



Higher National Graded Unit specification

General information for centres

This Graded Unit has been validated as part of the HNC Complementary Therapies. 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: Complementary Therapies: Graded Unit 1

Graded Unit code: F81T 34

Type of Graded Unit: Project

Assessment Instrument: Case Study

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

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

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

- ◆ develop research and study skills
- ◆ develop ability to manage and absorb information
- ◆ develop ability to take responsibility for one's own learning
- ◆ develop key skills and knowledge to work efficiently with individuals and groups
- ◆ identify key issues facing those working in the complementary therapies industry

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:

Code	Unit Title	SCQF credit points	SCQF level
F1BN 34	<i>Complementary Therapies: Anatomy and Physiology</i>	16	7
F57C 34	<i>Anatomy and Physiology for Beauty and Complementary Therapists</i>	8	7
F1B9 34	<i>Complementary Therapies: Professional Issues and Practice</i>	8	8
DF87 34	<i>Health and Safety Legislation: An Introduction</i>	8	7
F1BS 34	<i>Research and Methodology</i>	8	7
F1BR 34	<i>Perspectives of Health</i>	8	7

Core Skills: The achievement of this Unit gives automatic certification of the following: *Problem Solving* SCQF level 5. There are also further opportunities to develop the Core Skill(s) of *Communication* at SCQF level 6 in this Unit.

Assessment: This Graded Unit will be assessed by the use of a case study. The developed case study 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.

An Assessment Exemplar and marking guidelines have been produced to provide examples of the type of evidence required to demonstrate achievement of the aims of the Group Award and to indicate the National Standard of achievement at SCQF level 7.

Administrative Information

Graded Unit code: F81T 34

Graded Unit title: Complementary Therapies: Graded Unit 1

Original date of publication: February 2009

Version: 01

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: Complementary Therapies: Graded Unit 1

Conditions of assessment

The candidate should be given a date for completion of the case study. 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.

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.

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

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

Instructions for designing the assessment task

The assessment task is a project based case study. The project undertaken by the candidate must be a task, commensurate with SCQF level 7, which involves:

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

The assessment task must require the candidate to:

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

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

Case Study Scenario

The project will involve a case study in which the candidate is given a scenario set within the context of the development of a Complementary Therapy practice.

The case study should be based on a realistic business venture and the instructions given should give the candidate the opportunity to display the knowledge, skills and understanding they have gained from as wide a range of units as they wish but must include all the mandatory units as specified in the HNC Complementary Therapies framework.

The scenario presented should allow the candidate to demonstrate valid and realistic responses to the current and future needs of the Complementary Therapy Practitioner within the context of a health care environment in relation to:

- ◆ adherence to morals, ethics and values in relation to client care
- ◆ the impact of current and emerging legislation
- ◆ professional accountability
- ◆ key features of current Health and Safety legislation and how these are implemented in the work place
- ◆ concepts and factors of Health
- ◆ recognition of the benefits of an integrated system — Complementary Therapies/Health Care Sector

The scenario should also ensure that the Candidate is directed towards:

- ◆ identification and application of appropriate research methods/techniques
- ◆ collection of data
- ◆ analysis/Interpretation of key information

The candidate will be asked to:

- ◆ interpret a case study brief
- ◆ investigate key areas for sourcing information
- ◆ identify methods of collecting data
- ◆ prepare an action plan
- ◆ gather information through methods of research
- ◆ retain a record of the process
- ◆ evaluate the process

The case study scenario is compiled in such a way to allow opportunities for the candidate to develop integrate and reflect on the knowledge and skills gained within the mandatory Units. The brief should allow a degree of choice in the way the project is undertaken so that it may reflect the candidate's interests and personal strengths.

A mentoring system as described in the Conditions of Assessment would help the candidate to develop the brief and ensure that candidate is carrying out the appropriate preparation and planning for the set task.

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

Each candidate must provide his or her individual responses to each of the stages of the assignment and assessors must be satisfied that the work has been completed by the individual candidate. The work produced should include an accurate record of planning, developing and reflective evaluation of the three stages of the process.

