Project Assessed Course

X01E 11   Health and Safety in a Care Setting Intermediate 2

Valid from August 2007

External Assessment

1st Edition: November 2007

Contents

Appendix

1   Project Assessed Course — Overview

This specification is in two parts. The first part, the main body of the specification, provides the template for the definition and assessment of the Project Assessed Course. The second part, contained in an appendix, comprises the project briefs; additional support notes for candidate guidance; marking checklists and invigilation declaration.

This Project Assessed Course centres around a project brief which is chosen from a selection of three. The Project Assessed Course integrates the knowledge and understanding gained in the individual Course Units. The integrated nature of the project has several advantages. Depth of understanding can be consolidated and there are opportunities for additional integrated or applied learning. The project represents an opportunity for candidates to develop and apply skills relating to:

♦   Planning
♦   Researching relevant background information
♦   Application of knowledge to a given situation (the specific project brief chosen by the candidate)
♦   Problem solving
♦   Evaluation

Candidates will be best prepared to undertake the project when they have completed the component Units of the Course so that they can make full use of the knowledge and understanding gained in the Units.

The component Units are:

♦   Maintaining Safety in a Care Setting
♦   Prevention of Infection
♦   Healthy Eating in a Care Setting

Assessment will be based on the outcome of the project. An overall grade (A, B or C) will be determined by assessment of each candidate's performance in producing the project. This assessment will be subject to external marking. To gain the Course award, candidates must pass all three component Units of the Course as well as the externally marked project.

The project has been devised to allow candidates to achieve any grade across the range.

Candidates are provided with a choice of three project briefs from which they select one brief.

They are expected to demonstrate attainment relating to:

♦   Planning the steps and timescale they will take to cover all the requirements of the chosen brief
♦   Researching relevant background information
♦   Applying their research to the chosen brief
♦   Evaluating their learning through carrying out this project

Candidate evidence is required as follows:

♦ Planning
♦ Relevant background research
♦ Application of research to the given case study
♦ Evaluation of candidate's learning process

2   Recommended Entry

Candidates should have completed the Units in the National Course prior to embarking on the external assessment. However, there may well be candidates who, for whatever reason, choose to undertake the external assessment on a stand-alone basis. Any such candidates who have not completed or embarked upon the National Course Units *prior* to undertaking the external assessment should have demonstrated attainment in (and/or attained) the following qualifications:

♦   Care (Intermediate 2) Course or Units

and

♦   A Unit or Units which deal with Health and Safety

Candidates who achieve the external assessment will not be certificated for the Course until they have successfully completed the Units.

3   Overview of Project Brief

The detailed project briefs are given in Appendix A. Candidates select one brief from a choice of three. Each brief allows candidates to produce:

♦   A plan and timescale for the overall project
♦   An appropriate product/products relevant to the specific brief
♦   An Evaluation of the effectiveness of their learning in terms of planning and carrying out the project

4   Outcome Coverage

Course structure		
Unit title	**Credit value**	**Unit number**
Maintaining Safety in a Care Setting	1.0	F1P2 11
Prevention of Infection	1.0	DM5P 11
Healthy Eating in a Care Setting	1.0	F1P1 11

All external assessments for Project Assessed Courses cover a minimum of two thirds of the Outcomes from the component Units.

There is no requirement for any centre to directly evidence the coverage of Outcomes as this is implicit in the project brief.

The Outcomes for the project briefs are drawn from those below, and may vary across project briefs.

Unit: Maintaining Safety in a Care Setting
1. Explain how specific legislation is used in maintaining safety in a variety of care settings
2. Describe health and safety responsibilities within specific care settings
3. Carry out a risk assessment relevant to maintaining the safety of service users, staff and others in a specific care setting

Unit: Prevention of Infection
1. Describe the main groups of pathogenic organisms which currently cause disease in the UK
2. Explain the entry of pathogens into the body and spread of infection
3. Explain how the spread of infection can be prevented

Unit: Healthy Eating in a Care Setting
1. Explain how a balanced diet contributes to a person's health and well-being
2. Explain good practice related to purchasing, storing and preparing foods and its importance in a care setting
3. Investigate ways to meet and support the dietary needs of individual service users.
4. Plan an appropriate one day menu for a selected service user

It is strongly advised that candidates should have completed the assessments for the individual component Units before undertaking the external assessment.

