realistic timescales which are set and agreed with relevant others, for carrying out the activity and completing the assignment. 7 A discussion of the social care model and methods to be used with reasons for using this approach. 8 Identification of key legislation and policies and procedures which are designed to protect the individual, including confidentiality considerations, within the context of the planned activity. 9 Awareness of the rights and responsibilities of the individual in receipt of care/support, and also those of the worker in line with relevant codes of practice. The *candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.*

Project Stage	Minimum Evidence Requirements
Stage 2 — Developing 35% Of total marks	Produce a report of the activity which: 1 Is based on the final plan agreed prior to the activity taking place. 2 Demonstrates how the candidate ensured that the beliefs and preferences of the individual were respected and considered throughout the activity. 3 Demonstrates ability to manage materials and resources to carry out the activity. 4 Applies disciplines, theories and/or perspectives to the fulfilment of the aims and objectives as specified in the plan, stating sources of references. 5 Is verified by the placement supervisor as an authentic record of what actually took place. *The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.*
Stage 3 — Evaluating 30% of total marks	Produce an evaluation of the activity which includes: 1 An objective review of the quality of own work in relation to National Care Standards. 2 An assessment of the strengths and weaknesses of original plan. 3 A review of the plan and modifications made to inform improvements to own work. 4 An indication of how the integrative nature of the assignment enhanced understanding of learning attained throughout the award encouraging an holistic view of care provision. 5 Identification of any problems encountered and skills gained during the process of completing the assignment. *The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.*

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

Support notes

Below is a **suggested** marking scheme for each stage of this project which has been provided for guidance only and is not mandatory. Centres may prefer to devise their own scheme.

The Guidance on the Grading Table should also be consulted when identifying an overall grade for candidates.

Planning Stage — 35% of total marks

It is suggested that the plan should be 1,200 to 1,700 words.

This stage is worth **35 marks.** The candidate **must** achieve all of the minimum evidence specified in the Evidence Requirements section to pass the planning stage. The planning stage is assessed by; a short planning document and two individual interviews with the tutor.

For the planning stage the marks **can** be allocated in the following way:

Up to **2 marks** for a clear analysis of the circumstances which required the individual to be in receipt of care/support.

Up to **8 marks** for the assessment of the needs of the individual in receipt of care. For high marks the candidate must present a clear description and thorough analysis of the development needs of the individual. This would be demonstrated by the relevance of the theories and the perspectives chosen, the identification of physical, intellectual, social and emotional needs of the individual and for making relevant links.

Up to **6 marks** for the identification of psychological and sociological theory relevant to the needs of the individual. To achieve high marks the candidate must clearly link these to the individual's situation.

Up to **4 marks** for the appropriateness of the selected activity. Candidates should give details of what they plan to do, how they will do this and when this will happen. Aims and objectives should be clearly stated and the objectives should detail the steps they will take to achieve their aims. The timescale for the planning, development and evaluation should be included.

Up to **9 marks** should be allocated for the following:

♦   detailing the resources and sources of information required. The candidate should show how they consulted with and involved the placement supervisor and the individual in planning the activity.
♦   identification of relevant legislation, discussion of safe practice and highlighting of issues surrounding confidentiality
♦   identification of the social care model and methods to be used, which should be appropriate to the individual and the activity
♦   identification of risks and risk assessment of the activity
♦   identification of a contingency plan

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

Up **to 6 marks** for the justification of the approach taken in the plan and for developing and adhering to realistic timescales. The plan should be structured and referenced.

To achieve high marks in the planning stage the candidate would be expected to fulfil the following criteria:

♦ candidate is required to have selected the individual and activity in consultation with the placement supervisor prior to the first meeting with tutor. The candidate should also have permission from the individual or their significant other at this stage.
♦ candidate would be expected to discuss the assessment of needs and to examine first draft of plan including evidence of materials and methods at second meeting with tutor
♦ submission and presentation completion date has to be established and adhered to.

Developing Stage — 35% of total marks

It is suggested that the report should be 1,200 to 1,700 words.

This stage is worth **35 marks**. The candidate must achieve all of the minimum evidence specified in the Evidence Requirements section to pass the developing stage. Assessment is based on a report of the activity.

