



## Higher National Project-based Graded Unit Specification

### General information

This graded unit has been validated as part of the **HNC Healthcare Practice**. Centres are required to develop the assessment instrument in accordance with this validated specification.

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

**Graded unit code:** J4JY 34

**Type of project:** Practical assignment

**Publication date:** July 2020

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This graded unit is designed to provide evidence that the learner has achieved the following principal aims of the HNC Healthcare Practice (SCQF 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 co-operatively 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)

**Graded unit title:** Healthcare Practice: 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 specific aims prior to undertaking this graded unit:

- ◆ *Safe Working Practice*
- ◆ *Therapeutics Relationships: Understanding Behaviour*
- ◆ *Understanding Personal and Professional Development*
- ◆ *Sociology and Health in Scotland*
- ◆ *Clinical Skills for Care Practitioners*
- ◆ *The Human Body in Health and Illness*
- ◆ *Professional Standards for Care Practice*
- ◆ *Exploring Mental Health*

### Core Skills:

There are opportunities to achieve the following Core Skills in this unit:

- ◆ *Communication* at SCQF level 6
- ◆ *Information and Communication Technology (ICT)* at SCQF level 5
- ◆ *Working with Others* at SCQF level 5

There is automatic certification of *Problem Solving* at SCQF level 6.

### Equality and Inclusion

This graded unit has been designed to ensure that there are no unnecessary barriers to learning and 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](http://www.sqa.org.uk/assessmentarrangements)

### 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 they have 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 relates to the academic writing and referencing standards specified in the unit *Understanding Personal and Professional Development*.

This graded unit will be assessed through the undertaking of an appropriate activity following discussion with the course tutor and placement supervisor.

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

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

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

- ◆ A therapeutic activity with an individual patient/client
- ◆ A placement activity relating to the patient/client pathway
- ◆ An activity of living with an individual patient/client
- ◆ Supporting an individual patient/client during a clinical activity
- ◆ Supporting an individual patient/client during a recreational activity
- ◆ Educational activity with an individual patient/client
- ◆ Health promotion activity with an individual patient/client or a group of patients/clients

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

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

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, organisational and management knowledge and 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

### Conditions of assessment

The learner should be given a date for completion of each stage 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 autonomous nature of this 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. For standardisation of approach purposes, it is recommended that for each stage a class introduction with opportunities for questions and answers takes place, followed by a one-to-one discussion meeting which is led by the learner and their proposed plan for that stage. If there is no plan forthcoming at that time, it is recommended that there is one further opportunity offered for the learner to meet to discuss their plan for that stage.

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

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, but only where there is a **minor** shortfall or **omission** in evidence requirements. Any submission that requires more amendments than this should result in a resit. In either case, such evidence and decisions 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. Assessors must however, be aware that by giving detailed, focussed feedback to learners who need to remediate, that they could be overstepping the role of facilitator as described by SQA. It is therefore recommended that minimal feedback should be given for the planning and development stages and where remediation is required. This is not a taught unit, the tutor is a facilitator in the project process and those learners requiring additional tutor guidance over and above limited remediation feedback, should be marked down accordingly.

Remediation processes should follow centre policy in terms of how many marks below the pass mark constitute remediation, but the following could be a guideline for standardisation purposes;

- ◆ Learners who achieve 17–19 marks in the planning stage will be allowed to remediate. Any learner achieving 16 or less must submit a brand new planning stage.
- ◆ Learners who achieve 12–14 for the development and evaluation stages will be allowed to remediate. Any learner achieving 11 or less must submit brand new development and evaluation stages.

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 tutor support that has been 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 reassessment of that stage wherever practicably possible.

**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. This health issue should be linked to the types of conditions encountered in the learner's placement. One sociological theory and one psychological theory should then be discussed and linked to the identified health issue and social influences.

The development stage this is where the chosen patient should be introduced together with a brief medical and social history. Relevant social influences, preferably those previously described in the planning stage, should then be discussed in relation to the chosen patient. 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 psychological theory to the patient in the development stage but it is not necessary to explain the theory again. If the theory described in the planning stage does not relate to the chosen patient, the learner can apply an alternative theory but they will have to also explain that theory.

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

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

Changes to each stage have been reflected in the amended word limits for all 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 graded unit process.

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. If this approach is adopted 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.

