



Project Assessed Course

Care Practice — X01F 12

External Assessment Project Specification

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1 Project Assessed Course — Overview

This external assessment document should be read in conjunction with the Arrangements document.

This Project Specification provides the template for the definition and external assessment of the Project Assessed Course. The appendices contain the project templates, including the Working Document, and guidance notes designed to support both candidates and teachers/lecturers.

This Project Assessed Course centres on an activity planned by the candidate to attempt to meet the needs of a given service user or group of service users. This Course integrates the knowledge and understanding gained in the individual Course Units. The integrated nature of the project has several advantages. It offers the candidate a medium for displaying a depth of understanding particularly of service users' needs, and an opportunity to show how their own interpersonal skills contribute to the care of the service user. The project represents an opportunity for candidates to develop and apply skills relating to:

- ◆ Planning
- ◆ Researching relevant background information
- ◆ Application of knowledge
- ◆ Problem solving
- ◆ Negotiation
- ◆ Evaluation.

Candidates will be best prepared to undertake the project when they have spent some time within their placement provision and have grasped the requirements of the placement log which will offer much of the evidence for this Course.

The component Units are:

- ◆ *F1P0 12 Practical Skills for Carers (Higher)*
- ◆ *F1NY 12 Working as a Team in a Care Setting (Higher)*

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, the candidate must pass both component Units of the Course as well as the external assessment.

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

The project is concerned primarily with the planning of an activity designed to meet service users' identified needs, develop and implement that plan, and to evaluate the effectiveness of the project in terms of service user, service provider (Placement) and the candidate's progress and development in relation to *Practical Skills for Carers* and *Working as a Team in a Care Setting*.

Candidates will be required to undertake research to identify the needs of a service user or a group of service users and to:

- ◆ plan the steps and timescale they will take to cover all the requirements of the project
- ◆ research relevant background information
- ◆ apply their research to meeting the service users' needs, applying teamwork, meeting legislative requirements
- ◆ develop their plan including stages which they are required to do before carrying out the activity
- ◆ evaluate their learning through carrying out this project

Candidate evidence is required as follows:

- ◆ planning
- ◆ relevant background research
- ◆ application of theory to activity
- ◆ development and implementation of the activity
- ◆ evaluation of candidate's learning process.
- ◆ completed *Practical Skills for Carers* Log Book
- ◆ evidence of completing Outcomes 3 and 4 in the Unit, *Working as a Team in a Care Setting*

2 Recommended Entry

Candidates should have commenced or completed the component Units of the Care Practice (Higher) Course prior to embarking on the external assessment.

It is also strongly recommended that candidates should have achieved *Communication (Core Skills)* at Intermediate 2, before attempting the Course, and should ideally be working towards *Communication (Core Skills)* at Higher

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

3 Subject Related Knowledge and Skills

The external assessment allows candidates to further develop their knowledge and skills in relation to:

- ◆ the service users' needs as they relate to an individual or a group within a care setting
- ◆ the concept of how positive care impacts on service users and care delivery, and how the candidate contributes to positive care provision within a given care setting
- ◆ the practical and interpersonal skills required by care workers in relation to service users and the care setting
- ◆ the candidate's own practical and interpersonal skills which could be enhanced over the time of the course
- ◆ the service user and to the care setting
- ◆ the processes involved in teamwork as it relates to a care setting
- ◆ the theoretical factors which affect a team in its stages of development and functioning
- ◆ the teamwork in terms of roles and responsibilities and how this impacts on the service user and candidate
- ◆ the candidate's own role in the team, their impact on the team and the responsibilities they have whilst being part of the team
- ◆ 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 own learning

4 Outcome Coverage

The Care Practice (Higher) Course comprises of the following mandatory Units:

Course Structure		
Unit Title	Credit value	Unit number
Practical Skills For Carers	2.0	F1P0 12
Working as a Team in a Care Setting	1.0	F1NY 12

All external assessments for Project Assessed Courses cover a minimum of two thirds of the Outcomes from the component Units. For this project these are:

Unit: Practical Skills for Carers

- ◆ **Outcome 1**
Explain the concept of a positive care environment, a care worker's role and own role in its promotion.
- ◆ **Outcome 2**
Explain the skills and the qualities essential to the care worker to meet the needs of service users.
- ◆ **Outcome 3**
Evaluate own skills and qualities used to meet service users' needs during a workplace experience.
- ◆ **Outcome 4**
Explain safe practice within a care setting.

Unit: Working as a Team in a Care Setting

- ◆ **Outcome 1**
Describe theories of team development relevant in a care setting.
- ◆ **Outcome 2**
Explain the way a team functions effectively and the factors which may affect that functioning.
- ◆ **Outcome 3**
Explain the roles and responsibilities of care teams.
- ◆ **Outcome 4**
Evaluate the effectiveness of own contributions to the working of a specific care team.

