



## Higher National Graded Unit Specification

### General Information for centres

This Graded Unit has been validated as part of the Professional Development Award in Childhood Practice at 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:** Childhood Practice: Graded Unit 2

**Graded Unit Code:** F570 35

**Type of Graded Unit:** Project

**Assessment Instrument:** Investigation

**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 National 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the Professional Development Award in Childhood Practice at SCQF level 8:

- ◆ to examine a range of theoretical and practice based perspectives relating to advanced practice and management in a care setting
- ◆ to acquire knowledge and skills needed to manage issues of quality within an early education and childcare setting
- ◆ to critically analyse the role of professional practice within an early years and childcare context
- ◆ to demonstrate clearly the importance of collaborative working and integrative practice
- ◆ to understand quality indicators and the processes by which good practice is measured and disseminated
- ◆ to synthesis ideas and concepts learned across the award via a project based integrated Unit

## General Information for centres (cont)

**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:

- ◆ F56Y 35 *Childhood Practice & Social Services: Developing Leadership*
- ◆ DN1H 35 *Managing Quality in Early Education and Childcare Settings*
- ◆ F56B 35 *Developing Professional Childhood Practice*
- ◆ F56A 35 *Integrated Working and Collaborative Practice*

**Core Skills:** There may be opportunities to develop the Core Skill of *Problem Solving* at SCQF level 6 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 an investigation which will include:

- ◆ a plan of action
- ◆ an investigation report with conclusions and recommendations
- ◆ evidence showing evaluation of the investigation report
- ◆ a reflection of the candidate's role in the process

The investigation should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Graded Unit covers.

## Administrative Information

**Graded Unit code:** F570 35  
**Graded Unit title:** Childhood Practice: Graded Unit 2  
**Original date of publication:** August 2008  
**Version:** 02

### History of changes:

Version	Description of change	Date
02	Update of Conditions of Assessment.	06/08/18

**Source:** SQA

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

**Graded Unit Title:** Childhood Practice: Graded Unit 2

### **Conditions of Assessment**

The candidate should be given a date for completion of the investigation. 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, however this an independent piece of work.

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.

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.

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

### **Graded Unit Title:** Childhood Practice: Graded Unit 2

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.

Although the topic should be agreed with the tutor, the tutor's role is as a facilitator and so to achieve high marks candidates will need to demonstrate a high degree of autonomy throughout the project.

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 topic for the investigation should be left to the candidate but the study must allow the candidate to integrate knowledge and/or skills from the Units that contribute to the Graded Unit and should reflect current best practice. For instance, a study of the effectiveness of in-house training could incorporate management of continuing professional development relating to curriculum development. The application of the curriculum could be within the framework of professional practice and its contribution to the quality of provision could be assessed.

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

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

This project based assessment consists of three stages: planning; developing and evaluating and candidates will produce an action plan, an investigation report and an evaluation respectively.

The investigation will examine an aspect of early years and childcare chosen by the candidate, which is relevant to their area of practice.

The candidate should select either a topic which can be implemented in practice or one which will have practice implications. This topic which can be investigated by means of secondary and if appropriate, primary research, using a variety of research methods and sources.

It is recognised that candidates will be working or on placement in a variety of contexts and that their experiences will be related to differing age groups of children from birth to 16 years.

### **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"> <li>◆ the criteria for each of the three phases of the investigation (see below) are met to a high standard and the report clearly integrates these three phases</li> <li>◆ the candidate has accurately matched the performance of the investigation to its aims and purpose</li> <li>◆ necessary background details, the handling of data and its interpretation</li> <li>◆ information is presented in an accurate and technically appropriate fashion</li> <li>◆ the candidate demonstrates a clear understanding of knowledge and skills presented in the selected Units of the Group Award and is able to apply them to new situations.</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ the criteria for the three phases of the investigation are met but the relationship between the phases is not always clearly demonstrated</li> <li>◆ the candidate has related the performance of the investigation to its aims and purpose though the investigation of some areas may not be as thorough as expected</li> <li>◆ the report is generally accurate, clearly written and uses appropriate language.</li> <li>◆ the summarising of data or its interpretation may not reveal all the information expected.</li> </ul> <p>the candidate demonstrates a good understanding of knowledge and skills presented in the selected Units of the Group Award but does not always apply them to new situations.</p>

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 following table specifies the minimum evidence required to pass each stage.