5   Subject related Knowledge and Skills

The project allows candidates to further develop their knowledge and skills in relation to the areas listed below:

- Understanding how service users' needs may be met
- Understanding the importance of interpersonal skills
- Conducting research using a variety of methods
- Managing time effectively
- Planning
- Selecting and organising researched material
- Applying prior learning and project research to a given situation
- Creating a bibliography
- Presenting a coherent piece of work
- Evaluating their own learning

Specific knowledge:

- Infection control measures
- Safety management
- Dietary advice

6   Candidate Evidence Requirements

General information

The three stages of the Project Assessed Course in Health and Safety in a Care Setting at Intermediate 2 level are:

♦   Planning
♦   Developing
♦   Evaluating

Some of the evidence must be produced under invigilated conditions. **It is the centre's responsibility to evidence that candidate's work was produced under such conditions**. Candidates should be reminded that producing work significantly exceeding the given word count will incur penalties with a reduction of 10 marks for that part of the project.

Planning

Candidates must be shown the project brief before beginning the plan.

The project should be undertaken by small groups.

Each group member must produce an individual plan outlining the proposed contribution of their own personal contribution to the overall brief. Group discussion to allow agreement on the division of tasks and agreed timescales, etc. should take place before the plan is written up.

Candidates must produce between a 250 to 300 word plan of action. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

In the plan candidates should:

♦   Make clear which brief they have chosen
♦   Provide an explanation for their choice of brief
♦   Identify sources of information and methods of gathering information to allow them to carry out the brief
♦   Establish a realistic timescale for the project showing when each step in the process will take place

The plan of action should be produced in a supervised environment.

Group members may communicate with each other when producing their plans but each plan must be tailored to the candidate's own project and should relate to the work to be carried out by the individual candidate. In the event that one candidate is left to work on their own because other members have decided not to continue with the project, this should be noted in the log and in the evaluation sections. Such candidates will not be disadvantaged.

The work produced should always be the candidate's own. However, teachers/lecturers are expected to provide candidates with advice, guidance and constructive criticism as necessary when they are devising their plans. It is important to note that as the plan underpins the rest of the project, centres should ensure that no candidate proceeds to the development stage until they have produced a plan that is potentially workable. **It is also important to note that the plan should not be written retrospectively.**

The level of support candidates need to get underway with the project planning will vary from candidate to candidate. Where substantial support has to be offered to a candidate, this will affect the marks allocated to the planning stage. This should not inhibit centres from providing constructive comment nor the candidate from acting on their own initiative and taking on board the advice. In some cases, however, the level of support and intervention needed may be more than that which would normally be seen as reasonable and so the authenticity of the candidate's work may be called into question.

If the level of input needed from the teacher/lecturer is above normal (for example, the quality of the plan is such that it would mean that the project would be unworkable if the plan was not revised) then candidates cannot score more than 50% of the marks allocated to planning.

It is therefore essential that the teacher/lecturer completes and signs the declaration on the flyleaf provided by SQA indicating the level of support given.

Developing

Candidates should produce evidence that the brief has been carried out and the presenting centre should verify that the work produced is the candidate's own effort.

This is particularly important as it is essential that each group member's work is verified as their own work. (see below).

Brief 1
Candidates will produce a care plan covering the required elements of the brief.

Brief 2
Candidates will produce display material suitable for passing information to the relevant service user group and an information leaflet/fact-sheet for staff.

Brief 3
Candidates will produce two information documents in the form of fact-sheets, or leaflets, one for staff and one for parents/carers, covering the required elements of the brief.