It is strongly recommended that candidates should have commenced the assessments for the individual component Units before undertaking the external assessment. Supplementary evidence to support the placement project may be found in the *Practical Skills for Carers Log Book* and *Working as a Team in a Care Setting* Outcomes 3 and 4.

5 Overview of Placement Project

The aim of this external assessment is to facilitate evidence of practice based skills incorporating from the Units *Practical Skills for Carers* and *Working as a Team in a Care Setting*.

This Project allows candidates to research, plan, prepare and carry out an activity with service users which shows application of the candidate's ability to demonstrate positive care, safe practice, qualities and skills appropriately in a care setting and an understanding of their role and the role of other care team members.

Evidence of planning, developing and implementing and then evaluating an activity will provide the focus of the evidence of the project.

Candidates should produce:

- ◆ Evidence of Planning

A plan and timescale for the overall project which should be produced under open-book supervised conditions on a pre-planned date with a one and a half hour timescale.

- ◆ Evidence of the Development in the Implementing Stage produced under open-book supervised conditions including:
 - Evidence of background research they have carried out to identify service-users' needs
 - Evidence of preparation activities produced by using the Working Document provided or similar evidence
 - Evidence of the development from plan to evaluation
 - Evidence of a reflective account of the Development from Plan to implementation and preparation for evaluation
 - Evidence of personal development within the team and personal skills
- ◆ Evidence of Evaluation of the Project
 - An Evaluation of the effectiveness of their learning, in terms of planning and carrying out the project. This should be produced under centre-invigilated conditions with a two hour timescale.
- ◆ In addition, the following will be submitted to provide evidence that project work is the candidate's own work:
 - The completed *Practical Skills for Carers Log Book*
 - *Working as a Team in a Care Setting Outcomes 3 and 4*

The Working Document provided (Appendix B) is not mandatory however evidence of preparatory steps/table of actions is required to be submitted. To make sure candidates cover the necessary work, centres could develop their own working document and/or give clear guidance to candidates about what is required.

6 Practical Assignment

Care Practice (Higher) Placement Project

There is **no defined brief** for the Placement Project. The reason for this is to allow candidates within a wide range of placements to have the opportunity to display their abilities creatively and in relation to the needs of the service users and not be confined by project limitations. This should allow candidates to show their skill in the broadest sense and be able to take real ownership of the activity they identify as appropriate to service users' needs.

An important factor to remember before the candidates prepare for the placement project is that the activity they plan to do **must be complex in nature and the candidate must be able to identify the relevance of the activity to the defined needs of the service user.**

This should not be a routine activity which occurs regularly within the care environment, and which would require very little planning on the part of the candidate. It must be a specific needs led activity identified following an individual assessment of need. Group activities tend to lead to generalised assessment of need and consequently the potential for lower grades being allocated.

Candidates should refer to the specified section of the Log Book for *Practical Skills for Carers* to identify service users' needs and make the connection to the proposed activity.

This Placement Project should be viewed as a stand-alone project. Marks will be given only for evidence contained within the candidate's project submission. The Logbook for *Practical Skills for Carers* and evidence for Outcome 3 and 4 of the *Working as a Team in a Care Setting* does not attract marks directly but are submitted to provide evidence that the work submitted is indeed the candidate's own.

7 Candidate Evidence Requirements

General information

The three stages of the Care Practice external assessment are:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

Candidates should adhere to the recommended word count for each stage and should be advised to clearly state the word count for the work they have produced for each section. They should be reminded that where too few words are given they miss opportunities for gaining marks and where they significantly exceed the word count responses will not be clear, concise or focused on the important issues.

Planning

Candidates must produce a plan of action of approximately 500 words or equivalent under open-book, supervised conditions as well as a Working Document produced from the plan (an example of a Working Document is given in Appendix B). Please note the word count does not include the Working Document. Centres should ensure that candidates either already have, or are taught, the necessary skills to devise their own plan before they start the project.

Candidates should be allowed up to one and a half hours to produce the plan of action. They should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) into the room with them.

Candidates should have had sufficient research time and opportunity to enable them to produce an effective plan with the service users' needs clear and the placement requirements and limitations understood.

In the plan the candidate should provide:

- ◆ a clear explanation of the service user's needs.
- ◆ a description of how the project activity is expected to benefit the service user.
- ◆ identification of actions to be taken prior to the project including:
 - preparations, for example telephone calls, fund raising, sourcing equipment
 - negotiations with team members, external agencies, etc
 - research to be done prior to the project, including identifying sources of information

- (evidence of research can be submitted in the Working Document)
- ◆ an outline of what will be involved in the project. This should give details of who, where, what, when and how the project will be undertaken and identification of materials to be used.
- ◆ a table of the actions which will lead to the completion of the project, ie including when any preparatory steps that must be completed in order for the activity to proceed smoothly and productively will be taken. This will act as a Working Document and assist the candidate to stay on track and help them identify any changes to be made to their plan or project activity

It is essential that a copy of the plan of action and Working Document (or similar) is returned to the candidate to enable them to show progress and evidence findings of the research and negotiations.

