

# Higher National Graded Unit Specification

## General Information for Centres

This Graded Unit has been validated as part of the HNC Allied Health Professions. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit Title:** Allied Health Professions: Graded Unit 1

**Graded Unit Code:** DX40 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Credit points and level:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Allied Health Professions.

**Recommended Prior Knowledge and Skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ Psychology & Sociology in Health Care
- ◆ Health Care Policy
- ◆ Physiology for Health Care Professions
- ◆ Positive Health Care for Individuals
- ◆ Communication: Writing Skills

**Core Skills:** There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of Problem Solving (SCQF level 5), Working with Others (SCQF level 5), Numeracy (SCQF level 5), and IT (SCQF level 4) and Communications (SCQF level 6).

**Assessment:** This Graded Unit will be assessed by the use of Project. The “fleshed-out” Practical Assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

Assessment is based on the **product** and the **process**.

## General Information for Centres (cont)

### Candidates must:

- ◆ Interpret the brief
- ◆ Gather information to clarify the brief
- ◆ Decide on the activity to develop
- ◆ Carry out the activity
- ◆ Evaluate the activity

The project brief samples across the following Outcomes:

Unit Title	Outcomes
Positive Health Care for Individuals	<ol style="list-style-type: none"> <li>1 Explain how Health Care values and principles influence practice.</li> <li>2 Investigate and explain the factors necessary to establish and maintain a positive care environment for the individual.</li> <li>3 Understand and apply the Health Care planning process.</li> </ol>
Psychology & Sociology in Health Care	<ol style="list-style-type: none"> <li>1 Review two psychological theories of individual development and explain how one of the theories can be used to understand the health of an individual.</li> <li>2 Review two sociological theories and demonstrate the relationship between social factors and health.</li> </ol>
Health Care Policy	<ol style="list-style-type: none"> <li>1 Identify the role of care professions in providing opportunities for health promotion and recognise the importance of networking between care professions.</li> </ol>
Physiology for Health Care Professions	<ol style="list-style-type: none"> <li>1 Explain the central role of water and its related system in the normal functioning of the body.</li> <li>2 Describe the mechanisms involved in regulating, controlling and protecting the normal healthy human body.</li> <li>3 Identify how selected body systems provide the energy required to maintain a healthy body.</li> <li>4 Examine the principles of muscle and skeletal physiology applied to body movement.</li> </ol>

## General Information for Centres (cont)

Unit Title	Outcomes
Communication: Writing Skills	<ol style="list-style-type: none"><li data-bbox="756 338 1311 405">1 Select, use and evaluate a range of sources</li><li data-bbox="756 439 1311 506">2 Produce a piece of written communication in a work related issue</li></ol>

## **PROJECT BRIEF: PRACTICAL ASSIGNMENT**

### **Stage 1 — Planning**

**Select a patient/client with whom you are working.**

#### **1 Analyse current developmental and physical needs.**

With reference to:

- ◆ influences on the psychological development of the patient/client
- ◆ key life experiences that may have affected development and behaviour
- ◆ the relationship between the patient and society

Using relevant psychological theory

The relationship between the patient/client's physical needs and current diagnosis

#### **2 Apply the Care Planning process to plan an activity.**

With reference to:

- ◆ health care methods promoting a positive care environment
- ◆ the legislative framework designed to protect the patient/client
- ◆ the legislation and policies that promote the rights and responsibilities of patients/clients

### **Stage 2 — Developing**

#### **1 Give an account of the activity.**

With reference to:

- ◆ the Health Care worker's role in relation to the protection of patients/clients
- ◆ respect for the beliefs and preferences of the patient receiving care
- ◆ promoting independence taking into consideration the patients health needs
- ◆ patient involvement in own care and role of appropriate Health Care workers

### **Stage 3 — Evaluating**

#### **1 Evaluate and Review the activity.**

With reference to:

- ◆ reflection on own practice
- ◆ supervision and support systems
- ◆ patient and/or Health Care team feedback

## **General Information for Centres (cont)**

The project will be marked out of 100. Assessors will aggregate the marks achieved by the candidate for each stage to arrive at an overall mark for the project. Assessors will then assign a grade to the candidate for the Graded Unit based on the following grade boundaries

- ◆ **A = 70 – 100 %**
- ◆ **B = 60 – 69%**
- ◆ **C = 50 – 59%**

## Administrative Information

**Graded Unit Code:** DX40 34

**Graded Unit Title:** Allied Health Professions: Graded Unit 1

**Original date of publication:** September 2006

**Version:** 01

### History of Changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates**

**Graded Unit Title:** Allied Health Professions: Graded Unit 1

### **Conditions of Assessment**

The candidate should be given a date for completion of the Project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance. The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date. Reassessment of this Graded Unit should be based on a significantly different assessment task.

