



Higher National Project-based Graded Unit Specification

General Information

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

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

Graded Unit code: HG1J 34

Type of Project: Practical Assignment

Publication date: July 2018

Source: Scottish Qualifications Authority

Version: 02

Graded Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC Care Practice and Administration (SCQF level 7):

- ◆ To enable learners 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 learners 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.

Credit points and level

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

Higher National Project-based Graded Unit Specification: General Information (cont)

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 specific aims prior to undertaking this Graded Unit:

HNC Care and Administrative Practice (Clinical).

HF24 34	<i>Safe Working Practice for Care</i>
HF29 34	<i>Therapeutic Relationships: Understanding Behaviour</i>
HF26 34	<i>Individual Pathways in Health and Social Care</i>
HF2A 34	<i>Understanding Personal and Professional Development</i>
HF28 34	<i>Sociology for Care Practice</i>
HG1H 34	<i>Learning through Practice</i>
HF24 34	<i>Essential skills for Care</i>
FN2A 34	Physiology for care professionals
HF27 34	<i>Principles of Professional Practice</i>

HNC Care and Administrative Practice (Non-clinical):

HF24 34	<i>Safe Working Practice for Care</i>
HF29 34	<i>Therapeutics: Understanding Behaviour</i>
HF26 34	<i>Individual Pathways in Health and Social Care</i>
HF2A 34	<i>Understanding Personal and Professional Development</i>
HF28 34	<i>Sociology for Care Practice</i>
HG1H 34	<i>Learning through Practice</i>
F84C 34	<i>IT in Business: Word Processing and Presentation Applications</i>
F84V 34	<i>IT in Business: Spreadsheets</i>
F84X 34	<i>IT in Business: Databases</i>
H1F0 34	<i>Creating a Culture of Customer Care</i>

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component None

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

Graded Unit title: HNC/HND Care and Administrative Practice:
Graded Unit 1

Assessment

This Graded Unit will be assessed by the use of a project-based *practical assignment* 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.

Given the academic level of this Graded Unit it is expected that all submissions will be academically written and referenced.

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
- ◆ any relevant administrative activity

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

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

The project must require the learner 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

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

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

- ◆ 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

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, ie 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 plan and development stages of the Graded Unit now reflect the changing delivery of in-patient services within the acute sector, these changes will not disadvantage learners undertaking the Graded Unit in other care settings. The Plan is a generic plan which does not have to be related to a specific patient, instead, the learner should discuss a current health issue in Scotland and related social influences on health and well-being. Relevant epidemiology and statistics should be included in this discussion. Where possible this health issue should be linked to the types of conditions encountered in the learner's placement. One sociological theory and one psychological theories should then be discussed in relation to the identified health issue and social influences on health and well-being. The patient will then be introduced in the Development Stage where relevant social influences should be discussed. It is not necessary to then relate sociological theory to the identified patient, as an understanding of sociological theory in relation to health and well-being will already have been demonstrated in the Planning Stage. It is however necessary to relate one

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

Graded Unit title: HNC/HND Care and Administrative Practice:
Graded Unit 1

psychological theory to the patient in the development stage but it is not necessary to explain the theory again.

These changes have been reflected in the amended word limits for these two stages.

The learner 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 learner sufficient time to assimilate the details and carry out the assessment task.

Learners are expected to demonstrate a high level of autonomy throughout the assessment process.

Due to the changes in the Planning and Development stages the contingency plan should relate to changes in the identified activity only and not the individual/client.

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. The evaluation stage could be carried out as a supervised assessment with the learners allowed 300 words of notes which must be submitted at the end of the assessment. This would improve reliability and validity. It is recommended that between 2.5 and 3 hours are allocated to this supervised assessment.

Owing to the academic level of this Unit it is expected that all submissions will be academically written and referenced.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded Unit title: HNC/HND Care and Administrative Practice:
Graded Unit 1

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>Discuss a current health issue and relate it to a condition that is common in your placement, identify an appropriate activity that could apply to an individual in your care and discuss your role and responsibilities in relation to that activity.</p> <p>This should include an explanation of the following:</p> <ul style="list-style-type: none"> ◆ A current health issue in Scotland linked to social influences on health and wellbeing. ◆ Reference to epidemiology and statistics. ◆ One relevant sociological theory. ◆ One relevant psychological theory. ◆ The therapeutic relationship. ◆ Appropriate activity ◆ Aims of activity ◆ Risks associated with activity ◆ Resources ◆ Role and responsibilities of carer ◆ Timescales ◆ Person-centred care and an appropriate model. ◆ Contingency plan. <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	30

