

Higher National Graded Unit Specification

General Information for Centres

This Graded Unit has been validated as part of the PDA Social Care Management (SCQF level 8). 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: Care Service Management: Graded Unit 1

Graded Unit Code: DV0G 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

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

**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 Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the PDA Social Care Management (SCQF level 8).

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:

Supporting and Managing the Protection of Individuals

Managing Policy and Procedures in Care Services

Managing Resources in Care Services

Effective Leadership and Management in Care Settings or Leading the Management of Change in Care Services

General Information for Centres (cont)

Core Skills: There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of Problem Solving.

Assessment: This Graded Unit will be assessed by the use of a project in the form of a practical assignment. The 'fleshed-out' 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.

This Graded Unit will be assessed by the use of a **Project** in the form of a **Practical Assignment**.

Assessment is based on the **product** and the **process**.

Candidates must:

- ◆ interpret the brief
- ◆ gather information to clarify the brief
- ◆ decide on the activity to develop
- ◆ carry out the activity
- ◆ evaluate the activity

Timescales (40 hours) and mark allocation for each part of the project.

Research and Planning	14 hours	35 marks
Implementation and writing the report	14 hours	35 marks
Evaluation	12 hours	30 marks

Evidence Requirements Output of activity and written record of progress

- ◆ Plan of Action
- ◆ Evidence of a product (organised activity)
- ◆ Evidence which documents the process underpinning the activity
- ◆ Evidence showing an evaluation of the activity

General Information for Centres (cont)

The project brief samples the content of the following Outcomes

Unit Title	Outcomes
Leading the Management of Change in Care Services	1 Analyse and evaluate a range of theoretical approaches informing effective leadership and management practice in care services.
	4 Analyse a range of approaches to managing and leading change in relation to care services and methods of supporting individuals and teams through change processes.
Effective Leadership and Management in Care Settings	1 Evaluate effective working strategies in a care setting.
	2 Evaluate the skills of leadership in a care setting.
Managing Policy and Procedures in Care Services	2 Manage the implementation of operational procedures.
	3 Evaluate care service management and procedures.
Managing Resources in Care Services	1 Managing financial resources in care services.
	2 Managing human resources in care services.
Supporting and Managing the Protection of Individuals	1 Examine the issues surrounding possible harm and abuse and analyse their impact on the practice of supporting and managing the protection of individuals.
	3 Assess the role of the manager in relation to the protection of individuals.

Please note that as the candidate is required to complete either Leading the Management of Change in Care Services or Effective Leadership and Management in Care Settings only the Outcomes for the Unit the candidate has undertaken should be included.

Project Brief: Practical Assignment

Stage 1: Planning

Select a management strategy, policy or new initiative you wish to implement in your workplace.

1 Analyse the rationale for the change you wish to implement

With reference to:

- ◆ Quality Assurance and quality improvement
- ◆ Benefits of implementing the proposed change

Using relevant theoretical perspectives

2 Apply the planning process to plan the implementation

With reference to:

- ◆ Human, physical and financial resource implications
- ◆ Your responsibility in terms of the legislative framework designed to protect the individual
- ◆ The legislation and policies that promote the rights and responsibilities of individuals

Stage 2: Developing

Give an account of the activity

With reference to:

- ◆ Your role and the role of key people in the organisation
- ◆ Motivation and empowerment of others

Stage 3: Evaluating

Evaluate and Review the activity

With reference to:

- ◆ Reflection on own practice
- ◆ Impact of the change on workers and service users

Administrative Information

Graded Unit code: DV0G 35
Graded Unit title: Care Service Management: Graded Unit 1
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History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

Graded Unit Title: Social Care Management — 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. 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. Reassessment of this Graded Unit should be based on a significantly different assessment task.

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 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 that the candidate does not receive undue assistance.

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

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.

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

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 of a high quality and clearly inter-related ◆ Is highly focused and demonstrates an insightful interpretation and a balanced, integrative approach ◆ Is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise ◆ Effectively applies integrated and consolidated knowledge, understanding and skills from the course Units to complex situations 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Produces adequate, fairly well integrated documentation for the three essential stages of the Practical Assignment ◆ Demonstrates an acceptable interpretation from a balanced integrative approach ◆ Is reasonably well structured and displays an adequate level of subject/occupational expertise ◆ Applies integrated and consolidated knowledge understanding and skills with some lack of continuity and consistency

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.

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.