If a learner fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project ie, all stages are undertaken using significantly different activity, assignment, case study, etc. In this case, a learner's grade will be based on the achievement in the re-assessment, if this results in a higher grade. This will only be possible however, if the placement requirements necessary for the completion of the brand new submission can be put in place.

### 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.

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

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

Project stage	Minimum evidence requirements	% mark allocation
Stage 1 — Planning	<p>Produce a generically written plan which includes a description of:</p> <ul style="list-style-type: none"> <li>◆ a current health issue in Scotland that relates to a condition common in your placement area</li> <li>◆ social influences on health and wellbeing relevant to the development to this health condition</li> <li>◆ discussion of relevant epidemiology and statistics</li> <li>◆ link to one sociological theory and explain the theory</li> <li>◆ one relevant psychological theory</li> <li>◆ description of the therapeutic relationship</li> <li>◆ relevant values and skills</li> <li>◆ appropriateness of activity</li> <li>◆ required resources</li> <li>◆ aims, objectives of the activity a coherent, step by step approach to the activity to meet the aims and objectives</li> <li>◆ examination of own role and responsibilities with regard to the activity</li> <li>◆ application of person-centred care</li> <li>◆ risks (safe practice)</li> <li>◆ dates for submission of each stage</li> </ul> <p>In addition, the plan must be academically written and referenced.</p>	40
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the planning stage.</i></p>	

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

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

Project stage	Minimum evidence requirements	% mark allocation
Stage 2 — Development	<p>Learners should introduce the patient and give a brief medical and social history and an account of the activity showing that they can:</p> <p>Plan and organise work and carry out the activity through to completion, with reference to:</p> <ul style="list-style-type: none"> <li>◆ assessment of current health and wellbeing needs using an appropriate model of nursing</li> <li>◆ discussion of social influences and one psychological theory relating to the patient</li> <li>◆ application of person-centred care</li> <li>◆ application of the therapeutic relationship and relevant values and skills</li> <li>◆ consent from patient/client or appropriate others</li> <li>◆ coherent account of the activity according to the plan</li> <li>◆ appropriate use and management of resources</li> <li>◆ management of risks related to the activity</li> <li>◆ relevant legislation and policies relating to safe practice</li> <li>◆ links to professional codes of conduct and standards</li> <li>◆ activity verified by placement supervisor as an authentic record of what actually took place (no mark allocated)</li> </ul> <p>In addition, the development stage must be academically written and referenced.</p>	30
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the development stage.</i></p>	



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

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

Project stage	Minimum evidence requirements	% mark allocation
Stage 3 — Evaluation	<p>Produce an evaluation of the activity which includes:</p> <ul style="list-style-type: none"> <li>◆ reflection on own practice using an appropriate model in planning and carrying out the activity</li> <li>◆ identification of any challenges encountered during the planning and developing stages and what action was taken to overcome</li> <li>◆ effectiveness of the original plan in terms of fulfilling the aims of the activity, identifying any gaps or omissions</li> <li>◆ patient/significant others feedback</li> <li>◆ team/placement supervisor feedback</li> <li>◆ suggest achievable and realistic amendments to the activity to improve future practice</li> <li>◆ indication of how the plan and development stage have integrated knowledge, theory and practice to deliver effective patient centred care.</li> <li>◆ a description of knowledge and skills gained from undertaking five units in the HNC</li> <li>◆ review of academic writing and referencing skills</li> <li>◆ identification of any new learning and its impact on future practice</li> <li>◆ link practice to professional codes of conduct and standards</li> </ul> <p>In addition, the plan must be academically written and referenced.</p>	30
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the evaluation stage.</i></p>	

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

**Graded unit title:** Healthcare Practice: 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 who produce relevant evidence over and above that specified in the minimum evidence requirements should be awarded higher marks. 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 reassessment should be carried out in line with the centre's own assessment policy.

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

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

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

Following completion of each stage and the **application of the guidelines identified above**, 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 if reasonably practicable. 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, remediation or re-assessment, however assessors must apply the **grade related criteria** when grading any submission.



