



Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HNC Occupational Therapy Support. 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: Occupational Therapy Support: Graded Unit 1

Graded Unit code: F3RP 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 National 1 to Doctorates.*

Purpose: This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the Occupational Therapy Support HNC:

- ◆ to develop self directed study and research skills
- ◆ to enhance work practice skills
- ◆ to develop Core Skills
- ◆ to develop critical and evaluative thinking
- ◆ to demonstrate through, practice, knowledge and understanding of occupational therapy principles, values and philosophy
- ◆ to understand the link between human function and purposeful activity
- ◆ to develop a working knowledge of current (and developing) legislation and policy
- ◆ to reflect on and critically evaluate their practice within occupational therapy

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:

- ◆ F3NH 34 *Occupational Therapy: Context and Development*
- ◆ F3NJ 34 *Occupational Therapy: Needs and Rights of Individuals*
- ◆ F3NL 34 *Occupational Therapy: Policies Procedures and Professional Standards*
- ◆ F3NF 34 *Occupational Therapy Support: Anatomy and Physiology*
- ◆ F3NM 34 *Occupational Therapy Support: Psychology and Human Development*
- ◆ F3NG 34 *Occupational Therapy Support: Aspects of Sociology*
- ◆ F3NK 34 *Occupational Therapy: Philosophy, Theory and Practice*

General information for centres (cont)

Core Skills: The achievement of this Unit gives automatic certification of the following:

Problem Solving at SCQF level 5

There are also further opportunities to develop the Core Skills of *Communication, Information Technology* and *Working with Others* at SCQF level 5 in this Unit.

Assessment: This Graded Unit will be assessed by the use 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: F3RP 34

Graded Unit title: Occupational Therapy Support: Graded Unit 1

Original date of publication: August 2008

Version: 04 (July 2018)

History of changes:

Version	Description of change	Date
02	Amended specification to reflect embedded Core Skill.	23/04/09
03	Unit has been Contextualised, changes made to support notes.	25/05/11
04	Update of Conditions of Assessment	17/07/18

Source: SQA

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

Graded Unit title: Occupational Therapy Support: Graded Unit 1

Conditions of assessment

The candidate should be given a date for completion of the practical assignment. However, the instructions for the assessment task should be distributed 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.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or by recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

Candidates will be carrying out the role of a support worker within an occupational therapy setting and have access to supervision by an occupational therapist. At this level, candidates should work independently. It is up to centres to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the practical assignment on which they have embarked.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

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

Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the candidate takes the form of a Practical Assignment and 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

Candidates are provided with a brief that allows them to prepare and plan an intervention, and to demonstrate and evaluate practice skills and their knowledge and understanding of the philosophy of occupational therapy. This practical assignment relates to working with individuals in an occupational therapy setting.

The project brief will allow candidates to prepare, plan, carry out and evaluate an intervention. Candidates will identify an intervention appropriate to the individual or group with whom they are working in discussion with their course tutor and placement workplace supervisor.

The practical assignment is not concerned exclusively with practical activity, but will allow candidates to demonstrate their interpersonal, organisational, evaluative and reflective skills to evidence their overall insight and understanding of the intervention.

Stage 1 — Planning

- ◆ Identify projected timescales for carrying out and completing this project.
- ◆ Select an individual or group of individuals with whom you are working and provide brief biographical details and statement of confidentiality.
- ◆ Analyse the individual's or group's occupational performance in relation to influencing factors. Reference should be made to relevant theory for three of the following factors:
 - environmental
 - personal
 - social
 - psychological
 - physical
- ◆ Identify person centred aims and objectives in relation to occupational performance.
- ◆ Identify a planned occupational therapy intervention for this individual or group of individuals.

Stage 2 — Developing

Give an account of the implementation of intervention with reference to:

- ◆ a description of the intervention
- ◆ application of current occupational therapy theory in relation to the selected activity
- ◆ the identified plan and person centred aims and objectives
- ◆ application of workplace policy and procedures

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

- ◆ resources required to carry out the activity
- ◆ factors which may have affected the implementation of the intervention
- ◆ philosophy of occupational therapy

Stage 3 — Evaluating

Provide an evaluation and review of the intervention which includes:

- ◆ evaluation of the planned intervention in relation to identified aims and objectives
- ◆ evaluation of your own practice skills
- ◆ evaluation of working with others
- ◆ evaluation of your use of supervision
- ◆ reflection of your study, research and organisational skills throughout all stages of this project
- ◆ evaluation of your role in relation current professional requirements

Candidates will be asked to:

- ◆ interpret the brief
- ◆ research, plan and gather information in response to the brief
- ◆ select, plan and carry out an intervention
- ◆ evaluate the intervention and their practice skills

The assignment should not be directed by staff, although candidates may be professionally supervised by their workplace mentor and the assessor. A mentoring system would help candidates select appropriate material and ensure they carry out appropriate preparation for the whole task.