For all three briefs, candidates will also submit the documentation attesting to the authenticity of their submission as their own work. This will be verified by the submitting centre. There is additional documentation attesting to the individual contribution of each group member to the overall project. This must be verified by the submitting centre.

Evaluating

Candidates must produce an evaluation report which should:

♦ Review and assess the effectiveness of their plan and timescale including how they dealt with any unforeseen events
♦ Review and assess their background research – in terms of appropriateness of information gathered, effectiveness of methods of research
♦ Review their own performance in terms of the learning which took place - skills/knowledge/understanding which has been gained/developed

The evaluation report should be approximately 650-750 words in length. The report should be produced in centre-invigilated conditions although candidates may carry out the preparation beforehand.

Candidates should be allowed up to two hours to produce the evaluation report. Candidates should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent allowed) which they have prepared, into the room with them.

They should not be allowed to take a draft of the evaluation report into the room with them. The centre has the responsibility for ensuring that the notes brought in are the candidate's own work and these notes should be submitted with the candidate's work.

Centre's may use the declaration in Appendix C or devise one of their own, to confirm the above.

7 Allocation of Marks and Assessment Arrangements

General information

The assessment evidence for this Project Assessed Course is internally estimated either using an internally devised marking scheme or the marking scheme provided by SQA (See Appendix B).

It is important that the internally marked marking scheme is submitted with the candidate's work. If the marking scheme is not submitted and the project not given an internally estimated mark, then an appeal will not be possible.

Centres are reminded that NAB evidence from the component Units of the Project Assessed Course are not eligible as appeal evidence since they do not show the integration of knowledge and understanding across the Units.

The submitted project will be externally marked by SQA.

The total mark for the Course Project is 200. This large mark allocation makes it easier to discriminate effectively between performances of candidates across the various parts of the assessment. These marks will be allocated to assessment evidence from the three Course Project stages as follows:

♦ **Planning**   20

♦ **Developing**   150

♦ **Evaluating**   30

Table A

Planning		Marks
Evidence	Plan of action 250-300 words *or* equivalent	**20 marks**
Conditions of external assessment	Supervised Centre estimated using marking scheme	
Who assesses it?	To be sent to SQA for marking	

Developing		Marks
Evidence	Checklists Teacher/lecturer report and record or evaluation of individual candidate's effort/contribution	**150 marks**
Conditions of external assessment	Supervised Centre estimated using Marking Scheme	
Who assesses the evidence?	Centre confirmation of authenticity of Candidate's work. This confirmation and the 'product' (depending on the specific project brief) to be sent to SQA for marking	

Evaluating		Marks
Evidence	Evaluation report 650-750 words *or* equivalent	**30 marks**
Conditions of external assessment	Centre-invigilated up to two hours Centre estimated using Marking Scheme	
Who assesses it?	To be sent to SQA for marking	

It is important that candidates know that they will be penalised for submitting evidence that significantly exceeds the stated word count.

8   Grade Descriptions — general information

General Information

The aspects which are considered in determining the grade of award for this Project Assessed Course at Intermediate 2 are:

♦   Interpretation of the project brief
♦   Cohesiveness of project
♦   Consolidation and integration of knowledge and understanding from the Course Units

1   Interpretation of the Project Brief

Marks will be awarded for:

♦   Accuracy of interpretation
♦   Relevance of research to the chosen project brief
♦   Understanding of the issues raised to the chosen project brief
♦   Application of knowledge, skills and researched information to the chosen project brief

2   Cohesiveness of the Candidate's Project

This project has the following component parts; plan, research for brief, production of material required by the brief and evaluation. Each component part has associated criteria which detail the requirements for that part. The quality of performance in linking the component parts of the project will contribute to the grade awarded to that candidate.