The project consists of three stages: an action plan; an investigation report and an evaluation. Each task has a marking allocation. This is **30/30/40**. Marks cannot be redistributed between stages. There is a suggested distribution of marks in the Support Notes for each of the three stages.

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

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

**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  30% of marks	<p>The candidate must submit an <b>Action Plan</b> that includes:</p> <ul style="list-style-type: none"> <li>◆ the title of the investigation</li> <li>◆ the aims of the investigation</li> <li>◆ the rationale for pursuing the investigation and the intended overall Outcome (purpose)</li> <li>◆ the main research issues (or questions) that must be dealt with</li> <li>◆ timescale for major stages of the research</li> <li>◆ a brief literature review consisting of relevant, referenced titles (book, journal, magazine or internet sources) and a indication of their possible contribution to the investigation</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
Stage 2 — Developing  30% of marks	<p>The candidate must produce an <b>Investigation Report</b> that:</p> <ul style="list-style-type: none"> <li>◆ presents the information to a standard format as follows: title; contents or index; abstract; aims; introduction; methods; results; discussion; conclusions; references; appendices</li> <li>◆ subjects the data gathered to summary and analysis to compile the results (this is applicable to both numeric data and written information, such as, the answers to some questionnaire or interview questions)</li> <li>◆ subjects the results to interpretation</li> </ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>



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

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating  40% of marks	<p>The candidate must produce an <b>Evaluative Report</b> that:</p> <ul style="list-style-type: none"> <li>◆ briefly outlines the aims and purpose of the investigation</li> <li>◆ summarises any changes that were made, gives the reasons for them and explains how the action plan was modified as a result – including the review of literature</li> <li>◆ assesses their use of research methods to generate reliable data</li> <li>◆ assesses the completeness and accuracy of their interpretation of the data</li> <li>◆ suggests further related areas of research that could be undertaken</li> <li>◆ considers ethical issues relating to the generation and analysis of data</li> </ul> <p>As part of the evaluating stage the candidate must produce an abstract that should be placed after the action plan but before the investigation report as a summary of the work undertaken.</p> <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

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.

Please also consult Guidance on Grading Table when deciding on overall grade for the candidate.

### General Guidance

The suggested overall word count for this investigation is 4,000–5,000 words. The suggested word count for each section is:

- 1 Stage 1 — Planning (1,000–1,250 including the literature review).
- 2 Stage 2 — Developing (1,000–1,250).
- 3 Stage 3 — Evaluating (2,000–2,500 including the abstract of about 200 words).

Candidates should not be constricted by this advice however they should be encouraged not to write significantly more or less than the suggested word count (within a margin of 10%). Candidates should indicate their actual word count at the end of each section. The word count does not include information that they may choose to put in an appendix or their reference section.

### Suggested Allocation of Marks

#### Planning

This stage is worth **30 marks**. As part of the planning stage the candidate is expected to carry out a brief literature review. The candidate should be encouraged to draw on a variety of current and relevant sources and demonstrate evidence of actual reading. The length of the review should be proportionate to the mark allocated within the minimum Evidence Requirements for this section, about 500 words. Candidates should be encouraged to relate the literature discussed to the actual aims of the investigation.

The planning stage is assessed by a planning document and an individual interview. The tutor's role is as a facilitator and to gain high marks the candidate must demonstrate a high degree of autonomy in planning activities.

For the planning stage the marks could be allocated in the following way:

**Up to 5 marks** for a clearly stated purpose for the research that provides an explanation of:

- 1 The area from which the research will be drawn.
- 2 How it relates to Early Education and Childcare.
- 3 How it relates to the mandatory Units of the award.
- 4 What it intends to achieve.

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

**Up to 10 marks** for precise aims of the research, the research questions that arise from them and the methods that will be applied to answer these research questions. The timescale for the major stages of the project should also be established.

**Up to 10 marks** for a literature review as detailed in the Minimum Evidence Requirements.

**Up to 5 marks** for the degree of autonomy shown by the candidate in the development of the action plan.

### Developing

This stage is worth **30 marks**. The candidate must achieve all of the minimum evidence specified above to pass the developing stage. Assessment is based on a written report of the activity.