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. Where it is obvious that a plan has been written retrospectively that part of the project will be marked out of 20 rather than 40.

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 neither 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

The developing section has two stages:

Stage one

Evidence that the candidate has followed the plan using the Working Document, for example if the candidate has indicated that he/she will be researching service users' conditions, these findings should be reported, sources referenced and submitted as an appendix to the portfolio of evidence.

It is understood that within care settings each day brings challenges. Most activities will go according to plan. However, if there has been a change of circumstance at the development stage, the candidate can submit amendments evidencing why changes have to be made and evaluating the impact on the activity. Changes made because of circumstances beyond the candidate's control will not result in the candidate being penalised however, if an activity is unable to proceed because of poor planning that may be reflected in the marking.

Stage two

Write a reflective account of the Placement Activity.

- ◆ This account should reflect on the relationship between service users and candidate, and care team.
- ◆ It should accurately recount the activity identifying the qualities and skills demonstrated.
- ◆ There should be reference made about the progress of the activity briefly describing if the activity met the stated aims.
- ◆ The account should also identify the candidate's knowledge of legislation as it relates to health and safety and positive care.
- ◆ This section should be completed by gathering some feedback from the team that the candidate has been working with and, if possible, the service user. (This should be referred to in the evaluation section.)
- ◆ This account must be authenticated by the supervisor who observed the activity.

Evaluating

Candidates must produce an evaluation report which should be approximately 1,000 words or equivalent and produced under centre-invigilated conditions. Candidates should be allowed up to two hours to produce the evaluation report. They should be allowed to take one side of an A4 page of notes (maximum of 200 words or equivalent) which they have prepared, into the room with them. Candidates 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 project. Centres may use the Declaration of Invigilation provided as Appendix D or devise one of their own, to confirm the above.

The evaluation report should:

- ◆ include constructive criticism of the candidate's own practice as it relates to the preparation and planning and implementing of the activity
- ◆ evaluate what was successful and what was not, why this was and how it could be improved upon
- ◆ evaluate the activity itself — what benefits were gained by the service user, where there were benefits not predicted in the original plan
- ◆ include what role the candidate took in relationship to the activity
- ◆ include what roles team members took in relationship to the activity
- ◆ explain if strengths are identified in the plan or activity, why these were regarded as strengths
- ◆ include what the candidate would change to bring about improvement, if there were weaknesses in the plan or activity
- ◆ include what was learned or achieved, particularly in relationship to the candidate's practical and interpersonal skills

8 Allocation of Marks and Assessment Arrangements

General information

The assessment evidence for this Project Assessed Course is internally estimated using the marking scheme **which is submitted with the candidate's work** and is then externally marked by SQA. As this is the externally assessed component of a National Course, work completed by candidates under the conditions described should be their best work and remediation is not permitted in any part of the project.

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 and further detail on Evidence Requirements and conditions of assessment for each stage is given in Table A:

- ◆ **Planning** **40**
- ◆ **Developing** **120**
- ◆ **Evaluating** **40**

Table A

Planning	
Evidence	Plan of action and Working Document Approximately 500 words or equivalent (excluding the Working Document) (40 marks)
Conditions of assessment	Open-book Supervised Time allocation of one and a half hours Candidates may bring 200 words of notes with them.
Who assesses it?	Internally assessed by centre to provide estimate. Sent to SQA for external marking.
Developing	
Evidence	Account of the event which is authenticated by the supervisor who observed the activity. Evidence of following planned activities, eg research negotiations. Working Document (or similar) from planning stage. (120 marks)
Conditions of assessment	Open-book Supervised.
Who assesses the evidence?	Internally assessed by centre to provide estimate. Sent to SQA for external marking.
Evaluating	
Evidence	Evaluation report Approximately 1,000 words <i>or</i> equivalent (40 marks)
Conditions of assessment	Centre invigilated up to 2 hours Candidates may bring 200 words of notes with them.
Who assesses it?	Internally assessed by centre to provide estimate. Sent to SQA for external marking.

All three stages of the project are internally assessed in accordance with the Tutor Marking Scheme (Appendix C). The complete portfolio of evidence is submitted to SQA for external marking.

9 Grade Descriptions

General information

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

- 1 Identification of appropriate activity in relation to service users' needs.
- 2 The ability to demonstrate appropriate planning skills and developing personal and interpersonal skills appropriate to the service users' needs.
- 3 Constructive evaluation of planning and development of activity in relation to the benefits to the service user, team and the candidate.
- 4 Consolidation and integration of knowledge and understanding from the Course Units.

1 Identification of appropriate activity in relation to service users' needs.

Marks will be awarded for:

- ◆ Relevance of research to the identification of service users' needs
- ◆ Understanding of the theories relating to service users' needs
- ◆ Application of knowledge, skills and research used to identify appropriate activity.