Candidates will individually prepare and carry out an intervention which may be working with an individual or a group of individuals. This will be commensurate with their role and their workplace setting. They will be given a brief for the practical assignment prior to the assessment and will plan, prepare, carry out and evaluate accordingly. The intervention or activity used may be a one off session or it may relate to intervention over several sessions. The practical assignment and the way it is planned and conducted should promote opportunities for individual research.

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
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ produces evidence for the three essential stages of the practical assignment which is consistently of a high quality and fully interrelated ◆ 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 occupational expertise ◆ extensively applies integrated and consolidated knowledge, understanding and skills from the Units throughout the assignment ◆ integrates a range of reference sources throughout and includes a comprehensive reference guide and bibliography ◆ demonstrates the candidate’s ability to work autonomously throughout with minimum support 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ produces adequate documentation evidencing some integration across 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 and skills from the Units ◆ states sources of references ◆ is carried out requiring maximum approved support

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%

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

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

Evidence Requirements

The project will follow three stages:

- ◆ planning
- ◆ developing
- ◆ evaluating

The planning stage should be assessed using a planning document.

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

The evaluating stage should be assessed via an evaluative 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.

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 25%	<p>Produce a planning document which includes:</p> <ol style="list-style-type: none"> 1 Timescales for carrying out the project, attending interviews and writing up of the assignment. 2 Biographical details of the selected individual or group and statement of confidentiality. 3 Description of the individual's or group's occupational performance in relation to their current roles. 4 Analysis of a range of factors affecting the individual's or group's occupational performance which should include environmental, personal, social, psychological and physical. 5 Application of the appropriate theory to a minimum of three of the above factors. 6 The identification of person centred aims and objectives in relation to occupational performance. 7 Identification of a planned occupational therapy intervention for this individual or group. <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

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

Project stage	Minimum Evidence Requirements
Stage 2 — Developing 35%	<p>Provide a report on the intervention with reference to:</p> <ol style="list-style-type: none"> 1 Description of the intervention. 2 Application of current occupational therapy theory in relation to the selected activity. 3 The identified plan and person centred aims and objectives. 4 Application of workplace policy and procedures. 5 Resources required to carry out the activity. 6 Factors which may have affected the implementation of the intervention. 7 The philosophy of occupational therapy. <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>
Stage 3 — Evaluating 40%	<p>Provide an evaluative report which evaluates and reviews the intervention, including:</p> <ol style="list-style-type: none"> 1 Evaluation of the planned intervention in relation to identified aims and objectives. 2 Evaluation of the candidate's own practice skills. 3 Evaluation of working with others. 4 Evaluation of the candidate's use of supervision. 5 Reflection of the candidate's study, research and organisational skills throughout all stages of this project. 6 Evaluation of the candidate's role in relation to current professional requirements. <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

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

Support notes

The following support notes are for guidance only and are not mandatory.

It is suggested that the Unit is delivered throughout the second half of the HNC programme with the assessment at the end of the course. This will allow candidates to take part in seminars, tutorials, research and to effectively plan their project, receive mentoring and present their project.

The project brief samples across elements of the following Units:

Unit title	Elements
Occupational Therapy: Context and Development (F3NH 34)	Describe factors that influence the context in which occupational therapy is practised. Identify the role of the support worker within occupational therapy.
Occupational Therapy: Needs and Rights of Individuals (F3NJ 34)	Identify the influence of health and social care trends within the provision of occupational therapy. Identify and describe the needs and rights of individuals in the provision of occupational therapy.
Occupational Therapy: Policies Procedures and Professional Standards (F3NL 34)	Explain a range of legislation and policy which shapes current occupational therapy practice. Explain the importance of quality improvement in the delivery of occupational therapy.
Occupational Therapy: Philosophy, Theory and Practice (F3NK 34)	Explain the philosophy of occupational therapy Analyse occupation in relation to the health and well being of individuals. Describe the occupational therapy process. Demonstrate skills to support the occupational therapy process as appropriate to the workplace.

Selection of task for this project

It is expected that candidates will select the task for the project with guidance from their workplace/placement supervisor and course tutor. The complexity of the task will depend on variables such as the service user group, the role of the workplace setting and the candidate's developing role in occupational therapy support. Tasks chosen may be, for example, a community outing, life story development, a dressing practice, a lunch group, kitchen practice, a home visit, a preoperative assessment, the fitting of orthotic splints or the use of electronic games or IT programmes.

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

It is up to centres to take reasonable steps to ensure that projects are candidates' own work. For example centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked.

Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others, candidates do not receive undue assistance.

Additional guidance on grading

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 schemes. The guidance on the grading table should also be consulted when identifying an overall grade for candidates.