At this level, candidates should work independently. It is up to Centres to take reasonable steps to ensure that the project is the work of the candidate. For example, Centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ identify a patient and evidence patients permission prior to undertaking project
- ◆ plan and organise work and carry it through to completion
- ◆ carry out research in terms of patients health with clear reference to human anatomy and physiology research
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

### **Guidance on grading candidates**

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C – competent, or A – highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Produces evidence for the three essential stages of the Practical Assignment which is of a high quality and clearly inter-related</li> <li>◆ Is highly focused and demonstrates an insightful interpretation and a balanced, integrative approach</li> <li>◆ Is tightly structured, relevant to the content of the Units and displays a high level of subject/occupational expertise</li> <li>◆ Effectively applies integrated and consolidated knowledge, understanding and skills from the course Units to complex situations</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Produces adequate, fairly well integrated documentation for the three essential stages of the Practical Assignment</li> <li>◆ Demonstrates an acceptable interpretation from a balanced integrative approach</li> <li>◆ Is reasonably well structured and displays an adequate level of subject/occupational expertise</li> <li>◆ Applies integrated and consolidated knowledge understanding and skills with some lack of continuity and consistency</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% - 100%

B = 60% - 69%

C = 50% - 59%

**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning  30% of total marks	<p>Produce a written plan which includes:</p> <ol style="list-style-type: none"> <li>1 An assessment of the current developmental needs of the patient which should include reference to psychological theories and the influences on behaviour</li> <li>2 An assessment of the selected activity in terms of appropriateness and benefits to the patients and others in the Allied Health Professions team</li> <li>3 An assessment of any risks and a demonstration of safe practice and confidentiality</li> <li>4 An assessment of the patients physical needs with reference to anatomical and physiological understanding</li> <li>5 Aims of the project and steps to be taken to reach clearly defined goals</li> <li>6 Timescales for carrying out the activity and writing up the assignment</li> <li>7 Outline the Allied Health Professions method to be used with clear information re: the positive care environment</li> <li>8 Identification of key legislation designed to protect the patient</li> <li>9 Awareness of rights and responsibilities of the patient in receipt of care and the worker</li> <li>10 Justification for the approach taken in the plan</li> </ol> <p>The plan should be approximately 1,000 words or equivalent.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p> <p><b>Additional Guidance on Grading</b>            This stage is worth <b>30 marks</b>. The candidate <b>must</b> achieve all of the minimum evidence specified below to pass the planning stage. The planning stage is assessed by a short planning document and an individual interview. The tutor's role is as a facilitator and so to gain high marks the candidate must demonstrate a high degree of autonomy in planning activities.</p>

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning (cont)	<p>For the planning stage the marks <b>must</b> be allocated in the following way:</p> <p>Up to <b>8 marks</b> for the assessment of the patients needs, identification of relevant psychological theories and analysis of influences on behaviour. For full marks the candidate must present a clear description and thorough analysis of the development needs of the individual. This would be demonstrated by the relevance of the theories and the perspectives chosen.</p> <p>Up to <b>5 marks</b> for the appropriateness of the selected activity for the individual in receipt of care. Candidates should give details of what how where and when. Aims and objectives should be clearly stated, the objectives should detail the steps they will take to achieve their aims. The timescale for the planning development and evaluation should be included.</p> <p>Up to <b>8 marks</b> for the assessment of the patients current physiological health care needs. For full marks the candidate must link the physiological information with detailed links with the appropriate human anatomy and physiology associated with the patient’s condition. This would be demonstrated by the relevance of the anatomical links and should show strong understanding of homeostasis and the appropriate systems involved.</p> <p>Up to <b>2 marks</b> for detailing the resources required and sources of information. The candidate should show how they consulted with the placement supervisor and the patient/client.</p> <p>Up to <b>4 marks</b> for identifying relevant legislation, discussion of safe practice and issues surrounding confidentiality should be highlighted. Candidates should identify the health care method used which should be appropriate to the patient and the activity. Risks and contingencies should be mentioned to achieve full marks.</p> <p>Up to <b>3 marks</b> for the justification of the approach taken in the plan and for developing and adhering to realistic timescales. However, if the timescale was initially realistic but events out with the candidates control adversely affected the plan this should be justified at the evaluation stage.</p> <p>To gain full marks the candidate would be expected to fulfil the following criteria:</p> <ul style="list-style-type: none"> <li>◆ First interview with tutor/facilitator no later than two weeks from commencement of project. Candidate required to have selected the patient and activity in consultation with placement supervisor. Candidate should have permission from the patient or significant other at this stage.</li> </ul>

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning (cont)	<ul style="list-style-type: none"> <li>◆ Second interview with tutor/facilitator to discuss assessment of needs and examine first draft of plan including evidence of materials and methods. Further interviews at the discretion of the tutor/facilitator.</li> <li>◆ Submission and presentation completion date has to be established and adhered to.</li> </ul>
Stage 2 — Developing  45% of total marks	<p>Produce a written report of the activity which:</p> <ol style="list-style-type: none"> <li>1 Is based on the plan which should be completed prior to the activity taking place</li> <li>2 Is verified by the placement supervisor as an authentic record of what actually took place</li> <li>3 Demonstrates ability to manage materials and resources to carry out the activity</li> <li>4 Applies disciplines, theories and/or perspectives to the fulfilment of the aims and objectives as specified in the plan</li> </ol> <p>The report should be 1,500 to 2000 words or equivalent. The report should include a contents page and a list of acknowledgements of sources of evidence, in addition to the word count.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p> <p><b>Additional Guidance on Grading</b> This stage is worth <b>45 marks</b>. The candidate must achieve all of the minimum evidence specified below to pass the developing stage. Assessment is based on a written report of the activity.</p> <p>Up to <b>10 marks</b> for the application of disciplines, theories and/or perspectives to the fulfilment of the aims and objectives within the plan of the activity. For full marks the candidate would have to show the disciplines, theories and perspectives had a direct bearing on the activity. Candidates who make poor links and connections between the activity and the disciplines and theories used should be awarded lower marks.</p>

