



Higher National Project-based Graded Unit Specification

General Information

This Graded Unit has been validated as part of the HNC Social Services. Centres are required to develop a project-based assessment in accordance with this validated specification.

Graded Unit title: Social Services (SCQF level 7)

Graded Unit code: H8X9 34

Type of Project: Practical Assignment

Publication date: August 2018

Source: Scottish Qualifications Authority

Version: 04

Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the Higher National Certificate in Social Services.

- ◆ Demonstrate an understanding of the values and principles which underpin social services
- ◆ Integrate knowledge, theory and practice effectively in a care setting
- ◆ Evidence a person centred focus in practice in an anti-discriminatory manner
- ◆ Reflect on and critically evaluate practice
- ◆ Evidence a working knowledge of current legislation, policy and practice methods
- ◆ Facilitate progression to higher education

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

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Recommended entry to the Graded Unit

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above principal aims prior to undertaking this Graded Unit:

Leadership Starts with Me

Lifespan Development

Care in Contemporary Society

Health Wellbeing and Safeguarding

Care Practice

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills Problem Solving at SCQF level 6

Core Skill component None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

Assessment Support Pack

The Assessment Support Pack for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard. Assessment Support Packs are available on SQA's secure website.

Equality and inclusion

This Graded Unit 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 SQA's website:

www.sqa.org.uk/assessmentarrangements

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Assessment

This Graded Unit will be assessed by the use of a *Practical Assignment* involving care planning developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this Graded Unit.

The project undertaken by the learner must be a complex task which involves:

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

By the use of:

- ◆ A plan of action involving the provision of support in collaboration with an individual
- ◆ A practice based record of a substantial piece of work providing support in collaboration with the individual
- ◆ Evidence of evaluation of the practice linked to the plan of action which places the individual at the centre

The focus of the project is to plan develop implement and evaluate a plan for the care of an individual who is being supported by the learner over time in their workplace or placement setting.

- ◆ This practical assignment project relates to supporting an individual who is receiving a care service.
- ◆ The objective should put in place a robust realistic and achievable step by step plan to meet the needs of the individual.
- ◆ Implementing the plan and evaluating the Outcomes for the individual

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Some examples of areas that could be covered in a practical assignment project are:

- ◆ A planned and agreed project to maintain or improve the health and wellbeing of an individual.
- ◆ A project involving empowering an individual to develop daily living skills to support independence.
- ◆ A recreational project which promotes mental health and social wellbeing.
- ◆ An educational activity designed to support and stimulate cognitive skills or employability opportunities.

Conditions of assessment

The learner should be given a date for completion of the project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project. During the time between the distribution of the project 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 learners 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, i.e. at each stage of the project.

Remediation allows an assessor to clarify learner 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 recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, learners 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 learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners 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.

The role of the tutor is as a facilitator only, to achieve high marks learners must demonstrate a high level of autonomy throughout the assessment process.

At this level learners should work independently. It is the responsibility of the centre to take all reasonable steps to ensure that the work presented is the learners own work. For example, centres may wish to plan meetings with the learner and a member of teaching staff

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at each stage of the project to discuss the learners plan for that stage, centres are encouraged to use a learner’s signed declaration of authenticity submitted with their work. It is the responsibility of the centre to ensure that work carried out in other establishments or under the supervision of others that the learner does not receive undue assistance in the recording of their assignment.

Evidence Requirements for this Graded Unit

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 1 — Planning	<p>Produce a care plan that identifies assessment of an individual(s) specific needs includes the development of an assessment plan to meet the needs of the individual(s). Develops a detailed justification for the plan:</p> <ul style="list-style-type: none"> ◆ Describe and explain how you involved the individual in the plan for their care and support. ◆ Explain and analyse two psychological theories relevant to the individual. ◆ Explain and apply two theories related to the individuals background and explain how these influence current needs. ◆ Identify and describe current and potential risks to the individuals health and wellbeing and how these inform the plan for their care. ◆ Analyse two models and two methods used to inform the development of the care plan ◆ Outline relevant legislation policies and procedures designed to protect individuals from harm or abuse. <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	30%

Suggested word count is 1,250 – 1,500 words

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 2 — Developing	<p>Implement the plan for the care of the individual(s) and produce a reflective account of the support identified in the plan which explains and demonstrates good practice:</p> <ul style="list-style-type: none"> ◆ Identify and explain how the individuals health and social wellbeing needs were agreed and developed in an anti-discriminatory manner. ◆ Describe and evaluate the models and methods used to inform the implementation of the plan. ◆ Analyse the ways in which the individual's rights, beliefs and preferences were met. ◆ Explain and justify the role adopted to support the implementation of the plan. ◆ Summarise and explain the Outcomes achieved and acknowledge sources of evidence. <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	40%