Up to **8 marks** for the application of disciplines, theories and/or perspectives to the fulfilment of the aims and objectives within the plan of the activity. For full marks the candidate would have to show that the disciplines, theories and perspectives identified at the planning stage had a direct bearing on the activity. Candidates who make poor links and connections between the activity and the disciplines and theories used should be awarded lower marks.

Up to **15 marks** for showing that the activity has been followed through according to the plan. Candidates who provide a detailed account of the activity, which is related to the plan including the contingency plan if relevant, should be given a high mark. Candidates who do not relate the activity to the plan but give a good account of how they undertook the activity in a logical fashion should pass. Candidates who give an account of the activity, which shows little coherence or organisation and does not relate to the plan, should **not** be allocated a pass mark.

Up to **5 marks** should be allocated for the ability to manage materials and resources. This may depend on the activity the candidate has chosen, and the complexity of the organisation required to carry out the activity. In order to achieve full marks the materials used should be appropriate to the activity and reference should be made to Health and Safety requirements and adherence to specific policies.

Up to **5 marks** for demonstration of anti discriminatory practice and adherence to National Care Standards relevant to the setting. To achieve high marks candidates should demonstrate how their practice in carrying out the activity has been in accordance with National Care Standards and the Code of Conduct for Social Care Workers. In addition, justification for the approach adopted during the activity should demonstrate best practice.

Up to **2 marks** should be allocated for a written verification from placement or work supervisor that the activity was carried out as reported.

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

Evaluating Stage — 30% of total marks

It is suggested that the evaluation should be 1,000–1,500 words.

This stage is worth **30 marks**. The candidate must achieve the minimum criteria specified in the Evidence Requirements section to pass the evaluating stage. The evaluating stage is assessed by an evaluation report. The marks for this stage can be allocated in the following way:

Up to **15 marks** should be given to those candidates who are able to review the quality of their own work with some reflection shown. Candidates who can identify areas of new learning and can relate the activity to the plan, including identification of gaps or omissions should be awarded a high mark. To gain high marks candidates should also identify the impact of any new learning on their practice.

Up to **5 marks** for a discussion of the strengths and weaknesses of the original plan and analysis of whether the plan was sufficient in meeting the aims of the activity. High marks should be given where a candidate uses feedback in evaluating the activity. This feedback could be written, for example in the form of a questionnaire, or oral feedback from the individual participant(s), other members of the care team or the supervisor.

Up to **5 marks** should be given for the review of the whole project and any modifications or improvements including recommendations for future planned activities, which should be achievable and realistic. The candidate who does this should achieve high marks. A candidate who makes some suggestions but does not always relate them to the plan or development should receive a pass mark. The candidate who does not suggest improvements and who has not related the evaluation of their work across the whole project should not receive a pass mark.

Up to **5 marks** should be awarded for identification of the way the project integrated knowledge and understanding of the component Units of the HNC Social Care. High marks should be awarded to candidates who identified skills gained and integration of theory and practice consistently during the project. A candidate who does not identify any new or enhanced knowledge and skills should not pass this section.

Some suggested topics for this project might be:

♦ A therapeutic activity
♦ An activity of daily living
♦ A recreational activity
♦ An educational activity

Candidates with disabilities and/or additional support needs

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

General information for candidates

This Unit has been designed to allow you integrate your learning across a range of Units in the HNC Social Care. You should be able to draw upon your learning and assignments for the mandatory Units and your placement or workplace experience. You should be aware that any references to the individual(s) must be anonymised and the permission of that individual(s) obtained. You will have the opportunity to discuss and agree on the learning activity to be undertaken with your placement supervisor/ teacher/ line manager prior to the activity taking place.

You will explore theories and perspectives relating to the development of individuals in need of care/support and draw on your experiences in practice/placement and on the care plans for the individual.

On completion of this Unit, you will be able to demonstrate that you have achieved the following principal aims of the HNC Social Care

♦ to enable candidates to integrate knowledge, theory and practice effectively in a variety of social care settings
♦ to enable candidates to develop skills appropriate for working with a range of service users in social care settings
♦ to enable candidates to have a service user and carer focus in their practice
♦ to prepare candidates for employment or to develop them in employment in a care setting
♦ to enable candidates to critically evaluate their practice and to be a reflective practitioner
♦ to facilitate progression to higher education