



Higher National Assignment-based Graded Unit Specification

General information

This graded unit has been validated as part of the PDA Residential Child Care. Centres are required to develop a practical assignment in accordance with this validated specification.

The purpose of the graded unit is to demonstrate the learning gained from all the other units in the group award.

Graded Unit title: Residential Child Care (SCQF level 9)

Graded Unit code: HJ4T 36

Type of Assignment: Practical Assignment

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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 PDA Residential Childcare at SCQF level 9.

- ◆ Demonstrate an understanding of the values and principles which underpin residential childcare.
- ◆ Integrate knowledge, theory and practice effectively in a residential childcare 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.

The learner should be able to:

- ◆ carry out a piece of work over time in which they plan.
- ◆ develop and evaluate a piece of practice relevant to their work place setting and role.

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

Credit points and level

1 Higher National unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

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:

- ◆ *Responding to Child Sexual Exploitation*
- ◆ *Working in the Lifespace: Models and Concepts*
- ◆ *Understanding Children's Rights in Residential Child Care*
- ◆ *Activity Planning in Residential Child Care*
- ◆ *Mental Health and Developmental Delay: Issues and Interventions in Residential Child Care*
- ◆ *Supporting Education and Transition in Residential Child Care*
- ◆ *Attachment and Trauma-informed Practice in Residential Child Care*
- ◆ *Professional Development and Supervision in Residential Child Care*

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.

Equality and inclusion

This graded unit has been designed to ensure that there are no unnecessary barriers to learning or assignment. The individual needs of learners should be taken into account when planning learning experiences, selecting assignment methods or considering alternative evidence.

Further advice can be found on SQA's website:

www.sqa.org.uk/assignmentarrangements

Higher National Assignment-based Graded Unit Specification:

Designing the assignment and assessing learners

Graded Unit title: Residential Child Care (SCQF level 9)

Assessment

This graded unit will be assessed by the use of a practical assignment. The assignment should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this graded unit.

The practical assignment consists of three stages: planning, developing and evaluation.

The assignment undertaken must be a complex task which involves:

Investigating an area of practice relevant to their role and work setting to affect change. They must plan, develop and evaluate an area of practice and include children and young people at each stage of the process. This will include:

- 1 A critical evaluation of research models and methods to be used to assess the benefits and risks to children and or young people.
- 2 A critical evaluation related to safe practice when working with a child, group or groups of children, or young people and significant others.
- 3 A plan of action involving the implementation of change.
- 4 A practice based record of the substantial piece of work.
- 5 Evidence of evaluation of the practice linked to the plan of action.

The focus of the assignment is to plan, develop, and evaluate a piece of work which will include the views of a child, group or groups of children or young people at each phase.

- ◆ This practical assignment relates to a piece of work within a residential child care or related setting.
- ◆ The objective should put in place a robust realistic and achievable step by step plan to meet the needs of the children or young people, or group(s).
- ◆ Implementing the plan and evaluating the outcomes should demonstrate the impact of the activities on the promotion of health and wellbeing of the child, children or young people or group(s).

Some examples of areas that could be covered in the practical assignment, although not exhaustive, are:

- ◆ a planned and agreed assignment to maintain or improve health and wellbeing.
- ◆ a project involving empowering a child, children or young people, group(s) to develop daily living skills to support independence.
- ◆ a recreational project which promotes mental health and social wellbeing.
- ◆ an educational piece of work designed to support and stimulate cognitive skills or employability opportunities.
- ◆ a process change to enhance the wellbeing of children and young people in the residential child care setting, for example, assessment processes, ethical and values of differing settings, the use of leadership models.

Higher National Assignment-based Graded Unit Specification:

Designing the assignment and assessing learners (cont)

Conditions of assessment

The learner should be given a date for completion of the assignment. However, the instructions for the assignment should be distributed to allow the learner sufficient time to assimilate the details and carry out the assignment. During the time between the distribution of the assignment instructions and the completion date, tutors may answer questions, provide clarification, guidance and reasonable assistance. The assignment 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.

Evidence for the assignment should be generated over a period of time, as it involves three distinct stages. Each stage must be achieved prior to the commencement of the next stage.

If a learner fails to meet the criteria for a pass in any stage of the assignment, they will be required to undertake a substantially different assignment and complete all three stages. If this is the case, no marks are carried forward and the grade awarded will be that gained for the new piece of work.

The role of the tutor is as a facilitator only, to achieve high marks learners must demonstrate a high level of autonomy throughout the assignment 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 at each stage of the assignment 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.

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

Graded Unit title: Residential Child Care (SCQF level 9)

Evidence requirements for this graded unit

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

Assignment stage	Minimum evidence requirements	% Mark Allocation
Stage 1 — Planning	<p>Produce a plan for the piece of work. This should include:</p> <ul style="list-style-type: none"> ◆ Development of a detailed justification for the plan for the piece of work ◆ Explain and evaluate the involvement of appropriate stakeholders these could include the children or young people as well as relevant members of staff in the plan for their care and support before during and after the piece of work ◆ Explain and analyse how concepts of work in the life space are related to the piece of work ◆ Critically examine two current and two potential risks in undertaking the piece of work ◆ Critically analyse appropriate models and methods used to inform the development of the plan for the piece of work with the child, group or groups of children or young people ◆ Critically evaluate how relevant legislation and policy impact on the plan <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>	<p>30%</p> <p>30 marks are available for this section</p>