3   Consolidation and Integration of Knowledge and Understanding from the Course Units

Marks will be allocated throughout the project and will reflect:

♦   Accuracy of knowledge
♦   Complexity of knowledge
♦   Relevance of knowledge to component parts and set tasks

To underpin this assessment system there are criteria to which marks are pegged, against which the candidate evidence from each of the three Project Assessed Course stages is assessed. The use of such mark categories linked to broad criteria, allows for the aggregation of the various parts of the assessment which do not necessarily have the same weighting in the overall grade. *Table B* below outlines the general criteria used to assess the candidate's evidence. The overall grade for the Project Assessed Course is determined by the total mark.

Project Assessed Course

Table B

Intermediate 2			Plan of action	Research-based report, case study report, conclusions and recommendations	Evaluation
Levels of performance: Broad level-related criteria		Equivalent to	Mark range	Mark range	Mark range
Content and scope: Treatment:	Appropriate for level Excellent	Upper A 85%-100% (Band 1)	18–20	127–150	26–30
Content and scope: Treatment:	Appropriate for level Consistently thorough	Lower A 70%-84% (Band 2)	15–17	105–126	21–25
Content and scope: Treatment:	Appropriate for level Thorough in parts	B 60%-69% (Band 3 & 4)	12–14	90–104	18–20
Content and scope: Treatment:	Appropriate for level Adequate	C 50%-59% (Bands 5 & 6)	10–11	75–89	15–17
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level adequate only in parts Basic for level Thorough	D 45%-49% (Band 7)	8–9	60–74	12–14
Content and scope: Treatment: OR Content and scope: Treatment:	Appropriate for level Generally poor Basic for level Adequate or poor	Fail 44% & below (Band 8 & 9)	<8	<60	<12

Note:

Content and scope: defined as how appropriately or otherwise the candidate interprets the level of demand for the specification

Treatment: defined as how successfully or otherwise the candidate tackles the project.

9   Grading and Marking — detailed information

The project is externally assessed by SQA using a detailed marking scheme (Appendix C).

The SQA marker will select a grade appropriate to the candidate's performance using the grade criteria given in Table C and matching this to the mark allocated using the marking scheme.

It is helpful to candidates if the centre estimated marking is done using the same process and a detailed marking checklist is submitted with each candidate's project.

To complete the internal marking process for estimates, internal assessors are expected to:

♦   Be familiar with and apply the broad criteria outlined in *Tables B and D*
♦   Use the marking scheme to assess the candidate's work
♦   Follow the internal verification processes within their centre (see section on internal verification below)
♦   Aggregate the internally verified marks for each candidate. That gives a total mark out of 200
♦   Divide that total mark by 2 to give a percentage
♦   Convert the overall percentage mark for each candidate to an estimate band using *Table C*
♦   Check the grade given against the grade descriptions. This is to ensure that candidates have effectively integrated each stage of the project and that the overall grade is a fair reflection of the candidate's work. The grade descriptions are a touchstone against which grades can be checked.

Table C

% Mark Range	Grade		Band (for estimates)
85–100	A	(upper)	1
70–84	A	(lower)	2
65–69	B	(upper)	3
60–64	B	(lower)	4
55–59	C	(upper)	5
50–54	C	(lower)	6
45–49	D	(near miss)	7
40–44	Fail		8
Less than 40	Fail		9

♦   Check the grade already given to candidates against the grade descriptions tabled below, (Table D). This is to ensure that candidates have effectively integrated each stage of the project brief
♦   Table E explains how to consider candidate evidence in relation to specific content and subject related knowledge. Please use the grade descriptions as a touchstone against which grades can be checked
♦   Provide estimates as bands.

