

## **External Assessment**

### **Health and Safety in Care Settings Intermediate 2 X01E 11**

### *Practical Assignment*

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# 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 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](mailto: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 National Courses for the given SGA.

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. 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 need to have demonstrated attainment in (and/or attained) the following qualifications:

- at least two years practical and theoretical experience in the care area involving the theory and practical skills involved in this Course

and/or

- an SVQ at level 2 in Care, or Early Years and Education

The experience prior to attempting the assessment must be relevant to allow the successful completion of the practical assignment.

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

### 3. Practical Assignment briefs

The assignment briefs from which candidates may choose are:

#### **Brief 1**

The candidate is asked to contribute to a presentation event on health and safety in a health care setting.

The topic chosen for the project is:

*The safety, diet and infection management procedures that would be required to assist a client or clients who are suffering from a named infection in a ward or nursing home or similar situation.*

The aims should be:

- to indicate the procedures that should be used to minimise the risks of re-infection or infecting others
- to consider the safety of clients, staff and others through their statutory and professional responsibilities
- to advise on the diet required by the clients to maximise recovery from infection and to keep them healthy in the future

This could be done in small groups with each group considering different infections and/or different client groups. The information could be presented as an oral presentation, as a detailed care plan, as an exhibition format or as a video. Each candidate would be responsible for one aspect of the presentation/plan but should be aware of the overall assignment. They should contribute to the evaluation procedures and should be able to review the whole project not just their personal contribution.

#### **Brief 2**

The candidate is asked to contribute to a presentation event on health and safety in a social care setting.

The topic chosen for the project is:

*The safety, diet and infection management procedures that would be required to assist and support a client or clients in supported housing or similar accommodation where the clients have a disability or special need that requires help in terms of diet and infection control*

The aims should be:

- to indicate procedures to minimise the safety risks to the client and carers through their statutory and professional responsibilities
- to consider the advice to be given on diet management which reflect the needs of the client
- to consider advice to be given on infection control

For example, the project tutor could ask the candidates to examine the safety, diet and infection management procedures to look after a client whose weight is over 20 stone, who has a tendency to skin infections and who is in need of advice. The client needs help to get in and out of a wheelchair and wants to be advised on a healthy eating programme and prevention of his skin infections. He stays in supported accommodation where carers are assigned to assist him if required.

This assignment could be done in small groups with each group considering a different situation and/or different client groups. The information could be presented as an oral presentation, a detailed care plan or in an exhibition format. Each candidate should be responsible for at least one aspect of the presentation but should be aware of the overall assignment. They should contribute to the evaluation procedures and should be able to review the whole project not just their personal contribution.

The presentation may include demonstration of techniques involved, eg moving and handling clients, and could involve using video as part of the presentation.

### **Brief 3**

The candidate is asked to contribute to a presentation event on health and safety in a child care setting.

The topic chosen for the project is:

*Contribute to a presentation of the safety, diet and infection management procedures for staff and parents that should be followed in the event of a transmittable infection occurring in a nursery.*

The aims should be:

- to indicate procedures to minimise the safety risks to the client and carers through their statutory and professional responsibilities
- to consider the advice to be given on diet management which reflect the needs of the client
- to consider advice to be given on infection control

This could be presented as an advisory leaflet for carers and parents, as an oral presentation or as an exhibition type presentation with candidates guiding visitors through the stands. The content should look at a variety of infections and safety considerations and at the threats to the different nursery age groups and their parents and family and at dietary advice to parents during the recovery phase of their children. This project could be delivered by dividing the class into small groups with each group considering a different situation and/or different age groups. Each candidate would be responsible for one aspect of the leaflet/presentation but should be aware of the overall assignment and should be able to review the whole project.

## 4. Outcome coverage

Course Structure		
Unit title	Credit value	Unit number
Prevention of Infection	1.0	D667 11
Promoting Healthy Eating in a Care Setting	1.0	D10S 11 (7140076)
Safety in the Care Environment	1.0	D668 11

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: Safety in a Care Environment**

1. Identify the main safety features relevant to a care environment.
2. Identify the safety legislation relevant to the care environment.
3. Identify the responsibility of users, staff and others to maintain safety in care.

### **Unit: Prevention of Infection**

1. Describe the main groups of pathogenic micro-organisms.
2. Describe how pathogens enter the body and the body's reaction to pathogens.
3. Describe the ways in which infection may be spread and the ways in which spread may be prevented.
4. Describe the procedures involved in the use of antiseptics, disinfectants, sterilisation equipment and the disposal of infection material.