2 The ability to demonstrate appropriate planning skills and developing personal and interpersonal skills appropriate to the service users' needs

- ◆ The project gives scope for the candidate to evidence response to changing needs of the service user and the placement. The development of personal and interpersonal skills should be clear from the development stage and supported by the *Practical Skills for Carers Log Book*
- ◆ The Log Book will provide supporting evidence that the candidate has cross referenced the appropriate areas within it to the areas of the external project.

3 Constructive evaluation of planning, and development of activity in relation to the benefits to the service user, team and self

- ◆ The opportunities for effective evaluation within the *Practical Skills for Carers Log Book* and the development and evaluation section of the project give the candidate scope to examine the project and evaluate the component parts. This is an area in which the candidate will gain marks if this is approached in a constructive manner offering potential changes to bring about learning and the potential for development.

4 Consolidation and integration of knowledge and understanding from the Course Units

Marks will be allocated throughout the project and will reflect:

- ◆ Accuracy 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* 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.

Table B

Higher		Plan of action	Practical activity and documented process evidence	Evaluation
Levels of performance: Broad level-related criteria		Equivalent to	Mark range	Mark range
Content and scope: Treatment:	Appropriate for level Excellent	Upper A 85%–100% (Band 1)	34–40	102–120 34–40
Content and scope: Treatment:	Appropriate for level Consistently thorough	Lower A 70%–84% (Band 2)	28–33	84–101 28–33
Content and scope: Treatment:	Appropriate for level Thorough in parts	B 60%–69% (Bands 3 and 4)	24–27	72–83 24–27
Content and scope: Treatment:	Appropriate for level Adequate	C 50%–59% (Bands 5 and 6)	20–23	60–71 20–23
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)	18–19	54–59 18–19
Content and scope: Treatment: or Content and scope: Treatment:	Appropriate for level Generally poor Basic for level Adequate or poor	Fail 44% and below (Bands 8 and 9)	<18	<54 <18

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.

10 Grading and Marking

Detailed Information

Although this project is externally marked by SQA, candidates will benefit from estimate grades based on accurate internal assessment of their project. The processes for deciding an estimate grade are similar to the processes the markers use for the final assessment. The Tutor Marking Scheme (Appendix C) should be used by centres to estimate individual candidate's work and each Marking Scheme should be submitted with each project. Where centres do not submit estimate grades based on accurate internal assessment of the project there is no right of appeal.

To complete the internal marking process for estimates, teachers/lecturers are expected to:

- ◆ Be familiar with and apply the broad criteria outlined in *Tables B and D*.
- ◆ Use the Tutor Marking Scheme (Appendix C) to assess the candidate's work.
- ◆ Follow the Internal Verification processes within their centre (see section 11 on Internal Verification).
- ◆ Aggregate the internally assessed marks for each candidate. That gives a total mark out of 200 and the estimate bands are provided in 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

Total Mark Range	Grade	Band (for estimates)
170–200	A (upper)	1
140–169	A (lower)	2
130–139	B (upper)	3
120–129	B (lower)	4
110–119	C (upper)	5
100–109	C (lower)	6
90–99	D (near miss)	7
80–89	Fail	8
Less than 80	Fail	9

- ◆ Table D 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.

Table D — Grade Descriptions for a Project Assessed Course at Higher

Planning
Assessable element
<ul style="list-style-type: none"> ◆ Clear explanation of the service users needs. ◆ Description of how the activity is expected to benefit the service user. ◆ Identify what actions will be taken prior to the activity. ◆ Preparations, for example telephone calls, fund raising, sourcing equipment. ◆ Negotiations with team members, external agencies, etc. ◆ Research that will be undertaken prior to the activity, including identifying sources of information (evidence of research can be submitted and referenced in appendix). ◆ Provides an outline of what will be involved in the activity.
At Grade A
<ul style="list-style-type: none"> ◆ An 'A' candidate will demonstrate insight into the holistic nature of the Project. Aims will be relevant and highly focused on the set tasks. ◆ The candidate will show a high level of knowledge and understanding pertaining to the theory behind the practice. ◆ The candidate's plan will demonstrate knowledge of appropriate legislation and working practices and be able to show application of same. ◆ The candidate's choice of activity will be supported by evidence of research and appropriate use of supervision. ◆ The 'A' candidate will produce a plan which has scope to adapt in relation to the service user or placement needs changing.
At Grade B
<ul style="list-style-type: none"> ◆ A 'B' candidate may demonstrate some insight to the holistic nature of the Project but whose aims may be less focused. And objectives may not be clear. ◆ The candidate is clearly aware of knowledge and theory but may not accurately apply in all cases. ◆ The candidate may demonstrate some knowledge of legislation but be unable to apply it correctly. ◆ The candidate's choice of activity may be correct but not supported by evidence gathered or not chosen with appropriate supervision. ◆ The 'B' candidate will produce a plan which has limitations.