**Up to 5 marks** for presenting the report in the standard format specified (Minimum Evidence Requirements) to produce a complete and coherent account.

**Up to 5 marks** where application of the methods has been appropriate and has generated sufficient, reliable data for interpretation.

**Up to 5 marks** for the clear presentation of raw data as summarised results.

**Up to 15 marks** for the valid interpretation of the results that also places them in the context of current thinking and other research in that area and that allows the candidate to draw clear conclusions.

### Evaluating

This stage is worth **40 marks**. As part of this stage the candidate is expected to produce an abstract of approximately 200 words of the work. This abstract should be placed before the Investigation Report as a summary of the work undertaken. Candidates could be shown examples of abstracts from other pieces of research or from academic journals. The abstract should be objective, concise and reflect the scope of the work.

As part of the evaluation process, the candidate is expected to discuss further areas of study that may have arisen from the investigation. They are required to identify likely methodological approaches and give an indication of relevant literature. They are not expected to carry out another literature review and it is sufficient for candidates to indicate possible referenced titles from a variety of sources.

The evaluating stage is assessed by a written evaluation that may be embedded in the discussion section. The marks for this stage should be allocated in the following way:

**Up to 5 marks** for the abstract.

**Up to 20 marks** for evaluating the investigation against its initial aims to establish the degree to which the aims have been achieved.

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

The evaluation against the aims should include:

- 1 The candidate's application of the method(s) to generate sufficient and reliable data.
- 2 Any limitations to their interpretation of the data (see stage 2).
- 3 The reasons for any changes, if necessary, in the action plan.
- 4 Ethical considerations taken into count when generating and interpreting data.

It is essential that the aims and the purpose of the investigation be re-presented as a benchmark for the evaluation. Also evaluation that lacks critical reflection should be penalised in the marking of this section.

**Up to 10 marks** for discussing further areas of study that could be undertaken, following the conclusion drawn in the investigation report. This should not be limited to a statement of topics but should give some indication of the research issues, likely methodological approaches needed and brief literature search. Candidates may acknowledge further study that arises from unforeseen difficulties in the original work.

**Up to 5 marks** for identifying knowledge/skills from the mandatory Units of the Group Award that have been applied/developed during the investigation.

### Equality and inclusion

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Equality and inclusion*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## General information for candidates

This Unit has been designed to allow you to integrate your learning across a range of Units in the PDA in Childhood Practice at SCQF level 8. You should be able to draw upon your learning and assignments from the mandatory Units and your workplace practice. 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 topic of the investigation to be undertaken with your tutor prior to carrying out the investigation.

You will explore theories and perspectives relating to early years and childcare and draw on your experiences in practice/placement.

This Graded Unit will give you the opportunity to synthesis learning gained from the following mandatory units:

- ◆ F56Y 35 Childhood Practice and Social Services: Developing Leadership
- ◆ DN1H 35 Managing Quality in Early Education and Childcare Settings
- ◆ F56B 35 Developing Professional Childhood Practice
- ◆ F56A 35 Integrated Working and Collaborative Practice

On completion of this Graded Unit, you will be able to demonstrate that you have achieved the following principal aims of the PDA in Childhood Practice at SCQF level 8:

- ◆ to examine a range of theoretical and practice based perspectives relating to advanced practice and management in a care setting
- ◆ to acquire knowledge and skills needed to manage issues of quality within an early education and childcare setting
- ◆ to critically analyse the role of professional practice within an early years and childcare context
- ◆ to demonstrate clearly the importance of collaborative working and integrative practice
- ◆ to understand quality indicators and the processes by which good practice is measured and disseminated
- ◆ to synthesis ideas and concepts learned across the award via a project based integrated Unit

The timing of the Graded Unit is at the discretion of your centre however it is an autonomous piece of work and you are expected to carry out the work with minimal support from your tutor. You will have an individual interview with your tutor to discuss your proposal and action plan. You will complete the Graded Unit near the end of this award to enable you to draw on the knowledge and skills that you have developed throughout this course, however your tutor may discuss the Graded Unit with you at the start of the programme to enable you to begin the reflect upon suitable topics and areas for research.