Grade Descriptions for a Project Assessed Course at Intermediate 2

Table D

A	B	C
Content and scope appropriate for Intermediate 2		
And looking at the evidence as a whole:	**And looking at the evidence as a whole:**	**And looking at the evidence as a whole:**
A project at Grade A: ♦ is a seamless, coherent piece of work in which evidence for the three essential phases of the project is produced to a high standard and is quite clearly inter-related. ♦ is a piece of work to which candidates have brought an accurate and insightful interpretation of the project brief. ♦ is very focused and relevant to the content of the Units. ♦ is very clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content. ♦ is a piece of work which effectively consolidates and integrates knowledge, understanding and skills from the Course Units. ♦ contains evidence that knowledge and skills have been applied to complex situations/contexts/data.	A project at Grade B: ♦ is a well co-ordinated piece of work in which evidence for the three essential phases of the project is produced to a good standard and is inter-related, in most respects. ♦ is a piece of work to which candidates have brought an accurate interpretation of the project brief. ♦ is fairly well focused and relevant to the content of the Units. ♦ is clear and mostly well-structured throughout and language used is of a good standard in terms of level, accuracy and technical content. • is a piece of work which satisfactorily consolidates and integrates knowledge, understanding and skills from the Course Units. ♦ contains evidence that knowledge and skills have been applied to situations with varying degrees of complexity.	A project at Grade C: ♦ is a reasonably well co-ordinated piece of work in which evidence of the three essential phases of the project is produced to an adequate standard and is fairly well inter-related. ♦ is a piece of work to which candidates have brought an acceptable interpretation of the project brief. ♦ is fairly well focused and relevant to the contents of the Units ♦ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content. ♦ is a piece of work in which consolidation and integration of knowledge, understanding and skills from the Course Units may lack some continuity and consistency. ♦ contains evidence that knowledge and skills have been applied generally to straightforward contexts, situations and data.

Table E

Assessable element	At Grade A	At Grade B	At Grade C
Planning Rationale for choice of brief	Detailed rationale linking to Units studied, personal interest, current developments, media interest	Sound reasons relating to Units chosen, personal interest	Basic reasons relating to Units studied
Identifies appropriate sources of information	Wide range of sources of information identified	Good range of sources of information identified.	Basic range of sources of information identified
Timescale	Realistic timescale	Reasonable timescale	Timescale which may present a few difficulties
Individual contribution	Thorough breakdown of individual roles/tasks	Reasonable detail of individual roles/tasks	Basic outline of individual roles/ tasks
Development Product of Brief	High quality of product with clear layout; evidence of detailed relevant research; application of research to brief is accurate, relevant and extensive	Reasonable quality of evidence of layout: evidence of relevant research; application of research to brief is relevant.	Basic quality of product with reasonable layout; evidence of basic relevant research; application of research to brief is basic.
Centre verification of candidate's work	Centre verified high level of commitment and participation	Centre verifies good level of commitment and participation	Centre verifies adequate level of commitment and participation
Bibliography	Well presented and comprehensive	Satisfactory presentation covering good range of sources	Basic list showing adequate range of sources
Evaluation Review of planning and timescale	Thorough review recognising strengths and weaknesses	Satisfactory review with identification of some strengths and weaknesses	Basic review with limited identification of strengths and weaknesses
Review of research appropriateness/ methods/ agencies	Thorough review recognising strengths and weaknesses in all areas and suggesting possible improvements	Satisfactory review with some recognition of strengths and weaknesses and improvements	Basic review with limited recognition of strengths and weaknesses and basic comment on improvements
Review of personal learning – skills knowledge and understanding	Thorough review recognising strengths and weaknesses and suggesting improvements	Satisfactory review recognising most strengths and weaknesses and some suggestions for improvements	Basic review with limited recognition of strengths and weaknesses and limited suggestions for improvements.

10   Internal verification

The internal verifier oversees:

♦   The internal verification process to ensure consistency of judgement or *reliability of assessment*. This process will vary according to the nature of the evidence and the number of assessors and sites. It is likely to involve agreement trials and/or Marker standardisation. The internal verifier should be a specialist in the subject. (It may be helpful in the first few years of these Project Assessed Courses to do a cross-subject verification of samples of like parts such as the plans and evaluations. Such additional cross-subject internal verification is however not mandatory.)

♦   A consideration of whether, in some cases, candidates with similar overall marks/bands have been fairly treated. For example, some candidates may have produced more fully integrated projects than others. This may lead to a reconsideration of marking of the individual components for some candidates.