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 2 — Developing	<p>Learners should introduce the individual/client and give an account of the activity showing that they can:</p> <ul style="list-style-type: none"> ◆ Plan and organise work and carry the activity through to completion, with reference to: <ul style="list-style-type: none"> — assessment of current health and wellbeing needs. — discussion of social influences and one psychological theory relating to the individual/client — application of person-centred care including the promotion of a positive care environment — application of the therapeutic relationship — appropriate use and management of resources — relevant legislation and links to occupational standards and safe practice — consent from patient/client or appropriate others — coherent account of the activity according to the plan or use of contingency plan — activity verified by mentor as an authentic record of what actually took place (no mark allocated) <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	30

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	<p>Using an appropriate model of reflection, learners should evaluate their own practice in the following contexts:</p> <ul style="list-style-type: none"> ◆ Identifying any new learning with reference to a minimum of 5 HNC Units ◆ Effectiveness of the original plan in terms of fulfilling the aims of the activity, identifying any gaps ◆ Describe any challenges encountered and action taken ◆ Use of contingency plan ◆ Mentor/ patient/client feedback ◆ Indication of how the plan and development stages have integrated knowledge, theory and practice to deliver effective patient care ◆ Relating practice improvements to professional standards <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>	40

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

Graded Unit title: HNC/HND Care and Administrative Practice:
Graded Unit 1

Assessing and grading learners

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

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.

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ Produces evidence for the three essential stages of the Practical Assignment which is consistently of a high quality and is clearly inter-related ◆ Is highly focused and demonstrates an insightful interpretation of the brief and a balanced, integrative approach ◆ Is tightly structured, relevant to the content of the Units and displays a high level of subject knowledge and practical occupational expertise 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Produces adequate, integrated documentation for the three essential stages of the Practical Assignment ◆ Demonstrates an acceptable interpretation of the brief from a balanced integrative approach ◆ Is satisfactorily structured and displays an adequate level of subject knowledge and practical occupational expertise

Grade Related Criteria	
Grade A	Grade C
<ul style="list-style-type: none"> ◆ Effectively applies integrated and consolidated knowledge, understanding and skills from the course Units to complex situations consistently within the assignment ◆ Demonstrates the learner's ability to work autonomously throughout with minimum support ◆ Is submitted within agreed timescales 	<ul style="list-style-type: none"> ◆ Applies integrated and consolidated knowledge understanding and skills with some lack of 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%

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

Graded Unit title: HNC/HND Care and Administrative Practice:
Graded Unit 1

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 learner's placement for those on the full-time HNC route and after the mandatory Units have been delivered
- ◆ Part-time learners who are in employment in a health setting should undertake the Graded Unit plan once the mandatory Units 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 time to enable a consistent approach when carrying out the project
- ◆ 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

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 1000 and 1250

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 demonstrating a clear understanding of one current health issue in Scotland including a discussion of relevant social influences on health and wellbeing, this should include epidemiology and appropriate statistics. The candidate should also discuss one related sociological theory.

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 chosen theory, epidemiology and up-to-date statistics.

Up to **10 marks** for psychological needs for individuals in receipt of care. To achieve high marks the candidate must link more than one theory in relation to the identified needs of the current health issue. 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. Aims should be clearly stated and should detail the steps they will take to achieve these aims. The timescale for the planning, development and evaluation should be included. Examination of the candidate's own role and responsibilities with regard to the activity must be discussed as well as the application of patient-centred care. Candidates should include reference to the model chosen which should be appropriate to the activity. Details of the resources required and sources of information to be considered. To achieve high marks, risks and a contingency plan should be identified.

Candidates would also be expected to discuss the 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 1500 and 1700 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 **12 marks will be allocated** for an introduction to the patient and an assessment of current health and well being needs. The social influences discussed in the planning stage must now be related to the patient. The candidate must apply one psychological theory to the patient and discuss the importance of the therapeutic relationship in supporting the patient.

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 with regard to the activity.

Application of person-centred care, interpersonal 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.

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

Up to **12 marks** for showing that the activity has been followed through according to the plan. Candidates who provide a detailed account of the activity which is related to the plan including the contingency plan identified should be given a high mark. Candidates who do not relate the activity identified in 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 **6 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 safe practice requirements and adherence to specific identified policies.

Relevant legislation and policies must be discussed and links made to occupational standards and professional codes of conduct.

The placement mentor must provide written confirmation that the activity was carried out as reported. **No marks will be awarded for this.**

Project Stage: Stage 3 — Evaluating

It is suggested that this section should be between 1500 and 1700 words.