### **Unit: Promoting Healthy Eating in a Care Setting**

1. Describe how a balanced diet relates to health and wellbeing.
2. Identify an appropriate special diet for a chosen client or clients.
3. Describe the major contributory factors, which influence eating behaviour in a chosen client group.
4. Identify current precautions used to ensure food safety.

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 develop and apply skills in:

- organising
- negotiation methods
- vocational studies and their application
- presentation skills — visual and oral
- Core Skills

Candidates will develop and apply related knowledge of:

- infection control measures
- safety management
- dietary advice
- negotiation
- customer care
- Core Skills
- vocational tasks
- presentation of information

## 6. Candidate evidence requirements and allocation of marks

### General information

The three stages of the Practical Assignment for all project-based National Courses at Intermediate 2 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 Intermediate 2. 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 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 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 evaluation report should be 500 words (or equivalent) at Intermediate 2. Candidates may carry out the preparation for the report beforehand.

Candidates at Intermediate 2 should be allowed up to one hour 30 minutes to complete an evaluation (including the summary).

Candidates should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) which they have prepared, into the room with them. They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work.

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 Health and Safety in Care Settings at Intermediate 2

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:	Checklists Project tutor report and record or evaluation of individual candidate's effort/contribution — will depend on brief and choice made of oral presentation/exhibition/care plan/video/leaflet. As appropriate: video material (eg of exhibition) audio material leaflet care plan (120 marks in total for this stage)
Conditions of external assessment:	Supervised
	<i>Transportable evidence:</i> All This is to be sent to SQA for marking

Evaluating	
Evidence:	Evaluation report — including summary. 500 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**

### **Health and Safety in Care Settings: planning stage**

The plan should contain:

- a clear and accurate interpretation of the brief
- a description of the additional material the candidate has gathered
- a clear indication that the aims of the project have been broken down into achievable objectives
- the proposed time scale for the project
- an explanation of the use of resources and materials for the project
- the candidate's expected personal contribution to the project
- the type of evidence that the candidate will be providing at the development stage

### **Health and Safety in Care Settings: developing stage**

#### **Brief 1 (Health Care)**

The evidence for this should be presented as:

- a video including the contribution of each candidate
- or
- a presentation by each candidate
- or
- an exhibition style presentation with each candidate taking a project tutor round the exhibition and explaining the content and answering questions from the project tutor
- or
- care plan document

#### **Brief 2 (Social Care)**

The evidence should be presented as:

- an oral presentation by each candidate
- or
- a detailed care plan taking account of the details of the aims
- or
- an exhibition style format of the types of care delivered in social care based on the project brief where each candidate would take the project tutor through the project and respond to questions on it

### **Brief 3 (Child Care)**

The evidence should be presented as:

- an advisory leaflet for carers and parents

or

- an oral presentation

or

- an exhibition style format with each candidate taking a project tutor round the exhibition and explaining the content and answering questions from the project tutor

The marks should be allocated using a checklist, which would demonstrate:

- clear evidence of the action planning stage (20 marks)
- an accurate interpretation of the brief (20 marks)
- a demonstration of the knowledge and understanding of the research material produced for the presentation/plan (20 marks)
- a good use of the materials and information collected (20 marks)
- a clear demonstration of candidate's share of the contribution to the project (20 marks)
- that the event/presentation was well time managed throughout or the care plan (briefs 1 and 2) or the advisory leaflet (brief 3) produced on time (20 marks)

**Total: 120 marks**

The project tutor should write a report on each candidate's performance. The report should include the checklists and should identify and explain the factors that provided evidence for the mark given. Written or video material would be supported by the project tutor's record of the candidate's personal presentation effort or by video/tutor written evaluation of the exhibition and the candidate's contribution.

### **Health and Safety in Care Settings: evaluating stage**

The evaluation report should contain:

- an analysis of the effectiveness of the original plan
- a summary of the amendments of the plan
- an explanation of the effectiveness of the evidence gathering process including difficulties and quality sources
- an analysis of the strengths and weaknesses of the project
- suggestions as to the way the project could be improved

## 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*

<b>Practical Assignment Stage</b>	<b>Assessment Evidence</b>	<b>Mark Allocation</b>
Planning	Plan of action	40
Developing	Evidence arising from the hands-on practical activity and from documenting the underpinning processes involved	120
Evaluating	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. (see *Estimates and appeals* later in this section).

