



## Higher National Unit specification: general information

This Graded Unit has been validated as part of the HNC/HND Care and Administrative Practice. 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 and Administrative Practice:  
Graded Unit 1

**Graded Unit code:** FN3D 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Publication date:** July 2018

**Source:** Scottish Qualifications Authority

**Version:** 05

## Unit purpose

This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC/HND Care and Administrative Practice (SCQF level 7).

- ◆ To enable candidates to integrate knowledge, theory and practice effectively in a variety of care settings
- ◆ To develop and apply a broad range of specialised vocational knowledge and skills
- ◆ To provide the competencies required by employers
- ◆ To enable candidates to develop reflective practice
- ◆ To promote career progression and academic pathways for and within a range of settings
- ◆ To develop the ability to work cooperatively with others
- ◆ To develop an awareness of legal issues, data management and ethical considerations

## General information for (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:

H29P 34	<i>Safe Working Practice for Care</i>
FN26 34	<i>Therapeutic Relationships: Understanding Behaviour</i>
FG65 34	<i>Hospital Patient Administration</i>
H29T 34	<i>Understanding Personal and Professional Development</i>
FN2E 34	<i>Sociology for Care: An Introduction</i>
H29R 34	<i>Learning through Practice</i>

### Credit points and level

1 Higher National Unit 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.*

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 5
Core Skill components	None

### Assessment

This Graded Unit will be assessed by the use of a Project in the form 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 covered in the Graded Unit.

This Graded Unit will be assessed by the use of an appropriate activity in discussion with the course tutor and mentor. Suggested activities could be:

- ◆ A therapeutic activity
- ◆ An activity of living
- ◆ An educational activity
- ◆ Any relevant practical activity — related to your placement experience

The assignment is not concerned exclusively with the practical activity. Candidates should demonstrate their overall insight and understanding of the activity by using their interpersonal, creative, health and safety, organisational and management skills. Candidates must ensure that their submitted work is academically written and appropriately referenced.

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

**Graded Unit title:** Care and Administrative Practice: Graded Unit 1

### **Conditions of assessment**

The candidate should agree a timeline and submission date for each stage of the project with the tutor. 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.

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**

**Graded Unit title:** Care and Administrative Practice: Graded Unit 1

### **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

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

Some suggested activities/tasks for this project might be:

- ◆ A therapeutic activity with an individual patient/client
- ◆ A placement activity relating to the patient/client pathway
- ◆ An activity of living with an individual patient/client
- ◆ Supporting an individual patient/client during a clinical activity
- ◆ Supporting an individual patient/client during a recreational activity
- ◆ Educational activity with an individual patient/client
- ◆ Health Promotion activity with an individual patient/client or a group of patients/clients
- ◆ Ensure smooth running of a clinic, for example: outpatients, cardiac, ophthalmology, day surgery, oncology, and ante natal

This project based assessment consists of three stages:

- ◆ Planning;
- ◆ Developing
- ◆ Evaluating

### Stage 1: Planning

**Select an activity that relates to the patient or client journey and discuss your role and responsibilities in relation to that activity**

Analyse and apply the planning process to plan an activity, this should include analysis of the following:

- ◆ Relevant psychological theory
- ◆ Assessment of current health and well being needs
- ◆ Appropriateness of activity
- ◆ Required and relevant resources
- ◆ Role and Responsibilities
- ◆ The relationship between the individual patient/client and society
- ◆ Aims, objectives and timescales
- ◆ Acknowledgement of patient centred care
- ◆ Relevant legislation and policies

### Stage 2: Developing

Candidates should give an account of the activity showing that they can:

- ◆ Plan and organise work and carry it through to completion, with reference to:
  - the application of practice to the aims and objectives of the plan
  - linking theories and perspectives to the activity and patient/client response
  - patient centred care (including appropriate customer care skills and the promotion of a positive care environment)
  - appropriate use and management of resources

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

### **Stage 3: Evaluating**

Candidates should evaluate the activity with reference to:

- ◆ Reflection on own practice identifying any new learning
- ◆ Effectiveness of the original plan in terms of fulfilling the aims of the activity, identifying any gaps or omissions
- ◆ Describe any difficulties encountered and possible contingency plans explained
- ◆ Patient/client feedback
- ◆ Team feedback from placement
- ◆ Suggest achievable and realistic conclusions for future practice
- ◆ Evaluate the extent to which Graded Unit aims have been met

While undertaking the project the candidate will have some guidance and support from the course tutor and the candidate will also agree a timeline and submission date for each part of the project.