Project stage	Minimum Evidence Requirements
Planning 25%	<p>It is suggested the plan should be approximately 1800 words or equivalent.</p> <p>This stage is worth 25 marks. The candidate must achieve all of the minimum evidence specified in the Evidence Requirement section to pass the planning stage. The planning stage is assessed by a planning document and two scheduled individual interviews with the tutor.</p> <p>For the planning stage the marks can be allocated in the following way:</p> <p>Up to 2 marks for a plan of timescales for carrying out the project, writing up of the assignment and attending interviews with tutor.</p> <p>Up to 3 marks for inclusion of relevant biographical details of the selected individual and statement of confidentiality.</p> <p>Up to 6 marks for description of the individual's or group's occupational performance in relation to their current roles. For high marks the candidate would allude to domains of occupation.</p> <p>Up to 5 marks for the analysis of factors affecting the individual's or group's occupational performance. For high marks the candidate would allude to a range of factors eg environmental, personal, social, psychological and physical</p> <p>Up to 3 marks for relating relevant theory to a minimum of three of the above factors. The candidate should clearly link eg sociological, psychological theory, to the individual or group.</p> <p>Up to 4 marks for the identification of person centred aims and objectives in relation to occupational performance needs.</p> <p>Up to 2 marks for identification of a planned occupational therapy intervention for this individual or group.</p>

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

Project stage	Minimum Evidence Requirements
Developing 35%	<p>It is suggested the report should be approximately 2,000 words or equivalent</p> <p>This stage is worth 35 marks. The candidate must achieve all of the minimum evidence specified in the Evidence Requirement section to pass the developing stage. The developing stage is assessed by a report and two individual interviews with the tutor.</p> <p>An account of the intervention with reference to:</p> <p>Up to 6 marks for the description of the actual activity or intervention.</p> <p>Up to 6 marks for reference to application of current occupational therapy theory in relation to selected activity. For these marks the candidate will refer to some of the following, eg models, frames of reference, assessments, outcomes, measures, and evidence based practice. For high marks the candidate will provide additional detail in order to explain application.</p> <p>Up to 2 marks for reference to the identified plan and person centred aims and objectives.</p> <p>Up to 4 marks for reference to workplace policy and procedures. For high marks the candidate will detail their application and influence.</p> <p>Up to 4 marks for description of resources required to carry out the activity. For high marks the candidate will recognise human and non human resources and detail the use of these during the intervention.</p> <p>Up to 4 marks for inclusion of factors which may have affected the implementation of the intervention. For high marks the candidate will recognise the influence on the intervention of eg personal factors, social factors, physical factors and psychological factors.</p> <p>Up to 6 marks for the justification of the intervention in relation to philosophy of occupational therapy. For high marks the candidate should evidence use of a range of definitions and Core Skills integration to justify the intervention as occupational therapy.</p> <p>Up to 3 marks for written verification from workplace supervisor and attending scheduled interview with tutor.</p>

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

Project stage	Minimum Evidence Requirements
Evaluating 40%	<p>It is suggested that the evaluative report should be approximately 2,500 words or equivalent.</p> <p>This stage is worth 40 marks. The candidate must achieve all of the minimum evidence specified in the Evidence Requirement section to pass the evaluating stage. The evaluating stage is assessed by a report and two individual interviews with the tutor.</p> <p>An evaluation and review of the intervention which includes:</p> <p>Up to 6 marks for evaluation of the planned intervention.</p> <p>Up to 8 marks for evaluation of their own practice skills. For high marks evident problem solving, assessment, activity analysis, communication, interpersonal, knowledge base/self awareness.</p> <p>Up to 4 marks for evaluation of working with others. For high marks recognition of others as carers, other team members, other disciplines.</p> <p>Up to 6 marks for evaluation of their use of supervision. For high marks a full explanation of sources, types and use of supervision is necessary.</p> <p>Up to 6 marks for reflection of their study, research and organisational skills throughout all stages of this project.</p> <p>Up to 8 marks for evaluating their role in relation current professional requirements.</p> <p>Up to 2 marks for attending the scheduled interview with the tutor and writing up on assignment.</p>

Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

General information for candidates

This Unit has been designed to allow you to integrate your learning across a range of Units in the Occupational Therapy Support HNC. You will be able to draw upon your learning and assignments for occupational therapy based Units and your workplace or placement experience. You should be aware that any reference to individuals must be anonymised. You will have the opportunity to discuss and agree on the learning activity to be undertaken with your tutor and workplace/placement supervisor prior to the activity taking place. You should also have discussion with your supervisor for this Unit at each of the three stages of the project.

This Graded Unit will enable you to:

- ◆ to develop self directed study and research skills
- ◆ to enhance work practice skills
- ◆ to develop Core Skills
- ◆ to develop critical and evaluative thinking
- ◆ to demonstrate through, practice, knowledge and understanding of principles, values and philosophy underlying occupational therapy practice
- ◆ to understand the link between human function and purposeful activity
- ◆ to develop a working knowledge of current (and developing) legislation and policy

You will individually prepare and carry out an intervention which may be working with an individual or a group of individuals and could be commensurate with your role and your workplace setting. You will be given a brief for the practical assignment prior to the assessment and will plan, prepare, carry out and evaluate accordingly. The intervention or activity used may be a one off session or it may relate to intervention over several sessions.

You will be given a brief and be asked to:

- ◆ interpret the brief
- ◆ research, plan and gather information in response to the brief
- ◆ select, plan and carry out an intervention
- ◆ evaluate the intervention and your practice skills