♦   Finalisation of estimate grades and submission of candidate evidence. A form will be available for this purpose.

(See *Guide to Assessment and Quality Assurance for Colleges of Further Education,* SQA August 2003 for further information relating to internal verification).

11   Ensuring evidence is authentic

The centre should ensure that all aspects of the project are the candidate's own work. It is important therefore that the centre adheres to the instructions relating to supervision and centre invigilation.

It is also important that the centre ensures that the SQA flyleaf and appropriate declarations are completed and included with the candidate's completed project.

The centre should ensure that the set of notes which the candidates are allowed to take into the invigilated session for evaluation are submitted with the candidate's completed project.

The centre should ensure that the documentation relating to the authenticity of the candidate's work is completed and submitted with the project 'product'.

The documentation verifying the candidate's contribution to the group must be completed and submitted with the project. (See Appendix C).

12   Core Skills

It should be noted that this project, in common with other Project-based Courses, follows the planning/developing/evaluating cycle. As a result of this the successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 2.

13 Re-assessment of Outcomes in individual Course Units

Since all the Units of the Course are assessed by NAB materials, it is not possible for aspects of the project to be used for re-assessment of individual Course Units.

Appendix A

Health and Safety in a Care Setting

PROJECT ASSESSED COURSE

PROJECT BRIEF

Candidate Guide

Project Brief

This Project Assessed Course requires you to select one project brief from a choice of three. Each brief has three stages namely, Planning, Developing and Evaluating.

In each stage there are set tasks. You must ensure you complete all of the set tasks. To help you, a checklist is included. You are expected to select one of the project briefs and then to undertake research and use your knowledge to create the product required by the brief you have chosen.

You should read all three of the project briefs carefully before beginning to plan your project. This will help you decide what you need to research. More detail on what you need to include in your project is given in the sections below, especially the section *Developing Stage* which outlines the specific tasks you need to carry out.

Brief 1

Draw up a simple care plan for a new service user in a nursing home. The service user has heart problems and diabetes and is obese. He has had a leg amputated, is a wheelchair user and requires help with personal care tasks such as toileting and bathing.

Your care plan should cover:

♦ **Introduction to the service user. (Never give the service user's real name if you base your project on a real person)**
♦ **Description of the service user's current health needs**
♦ **Advice on diet to help with the service user's obesity and reduce associated health problems**
♦ **Advice for staff on care of the service user's personal hygiene needs**
♦ **Advice for staff on preventing infection when dealing with the service user's personal hygiene needs**
♦ **Advice for staff on safety when carrying out personal tasks with the service user.**

Care Plan

This means you will need to investigate care plans and find out what a simple care plan contains and how it is laid out.

♦ The evidence you will send to SQA will be a completed care plan for the service user in your project brief.

As you carried out the task as part of a group, your centre will submit evidence that you gained knowledge and understanding about all parts of the project and not just your own individual part of it.

Your teacher/lecturer may do this by asking you some questions about the areas of the project covered by the other group members.

Brief 2

You are working in a supported housing setting with service users who have learning disabilities. They have recently moved out of long-stay hospital type accommodation and all of them show signs of institutionalisation. They have never had to cook for themselves before. They have always been supervised for personal care tasks such as bathing and showering.

An outbreak of the winter vomiting virus has broken out amongst the residents. You have to create a display to put up in the main foyer to explain the outbreak and what service users need to do to stop it spreading.

Your display should explain to the residents what to do if they take the virus and should cover:

♦ The signs and symptoms of the illness
♦ The importance of personal hygiene and how this links to spreading the infection to others
♦ Advice on diet during the illness
♦ Advice on diet during recovery.

You should also prepare a fact sheet for staff reminding them of:

♦ Measures to prevent the spread of the infection
♦ Measures they should take in working with a resident who has developed the virus.

Display for service users with learning disabilities and information sheet for staff

Do not send in your display materials to SQA.