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

Assignment stage	Minimum evidence requirements	% Mark Allocation
Stage 2 — Developing	Implement the plan for the piece of work with the child, group or groups of children or young people and produce a critical reflection of the plan which explains and demonstrates good practice: <ul style="list-style-type: none"> ◆ Identify and explain how the piece of work was selected ◆ Describe and critically evaluate two models and two methods used to inform the implementation of the plan for the piece of work ◆ Critically analyse how the piece of work took into account the rights, beliefs and preferences of the children and young people ◆ Explain and justify the role adopted to support the implementation of the plan for the piece of work ◆ Summarise and explain the outcomes achieved and acknowledge sources of evidence 	40% 40 marks are available for this section
	<i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i>	
Stage 3 — Evaluation	Critically evaluate and analyse the assignment outcomes by: <ul style="list-style-type: none"> ◆ Critically examining the strengths and weaknesses of the plan ◆ Using identified models and methods of practice, developing a reflective discussion which critically evaluates your findings. ◆ Critically analysing how the child, children or young people’s needs could be met in line with the National Care Standards ◆ Providing a critical evaluation of the approach taken and the models and methods of work selected during the piece of work ◆ Providing an objective review and appraisal of the plan for the piece of work and the learning that can be taken from it ◆ Critically analyse the implementation and sustainability of the change taking into account the views of the children and young people ◆ Identifying knowledge and skills gained from undertaking the piece of work linking these to specific unit content from the PDA level 9 award. Acknowledging relevant sources of information 	30% 30 marks are available for this section
	<i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i>	

Higher National Assignment-based Graded Unit Specification: Designing the assignment and assessing learners

Graded Unit title: Residential Child Care (SCQF level 9)

Assessing and grading learners

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

The percentage of marks allocated to each stage of the assignment 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 assignment and not providing too much assistance.

At the end of *each* stage there should be opportunities for remediation and re-assignment of learners for that particular stage. This includes the final *Evaluation* stage. Any re-assignment should be carried out in line with the centre's own assignment 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 an accurate and insightful interpretation of the assignment 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 	<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 assignment brief ◆ Consolidates and integrates limited relevant knowledge and skills ◆ Demonstrates acceptable interpretation of the assignment 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 ◆ Satisfactorily structured and language used is adequate in terms of level, accuracy and technical content

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Grade Related Criteria (cont)	
Grade A	Grade C
<ul style="list-style-type: none"> ◆ Is highly focused and relevant to the tasks associated with the assignment 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 	<ul style="list-style-type: none"> ◆ Consolidates and integrates knowledge and skills but this may lack some continuity and consistency ◆ Demonstrates independent learning with minimum support and revision during assignment

The marks allocated to each stage will then be aggregated to arrive at an overall mark for the assignment. 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 assignment, ie all stages are undertaken using a new practical assignment. In these circumstances, the highest grade achieved should be awarded.

More information on reasonable assistance, remediation and re-assignment 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 Assignment-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 prior to the learner's identified piece of work with a group or groups of young people and after the main models and methods of practice in each of the taught.
- ◆ 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 child, children group or groups of children or young people they will be working with.
- ◆ 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.
- ◆ Minor remediation at each stage may be allowed without detriment to the final grade however where one stage requires major remediation learners cannot achieve an A grade overall.

Opportunities for developing Core and other essential skills

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 in their day to day practice, through research and the presentation of written assignments and recording of real work practice.

Problem Solving: Learners will develop skills through finding solutions to challenges they encounter in the assignment as it progresses and in the evaluation of the outcomes.

Higher National Assignment-based Graded Unit Support Notes

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Numeracy: Learners will develop numeracy and graphical skills through their work with a child, group or groups of children and young people as part of their assignment

History of changes to graded unit

Version	Description of change	Date

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General information for learners

Graded Unit title: Residential Child Care (SCQF level 9)

This unit allows you to show your ability to integrate the knowledge and skills you have gained in this award and apply them to the planning, developing and evaluation of a real piece of work you undertake with a child, group or groups of children or young people receiving care and support in a residential childcare, or other related setting.

You will need to plan your assignment carefully, selecting an appropriate piece of work in a residential or other child care setting. You will meet with your tutor to discuss the planning stage, this meeting is to allow you to explain your assignment, identify your objectives and confirm the timing of the task you are going to complete with the child, group or groups of children/young people. Further meetings may take place before you move on to the development and evaluation stages.

Before you begin the assignment, you will have the opportunity to discuss and agree the piece of work you are planning to undertake with your tutor. It is your responsibility to ensure that all submitted work is anonymous in order to protect the rights of the children or young people and any family members or others involved.

- 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 plan for the piece of work that identifies your assessment of the child, group or groups of children or young people specific needs, including how you will develop the assessment to meet these needs. You should also develop a detailed justification for your plan.
- 2 The developing stage 40 marks available: This is where you explain how you implemented the plan for the child, group or groups of children or young people by producing a detailed and reflective account of the support identified in the plan, which explains and demonstrates your practice. It is essential that you critically explore theories and perspectives relating to the care/support provided by you to the child, children or young people. The term child refers to a young person aged 12 or under, young person refers to those over twelve years old who is being cared for, or in some way supported, within a residential childcare setting.
- 3 The evaluation stage 30 marks available: This is where you can reflect on your learning and your work practice critically evaluate and analyse the assignment 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 the minimum grade to achieve a pass mark is a C grade. You must achieve a pass at each stage before you can move on to the next part.

Successful completion of the graded unit contributes to the requirements of the Standard for Residential Childcare.