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*

Intermediate 2		Plan of action	Practical activity and documented process evidence	Evaluation report
Levels of performance: broad level-related criteria	Equivalence to	Mark range	Mark range	Mark range
Content & scope: appropriate for level Treatment: excellent	Upper A 85%–100% (Band 1)	34–40	102–120	34–40
Content & scope: appropriate for level Treatment: consistently thorough	Lower A 70–84% (Band 2)	28–33	84–101	28–33
Content & scope: appropriate for level Treatment: thorough in parts	B 60–69% (Bands 3 & 4)	24–27	72–83	24–27
Content & scope: appropriate for level Treatment: adequate	C 50–59% (Bands 5 & 6)	20–23	60–71	20–23
Content & scope: appropriate for level Treatment: adequate only in parts OR Content & scope: basic for level Treatment: thorough	Fail 40–49% (Bands 7 & 8)	16–19	48–59	16–19
Content & scope: appropriate for level Treatment: generally poor OR Content & scope: basic for level Treatment: 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. The 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*

<b>% Mark range</b>	<b>Grade</b>	<b>Band (for estimates)</b>
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 Intermediate 2

A	B	C
<b>Content and scope appropriate for Intermediate 2</b>		
<b>And looking at the evidence as a whole:</b>	<b>And looking at the evidence as a whole:</b>	<b>And looking at the evidence as a whole:</b>
<p><b>A practical assignment at Grade A:</b></p> <ul style="list-style-type: none"> <li>• produces high quality, clearly inter-related documented and process or product-related evidence for the three essential phases of planning, developing and evaluating</li> <li>• is an exercise to which candidates have brought an accurate and enthusiastic interpretation of the practical assignment brief</li> <li>• is tightly structured, relevant to the content of the units and displays a high level of subject/occupational expertise</li> <li>• applies integrated and consolidated knowledge, understanding and skills effectively and consistently from the course units to situations and/or design specifications with varying degrees of complexity</li> </ul>	<p><b>A practical assignment at Grade B:</b></p> <ul style="list-style-type: none"> <li>• produces good quality, inter-related documented and process or product-related evidence for the three essential phases of planning, developing and evaluating</li> <li>• is an exercise to which candidates have brought an accurate and fairly innovative and enthusiastic interpretation of the practical assignment brief</li> <li>• is well structured, relevant to the content of the units and displays a good level of subject/occupational expertise</li> <li>• applies integrated and consolidated knowledge, understanding and skills fairly effectively and consistently from the course units to situations and/or design specifications with varying degrees of complexity</li> </ul>	<p><b>A practical assignment at Grade C:</b></p> <ul style="list-style-type: none"> <li>• produces adequate, fairly well inter-related documented and process or product-related evidence, for the three essential phases of planning, developing and evaluating</li> <li>• an exercise to which candidates have brought an acceptable interpretation of the practical assignment brief</li> <li>• is reasonably well structured, relevant to the content of the units and displays an adequate level of subject/occupational expertise</li> <li>• applies integrated and consolidated knowledge, understanding and skills from the course units with some lack of continuity and consistency</li> </ul>

## 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 for Colleges of Further Education* or *Guide to Assessment and Quality Assurance for Secondary Schools*, SQA June 1999 for further information relating to internal moderation. A guide to good practice for internal moderation is also under development.)

## 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
- 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).

### **Development stage:**

Evidence will be in one of several forms:

- video/audio tape
- checklists — signed and verified by the project tutor of the presentations and each candidate's effort
- records, including video of the exhibition and/or record of the candidate's performance
- care plans, showing evidence of research to produce the plan, signed by the project tutor

It is expected that the project tutor would ensure the performance of each candidate justified the mark allocated and that the relevant checklists would support the visual/audio/written reports submitted.

## 9. Investigating tools

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

### Information sources

- books on the subject of safety, diet and infection control eg Caffrey, Jane, *Care of the sick child*
- workplace policy documents on health and safety and risk assessment
- newspaper and magazine articles eg food poisoning articles, diet suggestions; *Health Which?*
- teenage magazines; women's magazines
- technical and trade journals
- Internet (eg via Cyber café)
- software as appropriate eg CD-ROMs of data
- video material
- TV
- library and/or technical library
- Health Education Board library
- teachers and lecturer — academic notes from class
- visits to workplaces
- support groups and organisations
- visiting speakers
- written information

## 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, DE, '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](http://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:

- access to legislation and safety guidelines of the Health & Safety Executive
- access to specific policy and procedures of organisations referred to in the project
- video resources and equipment
- candidate notes
- health resources
- equipment for vocational skill demonstrations
- Internet access and specific CD-ROM resources
- reasonable access to library books and research information
- presentation stands and display space

## 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.