### **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>◆ Produces evidence for the three essential stages of the Practical Assignment which is consistently of a high quality and is clearly inter-related</li> <li>◆ Is highly focused and demonstrates an insightful interpretation of the brief and a balanced, integrative approach</li> <li>◆ Is tightly structured, relevant to the content of the Units and displays a high level of subject knowledge and practical occupational expertise</li> <li>◆ Effectively applies integrated and consolidated knowledge, understanding and skills from the course Units to complex situations consistently within the assignment</li> <li>◆ Demonstrates the candidate's ability to work autonomously throughout with minimum support</li> <li>◆ Is submitted within agreed timescales</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Produces adequate, integrated documentation for the three essential stages of the Practical Assignment</li> <li>◆ Demonstrates an acceptable interpretation of the brief from a balanced integrative approach</li> <li>◆ Is satisfactorily structured and displays an adequate level of subject knowledge and practical occupational expertise</li> <li>◆ Applies integrated and consolidated knowledge understanding and skills with some lack of continuity and consistency</li> </ul>

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	<p><i>Produce a written plan which includes:</i></p> <ol style="list-style-type: none"> <li>1 An understanding of the current health and well-being of the individual patient/client which should include reference to socio cultural factors and psychological theory.</li> <li>2 An assessment of the selected activity in terms of appropriateness and benefits to the individual patient/client and or others in the care team.</li> <li>3 An assessment of any risks and a demonstration of safe practice and confidentiality.</li> <li>4 Aims of the project and steps to be taken to reach clearly defined goals.</li> <li>5 Timescales for carrying out the activity and writing up the assignment.</li> <li>6 Examine own role and responsibilities with regard to the activity.</li> <li>7 Identification of key legislation and policies related to the activity that are designed to protect the individual patient/client.</li> <li>8 Justification for the approach taken in the plan.</li> <li>9 Activity in agreement with mentor.</li> <li>10 Resources required.</li> </ol>
	<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	<p data-bbox="472 387 1015 421"><i>Produce a written report that is based on:</i></p> <ol data-bbox="472 465 1382 1037" style="list-style-type: none"> <li data-bbox="472 465 1214 499">1 The plan completed prior to the activity taking place.</li> <li data-bbox="472 533 1382 600">2 Demonstrates ability to manage materials and resources to carry out the activity.</li> <li data-bbox="472 633 1334 701">3 An assessment of how to create and maintain a positive care environment, including a reference to customer care.</li> <li data-bbox="472 734 1382 835">4 Linking theories and/or perspectives to the fulfillment of the aims and objectives as specified in the plan and to the patient/client response.</li> <li data-bbox="472 869 1358 936">5 An understanding of person-centred care and the promotion of a positive care environment.</li> <li data-bbox="472 969 1374 1037">6 Is verified by the placement supervisor as an authentic record of what actually took place.</li> </ol> <p data-bbox="472 1081 1342 1149"><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>
Stage 3 — Evaluating	<p data-bbox="472 1189 1158 1223"><i>Produce an evaluation of the activity which includes:</i></p> <ol data-bbox="472 1267 1366 1704" style="list-style-type: none"> <li data-bbox="472 1267 1134 1301">1 An objective review of the quality of own work.</li> <li data-bbox="472 1335 1366 1402">2 An assessment of the strengths and weaknesses of the original plan.</li> <li data-bbox="472 1435 1238 1503">3 A review of the plan and modifications made to inform improvements to own work.</li> <li data-bbox="472 1536 1326 1603">4 An indication of how the integrative nature of the assignment enhanced your own understanding of the task.</li> <li data-bbox="472 1637 1310 1704">5 Identification of any problems encountered and any of skills gained in the process of completing the project.</li> </ol> <p data-bbox="472 1749 1342 1816"><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

#### Guidance on grading

This section contains an **example** of marking guidelines that **may** be used. This is provided for **guidance** and it is not mandatory for centres to use this. The Grading Table should also be consulted when identifying an overall grade for candidates.

#### Project Stage: Stage 1 — Planning

It is suggested that this stage should be between 1,000 and 1,250 words

This stage is worth **30 marks**. The candidate **must** achieve all of the minimum evidence specified in the Evidence Requirements to pass the planning stage.