Planning (cont)

At Grade C

- ◆ At 'C' there will be basic understanding of the Project requirements. Aims will relate to the set tasks. Objectives will outline how the aims will be met.
- ◆ The candidate will show awareness of theory as it relates to practice but does not display any real depth of understanding application to practice.
- ◆ The candidate's plan will demonstrate basic awareness of appropriate legislation and working practices but be unable to apply it correctly.
- ◆ The candidate's choice of activity may show less evidence of research and use of supervision.
- ◆ The 'C' candidate will produce a plan which may have little scope for adaptation.

Development

Assessable element

- ◆ Evidence that the plan has been followed.
- ◆ A reflective account of the actual activity is written.
- ◆ This account should reflect on the relationships.
- ◆ It should accurately recount the activity identifying the qualities and skills demonstrated.
- ◆ **There should be reference made to the progress of the activity.**
- ◆ The account should also identify the candidate's knowledge of legislation **as it relates to health and safety and positive care.**
- ◆ Feedback should be obtained from the team that the candidate has been working with and, if possible, the client.
- ◆ **This account must be signed by the supervisor who observed the activity.**

At Grade A

- ◆ The candidate's report of the activity will show the 'A' candidate's ability not only to follow the plan but to recognise the benefits to the service user and the skills and qualities gained.
- ◆ The candidate will demonstrate clear knowledge and understanding of the theories behind Care Practice.
- ◆ The Log Book evidence will show the 'A' candidate to have the ability to demonstrate safe practice, positive care, and to evaluate their skills and qualities throughout the development of the project.
- ◆ The candidate will have evidenced their ability to research service users' needs using a variety of sources. Evidence will be provided of working with the care team to identify and meet service users' needs via the complex activity developed in the plan.

At Grade B

- ◆ The 'B' candidate's report may show ability to follow their plan but not show understanding of benefits to service user or self in any depth.
- ◆ Evidence of research may be evident but fewer sources may have been used.
- ◆ The Log Book of the 'B' candidate may show theoretical knowledge but lack implementation or evaluation in any depth.
- ◆ The candidate will have shown some ability in terms of researching service users' needs using a limited number of sources. There will be some evidence of working with the care team to identify and meet service users' needs via the activity developed in the plan.

Development (cont)

At Grade C

- ◆ The 'C' candidate's report of the activity may show the candidate's ability to follow the plan, but may not recognise the benefits to the service user or identifying the skills and qualities gained by self.
- ◆ The candidate should indicate some knowledge and understanding of the theories behind Care Practice.
- ◆ The candidate will have shown some research but may not have used a range of sources. They may evidence working with others to identify and meet the needs of the service user and the planned activity may not be of a complex nature.
- ◆ The Log Book evidence will show the 'C' candidate to be aware of safe practice, positive care, and to identify the skills and qualities throughout the development of the project.
- ◆ The candidate will have made an attempt to research service users' needs using a limited number of sources. There will be some evidence of working with the care team to identify and meet service users' needs but this will be limited and the activity developed in the plan will be met but not in any great depth.

Evaluation

Assessable element

- ◆ Constructive criticism of the candidate's own practice.
- ◆ Evaluate what was successful and what was not.
- ◆ Evaluate the activity itself — what benefits were gained by the service user.
- ◆ What role the candidate has undertaken.
- ◆ What roles were taken by team members.
- ◆ Identify strengths in the plan or activity and explain why.
- ◆ If there were weakness in the plan or activity what would be changed to bring about improvement?
- ◆ What was learned or achieved particularly in relationship to practical and interpersonal skills.
- ◆ **This account must be signed by the supervisor who observed the activity.**

At Grade A

- ◆ This evaluation will show that the candidate has reflected critically on their plan and development and has been able to identify both strengths and weaknesses in their project.
- ◆ The candidate will have used some evaluation methods to gain feedback from team and service users as to the benefits of the activity.
- ◆ The candidate will have been critical of the project process and their performance within it.
- ◆ The candidate should have been able to recognise skills and qualities in the broadest sense they have developed and identified areas for development in the future.

At Grade B

- ◆ The evaluation may show reflection on the plan and development but may have been less effective at identifying strengths and weaknesses.
- ◆ The candidate may have been less able to accurately use evaluation methods to inform changes or development of practice.
- ◆ The candidate may correctly evaluate some aspects of the project but key elements such as their own performance may be missing.
- ◆ Where the candidate may have recognised skills and qualities they may have been unable to use this knowledge to inform their future practice.

Evaluation (cont)

At Grade C

- ◆ This evaluation may show that the candidate has demonstrated less reflection on the plan and development stages.
- ◆ They may not be appropriately critical and fail to recognise some strengths and weaknesses.
- ◆ The candidate may have been limited in using evaluation methods to gain feedback.
- ◆ The candidate may fail to evaluate the project in the fullest holistic sense.
- ◆ The candidate may not have recognised the skill and qualities developed and may be less able at recognising personal development needs.

11 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
- ◆ 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

12 Submitting Candidate Evidence to SQA

Specific information on submitting candidate evidence will be circulated to centres. Where materials have to be sent to SQA for marking, centres will be provided with the necessary packaging materials.

