



Higher National Project-based Graded unit Specification

General Information

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

Graded unit title: Complementary Therapies: Graded unit 1
(SCQF level 7)

Graded unit code: HG2X 34

Type of Project: Investigation

Publication date: August 2016

Source: Scottish Qualifications Authority

Version: 01

Graded unit purpose

This Graded unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC Complementary Therapies.

- ◆ Consolidate knowledge and skills
- ◆ Develop ability to manage and absorb information
- ◆ Develop ability to take responsibility for own learning
- ◆ Identify key issues facing those working in the complementary therapies industry
- ◆ Prepare candidates for progression.

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)

Graded unit title: Complementary Therapies: Graded unit 1 (SCQF level 7)

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:

Unit code	Unit title	SCQF credit points	SCQF level
F9T5 34	Human Anatomy and Physiology for Beauty and Complementary Therapy	16	7
HF7M 34	Complementary Therapies: Professional Issues and Practice	8	8
HF7N 34	Complementary Therapies: Health and Safety Legislation	8	7
HF7J 34	Body Massage Treatments	16	7
HF7P 34	Complementary Therapies: Clinic Practice	8	7

Core Skills

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

There is no automatic certification of Core Skills or Core Skill components in this Graded unit.

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

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

Graded unit title: Complementary Therapies: Graded unit 1
(SCQF level 7)

Assessment

This Graded unit will be assessed by the use of a project-based *case investigation* 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

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.

The project must require the learner to:

- ◆ produce a working brief which will be presented with an action plan document to include how information will be gathered by a negotiated date
- ◆ carry out the investigation
- ◆ evaluate the investigation

Learners will be required to produce an action planning document, which identifies clear stages in executing the investigation.

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. The project should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the learner's evidence at the time of the completion date.

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

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

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 investigation. In this case, a candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

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

Graded unit title: Complementary Therapies: Graded unit 1 (SCQF level 7)

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>The Learners should:</p> <ul style="list-style-type: none"> ◆ Determine the purpose of the investigation ◆ Research how Complementary Therapies affect the body systems ◆ Select two clients with differing needs ◆ Select treatment/combination of treatments which would be beneficial for each client ◆ Justify the treatment selection and identify the expected benefits for each client ◆ Prepare and submit a written rationale for the Investigation 	<p>30%</p> <p>(15 out of 30 marks required to achieve a 'C' pass)</p>
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	
Stage 2 — Developing	<ul style="list-style-type: none"> ◆ Perform practical treatments as the main method of supporting their research relating to Complementary Therapies for treatment/treatment combination selected ◆ Apply the treatment/treatment combination over a minimum of six consecutive occasions on each client ◆ Provide relevant home care and lifestyle advice which complements each clients, treatment plan ◆ Monitor and record changes resulting from the treatment and advice provided over the course of the treatments ◆ Identify key features of current Health and Safety Legislation and how these are implemented in Clinic Setting ◆ Adhere to Moral, Ethics and Values in Client Care ◆ Consider the impact of current and emerging legislation 	<p>40%</p> <p>(20 out of 40 marks required for a 'C' pass)</p>
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>	

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

Project stage	Minimum Evidence Requirements	% Mark Allocation
Stage 3 — Evaluating	<ul style="list-style-type: none"> ◆ Carry out a comprehensive evaluation of results achieved and draw conclusions ◆ Present the findings of the Investigation to a selected audience ◆ The presentation should include: <ul style="list-style-type: none"> — Key aims of the Investigation — How conducted — Identified treatment/treatment combination selected and expected results — Identify the effectiveness of the treatment/treatment combination performed for each client — Identify home care and lifestyle advice given to compliment treatment — Make overall conclusions on treatment effectiveness in relation to research carried out on how complementary therapies affect the body systems. 	30% (15 out of 30 marks required for a 'C' pass)
<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>		

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

Graded unit title: Complementary Therapies: Graded unit 1 (SCQF level 7)

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"> ◆ Demonstrates clear and explicit links between the three stages of the Investigation and is produced to a high standard ◆ Is highly focused throughout on the objectives set for the Investigation ◆ Carefully selects information from a variety of sources to provide strong and valid reasons to support points made 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ Contains sufficient evidence to meet the minimum requirements for each of the three stages of the Investigation and is produced to an adequate standard. ◆ Meets the objectives of the Investigation but not in a consistent or fully comprehensive manner ◆ Uses information from a limited range of sources and in a manner which does not always support reasons given

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

Grade Related Criteria (cont)	
Grade A	Grade C
<ul style="list-style-type: none"> ◆ Demonstrates understanding of concepts and issues relating to the Complementary Therapy Sector and use these accurately and relevantly to support points made ◆ Is clear and well-structured throughout and language uses is of a high standard in terms of level, accuracy and technical content ◆ Includes careful and considered reflection on the Investigation which informs realistic recommendations ◆ Requires little input and guidance from the tutor. 	<ul style="list-style-type: none"> ◆ Makes limited reference to concepts and issues relating the Complementary Therapy sector which may not always be used neither accurately nor fully relevant. ◆ Is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content ◆ Has some limited reflection which does not provide a comprehensive basis for realistic recommendations for the future

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.

If a learner does not achieve a pass or wishes to upgrade, then this must be done using a substantially different project, ie all stages are undertaken using a new project (case study, investigation or practical assignment). In these circumstances, the highest grade achieved should be awarded.