## Higher National Project-based Graded Unit Support Notes

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

### Guidance on approaches to delivery and assessment of this graded unit

Undertaking the graded unit should coincide with the learner's placement experience. The graded unit cannot be completed retrospectively. Ideally the graded unit will fall towards the end of the HNC but this is not always possible, the learner must have successfully completed or be working towards successful completion of all of the HNC units before undertaking the graded unit. The learner should not be credited with having passed the graded unit before all other HNC units are successfully completed. As the graded unit is an assimilation of all of the knowledge, understanding and skills application gained throughout the HNC it should not be possible for learners to have achieved the graded unit whilst having failed the course.

#### 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 learners.

#### Project Stage: Stage 1 — Planning

It is suggested that this stage should be between 1,500 and 1,700 words. This stage is worth 40 marks. The learner must achieve all of the minimum evidence specified in the evidence requirements to pass the planning stage.

Up to 14 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 associated epidemiology and appropriate statistics. The learner should also discuss one related sociological theory. To achieve high marks, the learner 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 describing one relevant psychological theory that has impacted the identified health issue. The learner must apply the theory to the health issue in a realistic way. Furthermore, the learner must describe and explain the importance of the "therapeutic relationship" in working individuals affected by this health issue and outline the values and skills which could be utilized to promote a therapeutic relationship.

## Higher National Project-based Graded Unit Support Notes (cont)

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

**Up to 16 marks** for the appropriateness of the selected activity. Learners should give details of what they plan to do and how they will do this. The aims and objectives of the activity should be clearly stated and the learner must detail the steps they will follow to undertake the activity. A list of the resources required for the activity must be included. The learner's own role and responsibilities with regard to the activity must be discussed as well as the application of patient-centred care. The risks associated with the activity should be described, this can include risks to the learner as well as the patient. The submission dates for the planning, development stages should be identified.

### **Project Stage: Stage 2 — Developing**

It is suggested that this section should be between 1,250 and 1,500 words.

This stage is worth 30 marks. The learner 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 13 marks** will be allocated for an introduction to the patient, a brief medical and social history and an assessment of their current needs using an appropriate model of care. The social influences discussed in the planning stage must now be related to the patient, if these have no relevance for the patient then more pertinent social influences should be discussed. The learner must apply the psychological theory discussed in the planning stage to the patient, however if this is not applicable to the patient then again, a more relevant psychological theory can be discussed. In this case, however, a description of the new theory must be included, although this could be as an appendix. The learner should then discuss the development of the therapeutic relationship in supporting the patient together with a description of the necessary values and skills.

The learner should present a clear understanding and application of person-centred care throughout and there should be a description of the learner's own role and responsibilities with regard to the activity.

Learners who make poor links and connections between the activity, concepts and theories should be awarded lower marks. It is expected that learners who achieve high marks will have selected the individual/client and activity in consultation with the placement supervisor and academic tutor. Permission should also have been gained from the individual patient/client or their significant others where appropriate.

**Up to 14 marks** for showing that the activity has been followed through according to the plan. To achieve high marks the learner must provide an accurate and detailed description of the steps they took to complete the activity. This should reflect any challenges or deviations from the plan that actually took place. It is not expected that the description should be of a perfectly executed activity, rather that it is a true reflection of what occurred, identifying any gaps or omissions or unexpected events that the learner had to deal with.

Learners 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. Learners 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.

## Higher National Project-based Graded Unit Support Notes (cont)

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

The learner should describe how they managed the materials and resources. The materials used should be appropriate to the activity and reference should be made to associated risks and safe practice requirements and adherence to relevant identified legislation and policies. The placement supervisor must provide written confirmation that the activity was carried out as reported. No marks will be awarded for this.

**Up to 3 marks** Links must be made to professional codes of conduct and standards whilst carrying out the activity.

### **Project Stage: Stage 3 — Evaluating**

It is suggested that this section should be between 1,250 and 1,500 words. This stage could be carried out under supervised conditions with the learners allowed to use 300 words. These notes must be submitted at the end of the assessment.

This stage is worth 30 marks. The learner must achieve the minimum criteria specified in the evidence requirements to pass the evaluating stage. The evaluating stage is assessed by a reflective evaluation report.

**Up to 10 marks** should be given to those learners who are able to reflect on the quality of their own work throughout the planning and development stages using an appropriate model of reflection.

Any challenges encountered in undertaking the project should be described and any remedial action or modifications taken should be evaluated. These challenges could be academic or placement in origin.