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 conditions of assessment as stated in Table A. 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 following must be sent to SQA for the Project Assessed Course:

- ◆ planning
- ◆ relevant background research
- ◆ application of theory to activity
- ◆ development and implementation of the activity
- ◆ evaluation of candidate's learning process.
- ◆ completed *Practical Skills Log Book for Carers* appropriately cross referenced with external project
- ◆ evidence of completing Outcomes 3 and 4 in the Unit, *Working as a Team in a Care Setting*

Note: In addition, the centre should ensure that two sets of notes which the candidates are allowed to take into assessment sessions (one set for Plan and one set for the Evaluation) are submitted with the candidate's completed project. Centres should also ensure the Working Document (or similar), *Log Book from Practical Skills for Carers* and evidence of Outcomes 3 and 4 from *Working as a Team in a Care Setting* is also submitted with the candidate's project as supplementary evidence.

13 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 Skills) at Intermediate 2.

14 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 — Guidance and Candidate Evidence

To be kept by candidate and submitted with completed work

Candidate's Name: _____

College's Name: _____

Tutor's Name: _____

Name of Placement: _____

Type of Placement: _____

Service User Group: _____

Supervisor's Name: _____

Supervisor's Qualifications: _____

Supervisor's Designation: _____

Evidence	Date	Grade	Assessor	Internal Verifier
Plan				
Activity				
Evaluation				

Candidate's Guide

Higher Care Practice Activity Project

There is **no defined brief** for the project. The reason for this is to allow you to have the opportunity to display your abilities creatively and in relation to the service users' needs and not be confined by project limitations in whatever placement you are given. This should allow you to show your skill in the broadest sense and be able to take real ownership of the Placement Activity you have identified as appropriate to service users' needs.

The aim of this project-based course is to facilitate evidence of practice based skills incorporated in the Units *Practical Skills for Carers* and *Working as a Team in a Care Setting*.

This Project allows you to research, plan, prepare and carry out an activity with service users which shows that you are able to demonstrate positive care, safe practice, qualities and skills appropriate to care and an understanding of your role and the role of other care team members.

An important factor to remember before you prepare for the project is that your planned activity **must be complex in nature and you must be able to identify the relevance of the activity to the defined needs of the service user**. This should not be a routine activity which occurs regularly within the care environment, and which would require very little planning. It must be a specific needs led activity identified following an individual assessment of need.

You should carefully read the specified section of the Log Book for *Practical Skills for Carers* to identify service users' needs and make the connection to the proposed activity.

A Portfolio of evidence will be gathered consisting of:

- ◆ evidence of planning, developing and implementing and then evaluating an activity. This is the evidence that will give you your final mark.
- ◆ in addition, you will submit the following as supplementary evidence. It allows examiners to see that you have completed this supportive work:
 - The completed *Practical Skills for Carers* Log Book
 - *Working as a Team in a Care Setting* Outcomes 3 and 4

The tasks that follow will support you in preparing your plan and will evidence your ability to research, negotiate and evaluate your own and other care team members' part in the team.

- ◆ You could use research based work from your Log Book — pages 54–64 — to identify a service user who has defined needs, and describe the interpersonal skills and qualities you require to meet those needs.
- ◆ You should describe **two** potential activities that you could be responsible for which meet a minimum of two of the needs identified in the research. **The activities must be complex in nature. Routine or basic activities, which require little planning will not be acceptable.** One of the activities could be that which is on page 65 and 66 of the *Practical Skills for Carers* Log Book. The other could be a contingency plan for unforeseen circumstances
- ◆ You should provide evidence of discussing these potential activities with your placement supervisor or teacher/lecturer whichever is appropriate. Evidence such as a signed transcript of agreement. This discussion should identify the most appropriate activity for the service user's needs and your need to be able to apply your skills and qualities. **This can be evidenced using the pages that are provided in this document.**
- ◆ Identify who will be involved in the activity and discuss what your roles and contribution to the activity will be. This can be evidenced in the Working Document or similar.
- ◆ Research and identify any relevant legislation that you would need to take account of in relation to the activity and identify how positive care is being ensured.

This can be shown in the evidence of preparation activities pages that are provided however you will be able to gather most of it from your Log Book pages 33–35 and 44–48.

This is an open-book task and must take place before writing the plan of activity.

Care Plan — Candidate Evidence

To be retained by college tutor and submitted as evidence.

The plan formulated at the target date for supervised write-up should be submitted as the original action plan.

A copy of the plan should be returned to the candidate as a working document to be amended and updated.

Additions to the plan, if relevant, can be submitted with the evaluation when changes can be commented upon.

Candidate's Name: _____

Class code: _____

Supervising College Tutor: _____

Evidence	Date	Grade	Assessor	Internal Verifier
Plan				

Placement Project Plan

You should produce a plan under open-book supervised conditions. You will be allowed **200 words of notes** to assist you. These notes should be included in the portfolio of evidence.