More information on reasonable assistance, remediation and re-assessment may be found in the SQA publication *Guidance for the Implementation of Graded units in Higher National Certificates and Diplomas* (SQA, 2008, Publication code: CA4405).



Higher National Project-based Graded unit Support Notes

Graded unit title: Complementary Therapies: Graded unit 1
(SCQF level 7)

Guidance on approaches to delivery and assessment of this Graded unit

The learners should be given a date for the completion of the Investigation. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions; provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. Reassessment of this Graded unit should be based on two different clients.

Learners Brief

The Learners should:

- ◆ Determine the purpose of the investigation
- ◆ Research how Complementary Therapies affect the body systems
- ◆ Select two clients with differing needs
- ◆ Select treatment/combination of treatments which would be beneficial for each client
- ◆ Justify the treatment selection and identify the expected benefits for each client
- ◆ Prepare and submit a written rationale for the Investigation
- ◆ Perform practical treatments as the main method of supporting their research relating to Complementary Therapies for treatment/treatment combination selected
- ◆ Apply the treatment/treatment combination over a minimum of six consecutive occasions on each client
- ◆ Provide relevant home care and lifestyle advice which complements each clients, treatment plan
- ◆ Monitor and record changes resulting from the treatment and advice provided over the course of the treatments
- ◆ Identify key features of current Health and Safety Legislation and how these are implemented in Clinic Setting
- ◆ Adhere to Moral, Ethics and Values in Client Care
- ◆ Consider the impact of current and emerging legislation
- ◆ Carryout a comprehensive evaluation of results achieved and draw conclusions
- ◆ Present the findings of the Investigation to a selected audience

Higher National Project-based Graded unit Support Notes (cont)

- ◆ The presentation should include:
 - Key aims of the Investigation
 - How conducted
 - Identified treatment/treatment combination selected and expected results
 - Identify the effectiveness of the treatment/treatment combination performed for each client
 - Identify home care and lifestyle advice given to compliment treatment
 - Make overall conclusions on treatment effectiveness in relation to research carried out on how complementary therapies affect the body systems.

At this level, learners should work independently. It is up to the Centres to take reasonable steps to ensure that the project is the work of the candidate. For example, Centres may wish to informally question learners 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 Graded unit will be assessed by the use of a project-based *investigation*. 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

The project must require the learner to:

- ◆ produce a working brief which will be presented with an action plan document to include how information will be gathered by a negotiated date
- ◆ carry out the investigation
- ◆ evaluate the investigation

Learners will be required to produce an action planning document, which identifies clear stages in executing the investigation.

Opportunities for developing Core and other essential skills

Aspects of the Core Skill of *Problem Solving* that is, Planning and Organising, Critical Thinking, and Reviewing and Evaluating will be developed while undertaking the work experience.

Compliance with health and safety legislation is integral to achievement. Evaluation of the effectiveness of the planned work placement should be included in the report.

Higher National Project-based Graded unit Support Notes (cont)

Communication skills are not formally assessed however learners will be expected to present Oral and Written communication to an acceptable professional standard. Skills in accessing and analysing information provided within the Clinic Setting should be developed to provide underpinning knowledge on professional issues and resources. Evaluation of information accessed should be encouraged in order to assure that information is accurate and current.

Oral communication skills will be developed in practical work with clients when interaction must be professional, sensitive and empathic. Communicating appropriate information to clients, explaining and reassuring during treatment sessions and giving aftercare advice and specific relevant lifestyle advice will be an essential aspect of competence. Learners should be fully aware of a range of active listening techniques in order to relate and respond to others in the most appropriate and effective way, adapting language, register and style to suit their purpose and clientele.

In addition to the specific vocational skills developed and assessed learners will have the opportunity to develop generic skills which will enhance their employability skills profile, eg customer care skills, communication skills, time management.

History of changes to Graded unit

Version	Description of change	Date

© Scottish Qualifications Authority 2016

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Graded unit title: Complementary Therapies: Graded unit 1 (SCQF level 7)

This Graded unit 1 is a Project based Investigation and is designed to help you provide evidence that you have achieved the following principle aims of the HNC Complementary Therapies.

- ◆ Develop critical and evaluative thinking and ability to manage and absorb large amounts of information.
- ◆ Develop problem-solving.
- ◆ Develop self-directed and self- reflective learners.
- ◆ Develop transferable skills such as study and research skills, communication techniques, evaluation skills and personal effectiveness.

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:

4 code	2 code	unit title	SCQF level	SCQF credit points	SQA credit
HF7M	34	Complementary Therapies: Professional Issues and Practice	7	8	1
HF7N	34	Complementary Therapies Health and Safety Legislation	7	8	1
F1BR	34	Perspectives of Health	7	8	1
F9T5	34	Human Anatomy and Physiology for Beauty and Complementary Therapists	7	16	2
HF7J	34	Body Massage Treatments	7	16	2
HF7P	34	Complementary Therapies: Clinic Practice	7	8	1

The Investigation and the way that 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.

The evidence for the investigation 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 the stages must be undertaken before proceeding to the next.

General information for learners (cont)

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 Investigation will be distributed to allow you sufficient time to assimilate the details and carry out the investigation. During the time between the distribution of the assessment task instructions and the completion date, you will be able to question your assessor regarding clarification, guidance and reasonable assistance. The investigation 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 the investigation or wish to upgrade, then this would be done by using substantially different clients, ie all stages are undertaken using different courses of treatment and different clients.