Up to **10 marks** for an understanding of the patient/client's current health and well-being. The candidate should present a clear understanding of the assessment process involved and must show evidence of person-centred care throughout. There should be reference to the candidate's own role and responsibilities.

Identification of needs and identification of relevant socio-cultural factors and impact on the patient/client and their care journey. To achieve high marks the candidate must present a clear description and thorough analysis of the influence of society on health and well-being. This would be demonstrated by the relevance of the theories and the perspectives chosen. To achieve high marks more than one perspective must be included.

Up to **6 marks** for the assessment of the patient/client/s current psychological needs. To achieve high marks the candidate must link more than one theory in relation to the identified needs. The candidate must apply the theories in a realistic way and emphasise the importance of the 'therapeutic relationship' and outline the values and skills which could be utilized to demonstrate this understanding.

Up to **10 marks** for the appropriateness of the selected activity. Candidates should give details of what they plan to do, how they will do this and when this will happen. Aims and objectives should be clearly stated and the objectives should detail the steps they will take to achieve their aims. The timescale for the planning, development and evaluation should be included. Justification of the approach taken in the plan and for developing and adhering to realistic timescales should be included. Candidates should include reference to the models chosen which should be appropriate to the patient/client and the activity. Details of the resources required and sources of information to be considered. To achieve high marks, risks and contingency plans should be identified.

Up to **4 marks** for identifying relevant legislation, discussion of safe practice and highlighting issues surrounding confidentiality. The candidate should show how they consulted with the placement supervisor and the individual patient/client to gain consent to include them in the activity. An understanding of current legislation and policy is essential and candidates should identify relevant legislation and policies and discuss these in relation to the activity, eg Data Protection, Access to Health Records.

To achieve high marks more than one perspective must be included.

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

Within the Planning stage it is expected that candidates who achieve high marks will have selected the individual patient/client or activity in consultation with the placement supervisor prior to meeting with their tutor. Permission should also have been gained from the individual patient/client or their significant other where appropriate.

Candidates would also be expected to discuss the assessment of needs with their placement supervisor and a first draft of their plan with their tutor, and have considered the materials and methods they will adopt.

### Project Stage: Stage 2 — Developing

It is suggested that this section should be between 1,000 and 1,500 words.

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

Up to **10 marks will be allocated** for the application of practice and/perspectives to the fulfillment of the aims and objectives within the plan for the activity. For high marks the candidate would have to show that the theories and perspectives had a direct bearing on the activity and, where possible, on the individual patient/client's response to the activity. Application of person centred care, customer care skills and the promotion of a positive care environment should be apparent throughout the development stage. Candidates who make poor links and connections between the activity and the theories used should be awarded lower marks.

Up to **15 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 including the contingency plan identified 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.

Up to **4 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 organisational skills required to carry out the activity. In order to achieve high marks the materials used should be appropriate to the activity and reference should be made to Health and Safety requirements and adherence to specific identified policies.

**One mark should be allocated for written verification from the placement mentor that the activity was carried out as reported.**

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

### Project Stage: Stage 3 — Evaluating

It is suggested that this section should be between 1,200 and 1,700 words.

This stage is worth **40 marks**. The candidate must achieve the minimum criteria specified in the Evidence Requirements to pass the evaluating stage. The evaluating stage is assessed by an evaluation report.

Up to **20 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. High marks should also be awarded to candidates who can identify the impact of any new learning to their practice. The candidate must identify the way the project integrates knowledge and understanding from the component Units and therefore meets the aims of the HNC Care and Administrative Practice. High marks must be awarded if they identify skills gained from more than one Unit and are able to integrate theory and practice consistently during the project. A candidate who does not identify in all of the above areas should not pass this section.

Up to **5 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/task. Where a candidate uses feedback from the individual patient/client or from members of the care team in evaluating the activity, high marks can be given. This feedback could be in the form of a questionnaire, objective evaluation, written or oral, which evidences feedback from the participant(s) or the mentor.

Up to **10 marks** should be given for the review of the whole project including any modifications or improvements and recommendations for future planned activities, which should be achievable and realistic. Any difficulties encountered in undertaking the project should be described and previously identified contingencies plans explained. The candidate who does this should achieve high 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.**

Up to **5 marks** for evaluating professional practice measured against the appropriate policies and standards. This should relate to the activity/task undertaken by the candidate with the individual patient/client.