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 2 — Developing (cont)	<p>Up to <b>20 marks</b> for showing that the activity has been followed through according to the plan. Candidates who provide a detailed account of the activity which is related to the plan should be given a high mark. Candidates who do not relate the activity to the plan but give a good account of how they undertook the activity in a logical fashion should be given a pass mark. Candidates who give an account of the activity which shows little coherence or organisation and does not relate to the plan should not be allocated a pass mark.</p> <p>Up to <b>10 marks</b> should be allocated for the ability to manage materials and resources. This may depend on the activity the candidate has chosen and the complexity of the organisation required to carry out the activity. In order to achieve full marks the materials used should be appropriate to the activity and reference should be made to Health and Safety requirements and adherence to policies.</p> <p>Up to <b>5 marks</b> should be given to those candidates who carry out the activity well and have it observed by a placement supervisor or mentor.</p>
Stage 3 — Evaluating  25% of total marks	<p>Produce a written evaluation of the activity which includes:</p> <ol style="list-style-type: none"> <li>1 A review of the quality of own work objectively</li> <li>2 An assessment of the strengths and weaknesses of original plan</li> <li>3 A review of the plan and modifications made to inform improvements to own work</li> <li>4 An indication of how the integrative nature of the assignment enhanced understanding</li> <li>5 Identification of any problems encountered and any skills gained</li> </ol> <p>The evaluation should be 750 –1000 words or equivalent</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project Stage	Minimum Evidence Requirements
Stage 3 — Evaluating (cont)	<p><b>Additional Guidance on Grading</b></p> <p>This stage is worth <b>25 marks</b>. The candidate must achieve the minimum criteria specified below to pass the evaluating stage. The evaluating stage is assessed by a written evaluation. The tutor’s role is as a facilitator and so candidates should demonstrate a high degree of autonomy in evaluating activities. The marks for this stage should be allocated in the following way:</p> <p>Up to <b>5 marks</b> should be given to those candidates who are able to review the quality of their own work with some reflection shown. Candidates who can identify areas of new learning and can relate the activity to the plan, including identification of gaps or omissions should be awarded a high mark. Full marks should be awarded to candidate’s who can identify the impact of any new learning to their practice.</p> <p>Up to <b>5 marks</b> for a discussion of the strengths and weaknesses of the original plan and analysis of whether the plan was sufficient in meeting the aims of the activity. Full marks should be given where a candidate uses feedback in evaluating the activity. This feedback could be written in the form of a questionnaire or oral feedback from the participant(s) or the supervisor.</p> <p>Up to <b>10 marks</b> should be given for the review of the whole project and any modifications or improvements including recommendations for future planned activities, which should be achievable and realistic. The candidate who does this should achieve full marks. A candidate who makes some suggestions but does not always relate them to the plan or development should receive a pass mark. The candidate who does not suggest improvements and who has not related the evaluation of their work across the whole project should not receive a pass mark.</p> <p>Up to <b>5 marks</b> should be awarded for identification of the way the project integrated knowledge and understanding of the component Units of the HNC Allied Health Professions. Full marks should be awarded to candidates who identified skills gained and integration of theory and practice during the project. A candidate who does not identify any new or enhanced knowledge and skills should not pass this section.</p>

### Some suggested topics for this project might be:

- ◆ A therapeutic activity with a patient/client
- ◆ An activity of daily living with a patient/client
- ◆ A clinical activity with a patient/client

## **Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)**

### **Candidates with Additional Support Needs**

This Graded Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative assessment arrangements. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **General information for candidates**

### **Graded Unit Title: Allied Health Professions: Graded Unit 1**

This Unit allows you to show your ability to integrate the knowledge and skills you have gained in this award and apply them to a care plan working with an individual patient.

It also gives you the opportunity to demonstrate the highest possible quality of care in terms of value-base, attitude and teamwork skills within your workplace.

You will need to plan your project selecting an appropriate patient or clinical activity. After discussing this with your supervisor for this Unit, go on to develop the project and write up a report. Finally, you should evaluate and review your activity.

You must have regular discussions with your supervisor for this Unit at every stage of this piece of work.

It is essential that you maintain patient confidentiality at all times.

You will find useful information to help you with this Unit at the following web-sites:

**www.sor.org** (Society and College of Radiographers)

**www.BIR.ac.uk** (British Institute of Radiology)

and in the following professional journals:

Synergy  
Radiography  
Journal of Radiotherapy in Practice  
Clinical Oncology  
Clinical Radiology