The learner should provide a discussion of the strengths and weaknesses of the original plan and analysis of whether the plan was sufficient in meeting the aims and objectives of the activity/task. Any gaps or omissions in the original plan must be described along with the action taken to fill them. The learner can use feedback from the individual patient/client or significant others and from members of the care team in evaluating the activity. This feedback could be in the form of a questionnaire, objective evaluation, written or oral, which evidences feedback from the participant(s) or the placement supervisor.

**Up to 16 marks** should be given for the review of the whole project including any modifications and recommendations for future planned activities. The learner who does this should achieve high marks. A learner who makes some suggestions but does not relate them to the plan or development should receive a pass mark.

The learners should describe how both the planning and development stages have integrated knowledge, theory and practice to deliver effective patient-centred care

The learner must identify the way the project integrates knowledge and understanding from five units of the HNC. High marks must be awarded if they are able to describe the integration of theory to practice throughout the project. In addition, the learner should reflect on improvements in their academic writing and referencing skills. A learner who does not address all of the above areas should not pass this section

**Up to 4 marks** should be given for identification of new learning and its impact on future practice. In addition, learners are expected to discuss realistic and achievable actions to improve practice. The learner should evaluate their practice against relevant professional codes of conduct and standards.

## History of changes to unit

Version	Description of change	Date

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## General information for learners

### Graded unit title: Healthcare Practice: Graded Unit 1 (SCQF level 7)

This unit has been designed to allow you to integrate your learning across the units of the HNC Healthcare 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 three 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 learner has had 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 learner 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

#### Stage 1: Planning — 40 marks

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 learner's placement.



## General information for learners (cont)

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

This must include:

- ◆ a current health issue in Scotland that relates to a condition common in your placement area
- ◆ social influences on health and wellbeing relevant to the development to this health condition
- ◆ discussion of relevant epidemiology and statistics
- ◆ link to one sociological theory and explain the theory
- ◆ one relevant psychological theory
- ◆ application of the therapeutic relationship
- ◆ relevant values and skills
- ◆ appropriateness of activity
- ◆ required resources
- ◆ aims, objectives of the activity a coherent, step by step approach to the activity to meet the aims and objectives
- ◆ examination of own role and responsibilities with regard to the activity
- ◆ application of person-centred care
- ◆ risks (safe practice)
- ◆ dates for submission of each stage

### **Stage 2: Developing** — 30 marks

Carry out the activity through to completion with reference to:

- ◆ assessment of current health and wellbeing needs using an appropriate model of nursing
- ◆ discussion of social influences and one psychological theory relating to the patient
- ◆ application of person-centred care
- ◆ application of the therapeutic relationship and relevant values and skills
- ◆ consent from patient/client or appropriate others
- ◆ coherent account of the activity according to the plan
- ◆ appropriate use and management of resources
- ◆ management of risks related to the activity
- ◆ relevant legislation and policies relating to safe practice
- ◆ links to professional codes of conduct and standards
- ◆ activity verified by placement supervisor as an authentic record of what actually took place (no mark allocated)

### **Stage 3: Evaluating** 30 marks

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

## General information for learners (cont)

**Graded unit title:** Healthcare Practice: Graded Unit 1 (SCQF level 7)

You should evaluate the activity with reference to:

- ◆ reflection on own practice using an appropriate model in planning and carrying out the activity
- ◆ identification of any challenges encountered during the planning and developing stages and what action was taken to overcome
- ◆ effectiveness of the original plan in terms of fulfilling the aims of the activity, identifying any gaps or omissions
- ◆ patient/significant others feedback
- ◆ team/placement supervisor feedback
- ◆ suggest achievable and realistic amendments to the activity to improve future practice
- ◆ indication of how the plan and development stage have integrated knowledge, theory and practice to deliver effective patient centred care
- ◆ a description of knowledge and skills gained from undertaking five units in the HNC
- ◆ review of academic writing and referencing skills
- ◆ identification of any new learning and its impact on future practice
- ◆ link practice to professional codes of conduct and standards

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

- ◆ *Safe Working Practice*
- ◆ *Therapeutic Relationships: Understanding Behaviour*
- ◆ *Professional Standards for Care Practice*
- ◆ *Sociology and Health in Scotland*
- ◆ *Clinical Skills for Care Practitioners*
- ◆ *The Human Body in Health and Illness*
- ◆ *Understanding Personal and Professional Development*
- ◆ *Exploring Mental Health*

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.