### 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](http://www.sqa.org.uk/assessmentarrangements).

## History of changes to Unit

Version	Description of change	Date
05	Update of Conditions of Assessment.	17/07/18
04	Three Unit codes and a title replaced on pages 2 and 16.	26/06/14
03	Increased word count at: Stage 1 Planning, Stage 2 Developing and Stage 3 Evaluating.	05/07/12
02	Core Skill Problem Solving at SCQF level 5 embedded.	02/12/11

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## General information for candidates

### Graded Unit title: Care and Administrative Practice: Graded Unit 1

This Unit has been designed to allow you to integrate your learning across a range of Units in the HNC/HND Care and Administrative Practice. You should be able to draw upon your learning and assignments from the mandatory Units and your workplace experience. The investigation will examine an aspect of planning, developing and evaluation in your professional and evidence based practice. The assessment is through the completion of a workplace based project which is made up of three sections.

#### Project Brief: Practical Assignment

This assignment relates to working within a care team providing care for an individual patient/client and any relevant significant others. The candidate must select an appropriate activity in discussion with their course tutor and mentor which might include:

#### Some suggested activities/tasks for this project might be:

- ◆ A therapeutic activity with an individual patient/client
- ◆ A placement activity relating to the patient/client pathway
- ◆ Collecting administration notes for a pre-operative patient
- ◆ An activity of living with an individual patient/client
- ◆ Supporting an individual patient/client during a clinical activity
- ◆ Supporting an individual patient/client during a recreational activity
- ◆ Educational activity with an individual patient/client
- ◆ Health Promotion activity with an individual patient/client or a group of patients/clients

The Practical Assignment is not concerned exclusively with the practical activity. You should demonstrate your interpersonal, creative, organisational and management skills to help assess your overall insight and understanding of the activity.

The Project will follow three stages:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

## **General information for candidates (cont)**

**Graded Unit title:** Care and Administrative Practice: Graded Unit 1

### **Stage 1: Planning**

**Select an activity that relates to the patient or client journey and discuss your role and responsibilities in relation to that activity**

You need to analyse and apply the planning process to plan an activity including analysis of the following:

- ◆ Relevant psychological theory
- ◆ Assessment of current health and well being needs
- ◆ Appropriateness of activity
- ◆ Required and relevant resources
- ◆ Roles and responsibilities.
- ◆ The relationship between the individual patient/client and society
- ◆ Aims, objectives and timescales
- ◆ Acknowledgement of patient centred care
- ◆ Relevant legislation and policies

### **Stage 2: Developing**

You should give an account of the activity showing that you can:

- ◆ Plan and organise an activity and carry it through to completion with reference to:
  - the application of practice to the aims and objectives of the plan
  - linking theories and perspectives to the activity and patient/client response
  - patient/client centred care (including appropriate customer care skills and the promotion of a positive care environment)
  - appropriate use and management of resources

### **Stage 3: Evaluating**

You should evaluate the activity with reference to:

- ◆ Reflection on own practice identifying any new learning
- ◆ Effectiveness of the original plan in terms of fulfilling the aims of the activity, identifying any gaps or omissions
- ◆ Describe any difficulties encountered and possible contingency plans identified
- ◆ Patient/client feedback
- ◆ Team feedback from placement
- ◆ Suggest achievable and realistic conclusions for future practice
- ◆ Evaluate the extent to which Graded Unit aims have been met

While undertaking the project you will have some guidance and support from your course tutor and you will also agree a timeline and submission date for each part of the project.

## General information for candidates (cont)

**Graded Unit title:** Care and Administrative Practice: Graded Unit 1

The project will draw from knowledge and understanding gained from the following Units:

H29P 34	<i>Safe Working Practice for Care</i>
FN26 34	<i>Therapeutic Relationships: Understanding Behaviour</i>
FG65 34	<i>Hospital Patient Administration</i>
H29T 34	<i>Understanding Personal and Professional Development</i>
FN2E 34	<i>Sociology for Care: An Introduction</i>
H29R 34	<i>Learning through Practice</i>

Successful achievement of Unit will be graded based on the final mark attained as follows:

Grade A	— 70–100%
Grade B	— 60–69%
Grade C	— 50–59%