The Plan is to include:

- ◆ preparation Activities
- ◆ clear explanation of the service users needs.
- ◆ description of how the activity is expected to benefit the service user.

You should then identify what actions you will take prior to the activity including:

- ◆ preparations, for example telephone calls, fund raising, sourcing equipment
- ◆ negotiations with team members, external agencies, etc
- ◆ research you will do prior to the activity, including identifying sources of information
- ◆ providing an outline of what will be involved in the activity. This should give details of who, where, what, when and how the activity will be undertaken and identification of materials to be used.

Using the Working Document (Appendix B) or similar, prepare a table of the steps which will lead to the completion of the project, ie any preparatory steps, that must be completed in order for the activity to proceed smoothly and productively. This Working Document will assist you staying on track and help you identify any changes you make to your plan or placement activity.

This Plan should be approximately 500 words or equivalent (excluding the Working Document). A copy of the plan and Working Document or similar should be returned to you to show progress and record research evidence.

Preparing the Plan/Candidates Notes

Main Points	Details of Process			
Introduction				
Identification of a service users needs				
Identification of the activity				
Description of how the activity is expected to benefit the service user				
Outline of the activity in the form of: Who, where, why, what and when				
Materials/resources you may need.				
Identify what actions you will take prior to the activity				
Timescale for achieving project			DATE	
			PLAN	
			ACTIVITY	
			EVALUATION	

Appendix B — Working Document

Table of Priorities/Action Plan

Task	Description of Task	Responsibility (particularly if working in a group)	Date	Outcome	Comment/further action

Activity

Placement Project Reflective Account

Candidate's Name: _____

Class code: _____

Supervising Name: _____

Supervisor's Qualification _____

Supervisors Designation: _____

Please note if the supervising observer for the activity differs from the named supervisor in the candidate's Log Book or front cover of this Appendix please give alternate details above.

Supervising observers are asked to authenticate the account presented using the text box provided below.

Evidence	Date	Grade	Assessor	Internal Verifier
Activity				

Supervisor's comments

Development

Stage one

Produce evidence that you have followed the plan based on the Working Document or similar.

Include a copy of the Working Document you submitted for the Planning Stage. This should be updated with additions/amendments/research completed since the planning stage and through the development stage

For example:

If in the plan you intended to research service users' condition, evidence your findings and **reference the sources. Put into the portfolio as an appendix**

Please do not send evidence of your research but do give evidence of your findings.

Stage two

Write a reflective account of the actual activity:

This account should **reflect on the relationship** between service user, yourself, and the care team.

It should accurately recount the activity identifying the qualities and skills demonstrated.

There should be reference made about the progress of the activity and briefly describe if the activity met the stated aims.

The account should also identify your knowledge of legislation **as it relates to health and safety and positive care**

Complete this section by gathering evidence of feedback from the team you are working with and the service user if possible. (You may refer to this in your evaluation.)

This account must be signed by the supervisor who observed the activity.

Please note this section of your project is worth 120 marks

Lined writing area consisting of 27 horizontal lines.

Account Authorised by:

Account Authorised by:

Horizontal lines for writing.

Account Authorised by:

Care Practice

Evaluation

Candidate Evidence

Candidate Name: _____

Class code: _____

Supervising College Tutor: _____

Evidence	Date	Grade	Assessor	Internal Verifier
Evaluation				

Evaluation Report

Evaluate **the project** from the beginning.

Please be aware this evaluation is to be **based on the project not the placement**, marks will be lost if you misinterpret this

- ◆ The evaluation should include constructive criticism of your practice as it relates to the preparation, planning and implementing of the activity
- ◆ It should evaluate what was successful and what was not, why this was and how it could be improved upon.
- ◆ Evaluate the activity itself - what benefits were gained by the service user, where there were benefits you had not predicted in your original plan.
- ◆ What role did you take in the activity?
- ◆ What roles did team members take in the activity?
- ◆ If you identify strengths in the plan or activity explain why you believe that they were strengths?
- ◆ If there were weakness in the plan or activity what could be changed to bring about improvement?
- ◆ What was learned or achieved particularly in relationship to practical and interpersonal skills?
- ◆ If you identified weaknesses in your personal skills and qualities what could you change to improve practice?

Evaluation — Notes

Topics	Notes
Ability to evaluate self in relation to preparation and planning and implementing of the activity	
Evaluate the activity itself — what benefits were gained by the service user	
Evaluate what was successful and what was not, why this was and how it could be improved upon.	
An assessment of the strengths and weaknesses of the activity to include the extent to which it satisfies meeting the service users needs	
Evaluation of self and the team in relationship to the activity	
What was learned or achieved particularly in relation to practical and interpersonal skills.	