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

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning <i>35% of total marks</i>	<p>Produce a written plan which includes:</p> <ol style="list-style-type: none"> 1 An assessment of the need for the change. 2 An assessment of the selected activity in terms of appropriateness and benefits to the service-user and others in the care team An assessment of any risks and a demonstration of safe practice and confidentiality. 3 Aims of the project and steps to be taken to reach clearly defined goals. 4 Timescales for carrying out the activity and writing up the assignment. 5 A discussion of the management strategies to be used. 6 Identification of key legislation designed to protect the client. 7 Awareness of rights and responsibilities of clients and workers. 8 Justification for the approach taken in the plan. <p>The plan should be not more than 1,500 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p> <p>Additional Guidance on Grading</p> <p>This stage is worth 35 marks. The candidate must achieve all of the minimum evidence specified below to pass the planning stage. The planning stage is assessed by a short planning document and an individual interview. The tutor’s role is as a facilitator and so to gain high marks the candidate must demonstrate a high degree of autonomy in planning activities.</p> <p>For the planning stage the marks must be allocated in the following way:</p> <p>Up to 5 marks for the assessment of the need for the change. For full marks the candidate must present a thorough analysis of the situation.</p> <p>Up to 5 marks for the assessment of the appropriateness of the activity and the explanation of the benefits for the service users and others in the care team.</p> <p>Up to 6 marks for the aims and objectives. Candidates should give details of what how where and when. Aims and objectives should be clearly stated, the objectives should detail the steps they will take to achieve their aims. The timescale for the planning development and evaluation should be included.</p> <p>Up to 4 marks for the discussion of the management strategy to be used which should be appropriate to the activity. Full marks should be given where the candidate clearly demonstrates the way the method selected will meet the purpose of the activity.</p>

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

Project Stage	Minimum Evidence Requirements
<p>Stage 1 — Planning (cont)</p> <p><i>35% of total marks</i></p>	<p>Up to 5 marks for a demonstration of the rights and responsibilities of clients and workers. For full marks candidates must refer to policies and procedures designed to promote the rights and responsibilities of each.</p> <p>Up to 5 marks for the justification of the approach taken in the plan and for developing and adhering to realistic timescales. To gain full marks the candidate would be expected to fulfil the following criteria:</p> <ul style="list-style-type: none"> ◆ First interview with facilitator no later than two weeks from commencement of project. Candidate required to have selected the activity in consultation with appropriate members of the care team. ◆ Second interview with facilitator to discuss the activity and to examine first draft of plan including evidence of materials and methods. <p>Further interviews at the discretion of the facilitator.</p> <p>Completion date has to be established and must be adhered to for full marks.</p>
<p>Stage 2 — Developing</p> <p><i>35% of total marks</i></p>	<p>Produce a written report of the implementation of the activity which:</p> <ol style="list-style-type: none"> 1 Is based on the plan which should be completed prior to the change taking place. 2 Demonstrates ability to manage human, material and financial resources to carry out the activity. 3 Applies theories and/or perspectives to the fulfilment of the aims and objectives as specified in the plan. <p>The report should be 1,200–1,500 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p> <p>Additional Guidance on Grading</p> <p>This stage is worth 35 marks. The candidate must achieve all of the minimum evidence specified below to pass the developing stage. Assessment is based on a written report of the activity.</p> <p>Up to 10 marks for the application of disciplines, theories and/or perspectives to the fulfilment of the aims and objectives within the plan of the activity. The theories disciplines etc will depend on the particular activity chosen by the candidate but might include theories of team working or change management. For full marks the candidate would have to show the disciplines, theories and perspectives 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.</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% of total marks	<p>Up to 12 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 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 be given a pass mark. 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.</p> <p>Up to 10 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 policies.</p> <p>Up to 3 marks should be awarded for candidates who can authenticate the activity by the use of a Witness Testimony from a manager, tutor, service user or member of the care team.</p>
Stage 3 — Evaluating 35% of total marks	<p>Produce a written evaluation of the activity which includes:</p> <ol style="list-style-type: none"> 1 An objective review of the quality of own work An assessment of the strengths and weaknesses of original plan. 2 A review the plan and modifications made to inform improvements to own work using a recognised evaluation model or technique. 3 An indication of how the integrative nature of the assignment enhanced understanding of the content of the Units. 4 Identification of any problems encountered and any skills gained. <p>The evaluation should be 750–1,000 words.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p> <p>Additional Guidance on Grading</p> <p>This stage is worth 30 marks. The candidate must achieve the minimum criteria specified below to pass the evaluating stage. The evaluating stage is assessed by a written evaluation. The marks for this stage should be allocated in the following way:</p> <p>Up to 6 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. Full marks should be awarded to candidate’s who can identify the impact of any new learning to their practice.</p>

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

Project Stage	Minimum Evidence Requirements
Stage 3 — Evaluating (cont) <i>35% of total marks</i>	<p>Up to 8 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. Full marks should be given where a candidate uses feedback in evaluating the activity and refer to a recognised model or technique for evaluation. This feedback could be written in the form of a questionnaire or oral feedback from the participant(s) or other members of the care team. The impact of the change on the organisation as well as service users and workers should be included for full marks.</p> <p>Up to 12 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 full 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.</p> <p>Up to 4 marks should be awarded for identification of the way the project integrated knowledge and understanding of the component Units of the PDA Social Care Management. Full marks should be awarded to candidates who identified skills gained and integration of theory and practice during the project. A candidate who does not identify any new or enhanced knowledge and skills should not pass this section.</p>

Suggested examples might include:

- ◆ Refurbishment of part of the workplace
- ◆ Implementing new care plans
- ◆ Implementing a change as the result of an inspection by the Care Commission
- ◆ Implementing a healthy eating strategy
- ◆ Manage an event for staff and/or service users
- ◆ Organising a holiday for service users
- ◆ Implementing a stress management strategy for staff
- ◆ Implementing a CPD Strategy for staff
- ◆ Implementing new work practices for staff

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

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**.