Candidate brief

The candidate should:

- ◆ carry out an analysis of the case study scenario
- ◆ prepare an action plan for the case study
- ◆ identify a range of research methods appropriate to and carry out research of the following key areas:
 - the adherence to morals, ethics and values in relation to client care
 - the impact of current and emerging legislation
 - professional accountability in the practice of complementary therapies
 - key features of current health and safety legislation
 - how this legislation will be implemented in the workplace
 - effects of the complementary therapy treatments on each body system
- ◆ demonstrate effective time management skills and resource requirements
- ◆ recognise the need for dealing with unforeseen events
- ◆ provide a detailed written account of planning, management and reflective evaluation of the process of setting up a small business

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 project, which is of high quality and clearly inter-related ◆ is highly focused and demonstrates an insightful interpretation and balanced integrative approach ◆ develops an action plan which is clearly related to the tasks associated with the project with accurate timelines and some flexibility for contingencies ◆ has identified cohesive tasks which are in a logical order and integrate with researched information ◆ is clear and well structured throughout and language used is of a high standard in terms of level, accuracy and technical content ◆ presents a reflective evaluation which identifies the strengths and weaknesses of all aspects of the planning and development process 	<p>Is a co-ordinate piece of work which:</p> <ul style="list-style-type: none"> ◆ produces adequate integrated documentation for the three essential stages of the project ◆ demonstrates an acceptable interpretation from a balanced integrative approach ◆ develops an action plan which relates to the tasks which require to be completed for the project, Each task should be related to timeline ◆ displays tasks in a logical order with realistic timelines ◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content ◆ presents a reflective evaluation of the planning and development process

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

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

Project stage	Minimum Evidence Requirements
Stage 1 — Planning 30%	<p>The candidate is required to produce an action plan which will enable them to complete the development stage of the Graded Unit, whilst demonstrating elements of skills and knowledge gained while undertaking the mandatory units. The plan should contain:</p> <ul style="list-style-type: none"> ◆ a concise statement of the aims of the assessment task ◆ identification of the key factors influencing the main areas for research ◆ identification of the methods of data collection to be used ◆ identification of key areas for the sourcing of information ◆ projected timescales and milestones for the developing and evaluation stages of the Graded Unit <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the planning stage. A minimum of 15 out of the allocated 30 marks must be attained to achieve a 'C' grade.</i></p>
Stage 2 — Developing 40%	<p>An investigation report containing the following sections:</p> <ul style="list-style-type: none"> ◆ Introduction including aims, objectives and timescales ◆ Methods of research ◆ Analysis of findings ◆ Conclusions drawn <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing Stage. A minimum of 20 out of the allocated 40 marks must be attained to achieve a 'C' grade.</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 30%	<p>Candidates must review and evaluate the planning and development process. A report should be produced which must address the purpose of the Graded Unit and include:</p> <ul style="list-style-type: none"> ◆ a statement of the aims and objectives of the case study ◆ a review of the planning process, including timescales and data resources ◆ suggestions as to how the plan could be improved ◆ a summary of any of unforeseen events and how they were handled ◆ a reflection of the relevance of data collected ◆ a reflection of the effectiveness of data collection methods ◆ identification of knowledge and skills which have been gained or developed. <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage. A minimum of 15 out of the allocated 30 marks must be attained to achieve a 'C' grade.</i></p>

Candidates with disabilities and/or additional support needs

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

General information for candidates

This Graded Unit 1 is a project-based case study and is designed to help you provide evidence that you have achieved the following principal aims of the HNC Complementary Therapies.

- ◆ Develop research and study skills
- ◆ Develop ability to manage and absorb information
- ◆ Develop ability to take responsibility for one's own learning
- ◆ Develop key skills and knowledge to work efficiently with individuals and groups
- ◆ Identify key issues facing those working in the complementary therapies industry

You should have completed or be in the process of completing the mandatory Units relating to the above specific aims prior to undertaking this Graded Unit:

F1BN 34	<i>Complementary Therapies: Anatomy and Physiology</i> or
F57C 34	<i>Anatomy and Physiology for Beauty and Complementary Therapies</i>
F1B9 34	<i>Complementary Therapies: Professional Issues and Practice</i>
DF87 34	<i>Health and Safety Legislation: An Introduction</i>
F1BS 34	<i>Research and Methodology</i>
F1BR 34	<i>Perspectives of Health</i>

The case study scenario and the way that it is presented will require you to:

- ◆ interpret the project-based case study
- ◆ investigate key areas for sourcing information
- ◆ identify methods of collecting data
- ◆ prepare an action plan
- ◆ gather information through methods of research
- ◆ retain a record of the process
- ◆ evaluate the process

This evidence for the project is generated over time and involves three distinct stages — planning, developing, evaluating. Each stage has to be achieved before the next is undertaken. Any reassessment of stages must be undertaken before proceeding to the next.

In order to successfully complete this Unit, you will be required to achieve a satisfactory level of performance for each stage.

You will be given a date for completion of the case study. The instructions for the assessment task will be distributed to allow you 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, you will be able to question your assessors regarding clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading will reflect the quality of evidence you have provided at the time of the completion date.

If you fail to project overall or wish to upgrade, then this would be done by using a *substantially* different project, ie all stages are undertaken using a new case study.