Suggested word count is 1,500 – 1,750 words

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Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	<p>Evaluate and analyse the project Outcomes covering:</p> <ul style="list-style-type: none"> ◆ Using identified models and methods of practice develop a reflective discussion evaluating the strengths and weaknesses of the original needs led assessment. ◆ Analyse how the individual's needs were met in line with the current National Care standards. ◆ Examine the strengths and weaknesses of the plan. ◆ Provide a justification for the approach taken and the models and methods of work selected. ◆ Provide an objective review and appraisal of the care plan and the learning that can be taken from it. ◆ Identify knowledge and skills gained from undertaking the project linking these to specific HN Unit content and acknowledge sources of information. <p>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</p>	30%

Suggested word count is 1,250 – 1,500 words

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Assessing and grading learners

The overall project will be marked out of **100**. Only whole marks should be used.

Planning stage

- ◆ Describe and explain how you involved the individual in the plan for their care and support. **(5 marks)**
- ◆ Explain and analyse two psychological theories relevant to the individual. **(5 marks)**
- ◆ Explain and apply two theories related to the individual's background and explain how these influence current needs. **(5 marks)**
- ◆ Identify and describe current and potential risks to the individual's health and wellbeing and how these inform the plan for their care. **(5 marks)**
- ◆ Analyse two models and two methods used to inform the development of the care plan. **(5 marks)**
- ◆ Outline relevant legislation policies and procedures designed to protect individuals from harm or abuse. **(5 marks)**

The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.

Development stage

- ◆ Identify and explain how the individuals health and social wellbeing needs were agreed and developed in an anti-discriminatory manner. **(8 marks)**
- ◆ Describe and evaluate the models and methods used to inform the implementation of the plan. **(8 marks)**
- ◆ Analyse the ways in which the individual's rights, beliefs and preferences were met. **(8 marks)**
- ◆ Explain and justify the role adopted to support the implementation of the plan. **(8 marks)**
- ◆ Summarise and explain the Outcomes achieved and acknowledge sources of evidence. **(8 marks)**

The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.

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Evaluation stage

- ◆ Using identified models and methods of practice develop a reflective discussion evaluating the strengths and weaknesses of the original needs led assessment. **(5 marks)**
- ◆ Analyse how the individual's needs were met in line with the current National care standards. **(5 marks)**
- ◆ Examine the strengths and weaknesses of the plan. **(5 marks)**
- ◆ Provide a justification for the approach taken and the models and methods of work selected. **(5 marks)**
- ◆ Provide an objective review and appraisal of the care plan and the learning that can be taken from it. **(5 marks)**
- ◆ Identify knowledge and skills gained from undertaking the project linking these to specific HN Unit content and acknowledge sources of information. **(5 marks)**

The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.

The percentage of marks allocated to each stage of the project is outlined in the **Evidence Requirements**.

It is a requirement that learners must meet the minimum *Evidence Requirements* for the *Planning* stage before progressing to the *Developing* stage before progressing to the *Evaluating* stage. Learners may produce evidence over and above that specified in the minimum *Evidence Requirements* and deserve more than half the available marks for that stage. Assessors should use the Grade Related Criteria outlined below to judge learner performance.

Learners are required to work independently to meet the *Evidence Requirements* of the Graded Unit. At the same time, learners need appropriate support. SQA uses the term reasonable assistance to describe the balance between supporting learners in their project and not providing too much assistance.

At the end of *each* stage there should be opportunities for remediation and re-assessment of learners for that particular stage. This includes the final *Evaluation* stage. Any re-assessment should be carried out in line with the centre's own assessment policy.