This stage could be carried out under supervised conditions with the candidates allowed to use 300 words. These notes must be submitted at the end of the assessment.

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 reflect on the quality of their own work using an appropriate model of reflection. 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 a minimum of 5 component units of the HNC. 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 address 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 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 evaluated. The candidate who does this should achieve high marks. A candidate who makes some suggestions but does not relate them to the plan or development should receive a pass mark.

The candidate who does not suggest improvements and who has not evaluated their work across the whole project should not receive a pass mark.

Up to **5 marks** for evaluating practice against 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.

Opportunities for developing Core and other essential skills

There are opportunities to achieve the following Core Skills in this Unit.

Communication SCQF level 6 - this could be evidenced through written and oral reporting and use of effective communications with individual patient/clients and colleagues.

Information and Communication Technology (ICT) SCQF level 5 — will be evidenced through the learner's ability to research and present information within the parameters of the project.

Problem Solving SCQF level 5 could be evidenced through Critical Thinking, Planning and Organising, Reviewing and Evaluating will be evidenced through research, supervision in the learner's workplace and within the written assignment.

Working with Others SCQF level 5 could be evidenced through the learner's workplace via their ability to interact, communicate and negotiate with those with whom they come into contact.

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

History of changes to Graded Unit

Version	Description of change	Date
02	Update of Conditions of Assessment	Jul 2018

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General information for learners

Graded Unit title: HNC/HND Care and Administrative Practice: Graded Unit 1

This Unit has been designed to allow you to integrate your learning across the Units of the HNC Care and Administrative Practice. You should be able to draw upon your learning and assignments from the 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. All three stages must be academically written and referenced appropriately and the 3 dates for submission will be agreed after discussion with the tutor.

Throughout this project the tutor is there only as a facilitator and to offer minimal guidance and support. If the candidate additional support and guidance then marks will need to be deducted from that stage of the project.

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 learners (cont)

Graded Unit title: HNC/HND Care and Administrative Practice:
Graded Unit 1

Stage 1: Planning

Discuss a current health issue and relate it to a condition that is common in your placement, identify an appropriate activity that could apply to an individual in your care and discuss your role and responsibilities in relation to that activity.

Produce a generically written plan which relates to the candidate's placement. This must include:

- ◆ A current health issue in Scotland linked to social influences on health and wellbeing.
- ◆ Reference to epidemiology and statistics.
- ◆ One relevant sociological theory.
- ◆ One relevant psychological theory.
- ◆ The therapeutic relationship.
- ◆ Appropriate activity
- ◆ Aims of activity
- ◆ Risks associated with activity
- ◆ Resources
- ◆ Role and responsibilities of carer
- ◆ Timescales
- ◆ Person-centred care and an appropriate model.
- ◆ Contingency plan

Stage 2: Developing

You should introduce your patient/ client and give an account of the activity showing that you can:

- ◆ Plan and organise an activity and carry it through to completion with reference to:
 - assessment of current health and well-being needs.
 - discussion of social influences and one psychological theory relating to the patient/client
 - application of person-centred care including the promotion of a positive care environment
 - application of the therapeutic relationship
 - appropriate use and management of resources
 - relevant legislation and links to occupational standards and safe practice
 - consent from patient/client or appropriate others
 - coherent account of the activity according to the plan
 - activity verified by mentor as an authentic record of what actually took place (no mark allocated)

General information for learners (cont)

Graded Unit title: HNC/HND Care and Administrative Practice:
Graded Unit 1

Stage 3: Evaluating

This stage could be carried out under supervised conditions and in this case you will be permitted to use 300 words of notes.

You should evaluate the activity with reference to:

- ◆ using an appropriate model of reflection evaluate own practice in the following contexts;
- ◆ identifying any new learning with reference to a minimum of four HNC Units
- ◆ effectiveness of the original plan in terms of fulfilling the aims of the activity, identifying any gaps
- ◆ describe any challenges encountered
- ◆ use of contingency plan
- ◆ mentor/ patient/client feedback
- ◆ indication of how the plan and development stages have integrated knowledge, theory and practice to deliver effective patient care
- ◆ relating practice improvements to professional standards

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

Safe Working Practice
Therapeutics: understanding behaviour
Individual Pathways in Health and Social Care
Personal Development Planning
Sociology for Care; an introduction
Learning through Practice

and:

Essential Skills for Care
Anatomy and Physiology for Care Professionals
Principles of Professional Practice

or:

IT in Business: Word Processing and Presentation Applications
IT in Business: Spreadsheets
IT in Business: Databases
Creating a Culture of Customer Care

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%

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 6.