♦ A photograph of the display is a good way of showing that you carried out the task. Your centre will also send in a checklist confirming that you set up a display.
♦ You must send SQA a copy of your information sheet for staff

As you carried out the task as part of a group, your centre will also submit evidence that you gained knowledge and understanding about all parts of the project and not just your own individual part of it.

Your teacher/lecturer may do this by asking you some questions about the areas of the project covered by the other group members.

Brief 3

You are working in an early education and childcare setting where there is an outbreak of chickenpox.

Draw up information for parents/carers to let them know what to look out for and how to deal with a child who develops the illness.

Your information should include:

♦ **How to recognise the illness**
♦ **How to make the child comfortable during the illness**
♦ **Diet for the ill child**
♦ **Diet during recovery**
♦ **When to allow contact with other children**
♦ **Hygiene issues dealing with a sick child.**

You should also draw up a fact sheet for staff reminding them of:

♦ **Their responsibilities if the child shows symptoms at nursery**
♦ **Who to contact/inform**
♦ **Preventing infection spread to others**

Information for parents/carers and separate information for staff

You must send SQA a copy of the two different information sheets you produce.

As you carried out the task as part of a group, your centre will also submit evidence that you gained knowledge and understanding about all parts of the project and not just your own individual part of it.

Your teacher/lecturer may do this by asking you some questions about the areas of the project covered by the other group members.

Planning Stage

You must produce a 250-300 word plan of action. In the plan you should:

♦ Make clear which of the three project briefs you have chosen and give reasons for your choice
♦ Identify possible methods of research you might use to gather the information you need (eg the internet, libraries, etc.) and the various agencies you might contact
♦ Set a timescale for the various tasks you need to do to ensure your project is completed on time
♦ As you are doing the project as a member of a small group, you should make clear your own responsibilities to the overall project.

Developing Stage

This is the main body of your project and it has two component parts:

1 The product of your project. This depends on the brief you choose.
2 Evidence provided by your centre to say that you genuinely produced this work.

Your centre has to assure SQA that you, as an individual, have knowledge and understanding across the full project and not just relating to your own part of it.

Evaluation

This is the final part of your project and it allows you to assess what you think you have learned and whether you might do some things differently if you were to do the project over again.

You need to comment on the following:

Your plan
♦ Was the timescale realistic?
♦ Did everyone in your group carry out their responsibilities on time?

Your research
♦ Did you select the appropriate methods of research?
♦ Did you contact appropriate agencies?
♦ How did you use the knowledge gained from the Course Units?

Your learning
♦ What new knowledge and understanding have you gained from doing the project?
♦ Did you learn any new skills?
♦ What strengths and weaknesses were there in the way you tackled the project?

Conclusion
♦ Would you do anything differently if you were doing this project again?

Plan	Mark (Possible)
Rationale for choosing brief	4
Identification of tasks	4
Possible sources of information	4
Resources required to undertake the project	4
Timescale	4
Total marks	**20 marks**

Developing Stage	Mark (Possible)
Accurate interpretation of brief	10
Suitable layout and presentation	20
Accuracy of information given (See detailed mark sheet for each brief, for this element)	80
Account taken of service user group / individual needs	40
Total marks	**150 marks**

Brief 1	Mark (Possible)
Valid description of service user need	20
Relevant and accurate dietary advice on: ♦ Obesity ♦ Related health problems	10 10
Relevant and accurate advice for staff on dealing with personal hygiene of service user and preventing infection	20
Relevant safety advice for staff on dealing with obese service user with limited mobility	20
Total marks	**80 marks**

Brief 2	Mark (Possible)
Service user information ♦ Accurate signs and symptoms of illness	10
Service user information ♦ Relevant personal hygiene precautions ♦ Accurate explanation of link between these and possible spread of infection	10 10
Relevant and accurate advice for service user on diet ♦ During illness ♦ During recovery	10 10
Staff information on preventing spread of infection	15
Staff information on supporting service user with the illness	15
Total marks	**80 marks**