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Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ Demonstrates an accurate and insightful interpretation of the project brief, explains the agreed needs and the uses the models and methods to provide an analysis of the how the rights beliefs and preferences of the individual were met provides a clear justification of the learner's role. Summarises the Outcomes achieved. Identifies relevant and current sources of evidence used accurately. ◆ Provides specific and detailed information related to the plan including a clear rationale. ◆ Is insightful current and accurate. ◆ Evidences relevant legislation policies and procedures for protection from harm and abuse, which are detailed, specific and accurate. ◆ Is highly focused and relevant to the tasks associated with the project brief. ◆ Is well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content. ◆ Effectively consolidates and integrates required knowledge and skills ◆ Demonstrates the learner's ability to work autonomously. 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Is clear, accurate and satisfactorily structured containing language of a professional standard recognised as appropriate to the care sector. ◆ Is appropriately focused and relevant to the task associated with the project brief. ◆ Consolidates and integrates limited relevant knowledge and skills. ◆ Demonstrates acceptable interpretation of the project brief identifies the main areas of the plan and describes how these were undertaken. Use of basic knowledge and skills only and has a limited number of sources of evidence. ◆ Is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content. ◆ Consolidates and integrates knowledge and skills but this may lack some continuity and consistency. ◆ Demonstrates independent learning with minimum support and revision during project.

The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

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These grade boundaries are fixed and should **not** be amended.

Any learner 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 learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.



Higher National Project-based Graded Unit Support Notes

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Guidance on approaches to delivery and assessment of this Graded Unit

- ◆ Guidance should be provided to learners on how to identify and use reading and research to demonstrate and reference knowledge and understanding.
- ◆ A meeting with the learner should be held to provide guidance on the Graded Unit planning and development stages.
- ◆ The Graded Unit plan should be prepared early in the learners placement for those on the full time HNC route and after the main models and methods of practice in each of the taught Units have been delivered.
- ◆ Part time learners who are in employment in a care setting should undertake the Graded Unit plan once the main models and methods of practice have been delivered.
- ◆ The planning stage should be completed and marked prior to the start of the development stage.
- ◆ It is recommended that the development stage of the plan be prepared over a period of 6–8 weeks to enable sufficient support to be provided to the individual receiving care.
- ◆ It is recommended that a second meeting with the learner is held prior to the evaluation stage in order to establish the achievement of the development stage has been met
- ◆ Each stage of the Graded Unit should be achieved before learner moves to the next stage.

Opportunities for developing Core and other essential skills

This Unit has the Core Skill of *Problem Solving* embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show that they have achieved *Problem Solving* at SCQF level 6.

Learners will have the opportunity to develop the following Core Skills:

Communication: Written communications will be developed through learners producing written work in a variety of formats; oral communication will be developed through direct work with individuals, discussion, debate and evidence of engagement with other professionals and key people.

Working with Others: Will be developed as learners will be required to work with individuals and collaboratively with colleagues from their own and other service areas in the preparation and research for their Graded Unit.

Information and Communication Technology (ICT): Learners will develop their *ICT* skills through research and the presentation of written assignments and recording of real work practice.

History of changes to Graded Unit

Version	Description of change	Date
04	Update to Conditions of Assessment.	08/08/18
03		17/08/15
02	Core Skill Problem Solving at SCQF level 6 embedded.	26/05/15

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General information for learners

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This Unit allows you to show your ability to integrate the knowledge and skills you have gained in this award and apply them to plan, implement and evaluate a real piece of work you undertake with an individual receiving care support in a residential, day care, or community based setting.

You will need to plan your project selecting an appropriate activity. You should meet with your tutor to discuss the planning stage, this meeting is to allow you to explain your project and, identify your objectives and confirm the timing of the task you are going to complete with the individual. Further meetings may take place before you move on to the development and evaluation stages.

Before you begin the project, you will have the opportunity to discuss and agree the care activity you are planning to undertake with your tutor/assessor. It is your responsibility to ensure that all submitted work is anonymous in order to protect the rights of the individual(s). You should also note that no photographic evidence is admissible.

- 1 The planning stage 30 marks are available: This is where you explain what you plan to do, who will be involved, how you will proceed. Produce a care plan that identifies your assessment of the individual(s) specific needs, including how you will develop the assessment to meet the needs of the individual(s). You should also develop a detailed justification for the plan.
- 2 The implementation stage 40 marks available: This is where you explain how you implemented the plan for the care of the individual(s) by producing a detailed reflective account of the support identified in the plan, which explains and demonstrates your practice. It is essential that you explore theories and perspectives relating to the care/support provided. The term individual refers to any person child or adult who is being cared for, or in some way supported.
- 3 The evaluation stage 30 marks available: This is where you can reflect on your learning and your work practice evaluate and analyse the project Outcomes and recognise objectively areas for improvement and further learning.

You complete one stage at a time, each part will be marked by your tutor and you will be given a grade of A, B, C or D. You must achieve a pass at each stage before you can move on to the next part.