Checklist for Care Practice Placement Project

To be completed by teacher/lecturer

Task	✓ when Evidenced* (O/R)	Date	Teacher/lecturer Initials
Selection of Project			
Awareness of Confidentiality Issues			
Practical Skills for Carers			
Ability to describe qualities and skills required to meet the needs of a particular client group			
Can identify the concept of a positive care environment in relation to a client group			
Demonstrates safe practice in the delivery of care			
Understands what is involved in the evaluation of qualities and skills used to meet the needs of a particular client group			
Working as a Team in a Care Setting			
Describes theories of team development			
Describes factors affecting the team in a care environment			
Identifies the purpose of teams within a care environment			
Can describe the components of the care team in proposed practical placement setting			
Review the effectiveness of their contribution to working as part of a care team			
Progress			
Plan for placement attendance and project drawn up			
Plan to evaluate practical placement and project drawn up			
Attendance at placement completed			
Project carried out in placement			
Evaluation completed			
Project Achieved			

*Evidence can be: Oral/derived through questioning of candidate at personal tutorial (O)
or
 Recorded evidence from Unit Outcomes (R)

Appendix C — Care Practice Tutor Marking Scheme

The Marking Scheme that follows will be used by teachers/lecturers to generate estimates. SQAs external markers will use the same marking scheme to externally mark. It is essential that the Marking Scheme is submitted with the candidate's completed project. This has a two-way benefit in that:

- ◆ Teachers/Lecturers are marking to the same criteria as the external marker
- ◆ It allows the marker and Principal Assessor during marking — to see instantly how teachers/lecturers have allocated marks

Tutor Marking Scheme

Centre Name		Candidate Name	
Centre Number		SCN	
		Total Mark	%
Planning		Possible Mark	Teacher/lecturer Mark
Preparation activities (placement visit findings, discussion with supervisor/tutor related to project evidence where research has informed candidates plan)		4	
Clear explanation of placement identification and service users researched assessed needs		6	
Outline of project (who where why what when)		8	
Identification of expected benefit to the service user from the placement project		8	
Identification of actions to be taken prior to the activity (telephone calls, negotiations, team member involvement). How to get feedback on placement project.		10	
Stage one Working document or similar product		4	
Total for Planning stage		40	
Developing			
Working document or similar product update. Evidence from this document indicated that candidate has followed their plan or made adjustments when required.		20	
Stage two reflective account			
Reflect on relationship developed between service user, candidate and care team (additional evidence may be found in Log Book)		30	
Reflect on the qualities and skills demonstrated throughout development,		30	
Reflect on the progress of the activity and extent to which the activity benefits the service user.		20	
Identification of legislation as it related to health and safety and positive care appropriate to the activity (additional evidence may be found in Log Book)		10	
Evidence of feedback gathered from service user/supervisor/care team members relating to the activity		10	
Total for Development		120	

Tutor Marking Scheme (cont)

Centre Name		Candidate Name	
Centre Number		SCN	
Evaluation Report			
Constructive criticism of candidates own practice in relation to the placement project		8	
Evaluate the activity itself, did the service user gain the benefits identified in the planning stage, did they gain benefits not identified in plan (possible use of feedback in this section)		6	
Comment on what was successful and what was not. Identification of strengths and weaknesses and what/how it could be improved.		8	
Evaluate the role the candidate took in relation to the activity and that of the team and service user.		8	
What has the candidate learned from the project and how does it impact on practical and inter personal skills		10	
Total for Evaluation		40	

Plan mark			
Development mark		Total Project Mark	
Evaluation Mark			

Comments

Appendix D — Declaration of Invigilation

Centre Number: _____

Candidate's name: _____

Candidate's Number: _____

(Please tick each box which applies)

I confirm that this candidate

Produced their plan under open-book supervised conditions	<input type="checkbox"/>
---	--------------------------

Produced their reflective account under open-book supervised conditions	<input type="checkbox"/>
---	--------------------------

Produced their evaluation under centre invigilated conditions	<input type="checkbox"/>
---	--------------------------

Has submitted their preparatory notes	<input type="checkbox"/>
---------------------------------------	--------------------------

Teacher/lecturer's signature: _____ Date: _____

Appendix E — Key Terms for Project-based National Courses

Terminology	Explanation
Assessment	The process of generating and collecting evidence of candidates' attainment, knowledge, skills against defined standards for formal certification.
Assessment conditions	The agreed method and delivery of assessment
Supervised	The appropriate department is responsible for supervising the assessment. Candidates are not restricted to sitting separately and in silence. The centre should ensure there is no cheating.
Centre-Invigilated	An individual not involved in the teaching of the Unit/Course, but from within the centre, oversees the assessment. Desks are separated and candidates cannot talk. In some instances centre invigilated conditions allow candidates to bring in notes. This is determined by the stated assessment conditions.
Open- book	Candidates may consult materials i.e books, diagrams and notes as stated in the assessment conditions while carrying out the assessment.
Authentication	The process by which a mentor or assessor confirms that an activity or assessment has been undertaken appropriately.
Estimate	Centres internally mark the candidates' work in accordance with marking guidelines and estimate an overall grade/band and submit to SQA
External assessment	An assessment set and/or marked by SQA Examiners
Internal Verification	Process of ensuring that standards of assessment are applied uniformly and consistently within a centre