Brief 3	Mark (Possible)
Accurate signs and symptoms of illness	10
Relevant and accurate information for parents/carers on: ♦ Making ill child comfortable ♦ Diet during illness ♦ Diet during recovery	10 10 10
Relevant and accurate information for parents/carers on: ♦ Contact with others ♦ Hygiene issues when dealing with the sick child	10 10
Relevant and accurate information for staff on: ♦ Responsibilities if child takes ill in nursery ♦ Who to contact/inform ♦ Measures to prevent spread of infection	5 5 10
Total marks	**80 marks**

Evaluation	Mark (Possible)
Review of plan ♦ Choice of brief ♦ Timescale ♦ Task breakdown	3 3 3
Review of research ♦ Methods of research ♦ Usefulness of research	4 4
Review of own learning: ♦ Skills/knowledge/understanding developed ♦ Improvements which could have been made	8 5
Total marks	**30 marks**

Appendix B

Tutor Marking Checklist

This checklist should be used in conjunction with Tables D and E

There is a specific marking checklist for the Development section of each project brief

Marking Scheme

Plan	Mark (Possible)	Mark awarded by centre	Mark awarded by SQA
Rationale for choice of project brief ♦ Well reasoned ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	4 marks 4 3 2 0–1		
Appropriate breakdown of tasks (as individual or group) ♦ Comprehensive ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	4 marks 4 3 2 0–1		
Choice of research methods/ sources ♦ Comprehensive ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	4 marks 4 3 2 0–1		
Timescale ♦ Realistic ♦ Largely workable ♦ May pose some difficulties ♦ Unsatisfactory	4 marks 4 3 2 0–1		
Acknowledges resources required ♦ Comprehensive ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	4 marks 4 3 2 0–1		
Total marks	**20 marks**		

Developing Stage	Mark (Possible)	Mark Awarded by centre	Mark awarded by SQA
Accurate interpretation of brief ♦ Comprehensive ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**10 marks** 8–10 5–7 3–6 0–2		
Suitable layout and presentation ♦ Well presented ♦ Satisfactory presentation ♦ Basic presentation ♦ Unsatisfactory	**20 marks** 16–20 10–15 5–9 0–4		
Accuracy of information given (use detailed sheet for each brief given in Appendix A)	**80 marks**		
Account taken of service user group/ individual needs ♦ Clearly linked to service user needs ♦ Reasonable links to service user needs ♦ Basic links to service user needs ♦ Unsatisfactory	**40 marks** 31–40 21–30 10–20 0–9		
Total marks	**150 marks**		

Evaluation	Mark (Possible)	Mark Awarded by centre	Mark awarded by SQA
Review of plan Choice of brief ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**3 marks** 3 2 1 0		
Timescale ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**3 marks** 3 2 1 0		
Task breakdown ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**3 marks** 3 2 1 0		
Review of research Methods of research ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**4 marks** 4 3 2 0–1		
Usefulness of research ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**4 marks** 4 3 2 0–1		
Review of own learning: Skills/knowledge/understanding developed ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory • Improvements which could have been made ♦ Well reviewed ♦ Satisfactory ♦ Basic ♦ Unsatisfactory	**8 marks** 7–8 5–6 3–4 0–2 **5 marks** 5 4 2–3 0–1		
Total mark	**30 marks**		

Appendix C

Declaration of Invigilation and Authentication of candidate's work

Centre Number

Candidate Name

Candidate Number

(Please tick each box which applies)

I confirm that this candidate

Wrote their evaluation under invigilated conditions.

Had only one page of notes of no more than 200 words which I checked beforehand and confirm is the candidate's own work.

Carried out the project as a member of a group and has contributed satisfactorily to the overall work of the group.

The candidate has been questioned to ensure that they understood all elements of the project and not only the parts for which they were personally responsible.

The centre should provide evidence for this by using a centre designed checklist or the one provided by SQA.

Signature of Teacher/lecturer   Date