



Higher National Unit specification: general information

Unit title: Developing Services for Children and Young People

Unit code: FD6Y 36

Superclass: PN

Publication date: August 2010

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

On completion of the Unit the candidate should have developed a critical understanding of the principal theories, legislation, frameworks and policies to support the development of services for children and young people. They will understand these services in relation to childhood practice in national, local and organisational context. The candidate will then use this information to formulate a strategic plan to develop a service for children and young people within their own setting or in a placement experience.

This Unit is a mandatory Unit within the group award, PDA in Childhood Practice (SCQF level 9).

On completion of the Unit the candidate should be able to:

- 1 Develop a critical understanding of the principal theories, legislation, frameworks and policies within the development of services for children and young people.
- 2 Analyse and evaluate the impact of key data to develop the service for children and young people within the current national, local and organisational context of childhood practice.
- 3 Develop and reflect on own organisation strategic plan for the application of theories, legislation, frameworks and policies for developing a service for children and young people.

Recommended prior knowledge and skills

Candidates should already have qualifications that meet the requirements of the Scottish Social Services Council for practitioner (SCQF level 7) and have relevant qualifications at SCQF level 8.

Candidates should be working at lead practitioner or manager level within a day care service for children and young people.

General information (cont)

Candidates should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

Credit points and level

2 Higher National credits at SCQF level 9: (16 SCQF credit points at SCQF level 9*)

**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.*

Core Skills

There are opportunities to develop the Core Skill(s) of *Communication, Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Candidates who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and how the data is presented.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is a mandatory Unit within the Group Award Childhood Practice: SCQF level 9 qualification. This should integrate with the: *Leadership and Management Practice (Workplace Practice)* and any two of the Units from the mandatory option section.

Assessment

The assessment for this Unit should be undertaken in a holistically and cohesive manner. There are opportunities to integrate the assessment for this Unit with the assessments of other Units within this.

It is recommended that Outcomes 1 and 2 are assessed through the submission of a report or presentation analysing and evaluating principal theories and policies within the development of services for children and young people to reflect the national and local context. The candidate must produce a report or presentation designed to provide the principle information to key stakeholders.

Evidence used in Outcomes 1 and 2 can be used to support the development of the strategic plan in Outcome 3.

The assessment for Outcome 3 must be a formally presented strategic plan demonstrating the candidate's ability to reflect on the implications of the principle theories and policies within an organisational context. This should be submitted near the end of the Unit's delivery.

Higher National Unit specification: statement of standards

Unit title: Developing Services for Children and Young People

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Please refer to *Knowledge and/or Skills for the Unit* and *Evidence Requirements for the Unit* after the Outcomes.

Outcome 1

Develop a critical understanding of the principle theories, legislation, frameworks and policies within the development of services for children and young people.

Knowledge and/or Skills

- ◆ Undertake research into principle theories relating to services for children and young people
- ◆ Research key legislation relating to services for children and young people
- ◆ Identify key data sources and resources related to developing services
- ◆ Current and emerging theories related to services for children and young people
- ◆ Current relevant legislation related to services for children and young people
- ◆ Current relevant policies related to services for children and young people
- ◆ Current relevant frameworks related to services for children and young people
- ◆ Links and differences amongst the principle theories and policies

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Critically analyse the principle theories, legislation, frameworks and policies researched
- ◆ Critically evaluate key data, sources and resources related to developing services for children and young people
- ◆ Demonstrate a critical understanding of emerging theories, legislation, policies and frameworks related to services for children and young people
- ◆ Critically evaluate the principle theories and policies

Assessment Guidelines

This Outcome should be assessed by the completion of a report. It is recommended that evidence should be holistically assessed with Outcome 2.

Higher National Unit specification: statement of standards (cont)

Unit title: Developing Services for Children and Young People

Outcome 2

Analyse and evaluate the impact of key data to develop the service for children and young people within the current national, local and organisational context of childhood practice.

Knowledge and/or Skills

- ◆ Understand the benchmark standards for Childhood Practice and its relevance to developing services for children and young people
- ◆ Interpret research and data in relation to Childhood Practice
 - Current and relevant theories
 - Current and relevant legislation
 - Current and relevant policies
 - Current relevant frameworks
- ◆ Analyse the application in relation to Childhood Practice
 - national context of Childhood Practice
 - local context of Childhood Practice
 - organisational context of Childhood Practice
- ◆ Evaluate the impact of key data on the development of services for children and young people
 - Current and relevant theories
 - Current and relevant legislation
 - Current and relevant policies
 - Current relevant frameworks

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Critically analyse research on current and relevant theories, legislation, frameworks and policies
- ◆ Interpret this research in relation to childhood practice
- ◆ Evaluate research on the development of services for children and young people
- ◆ Analyse the application of research in the national, local and organisational context

Assessment Guidelines

Outcomes 1 and 2 may be assessed with the submission of a report or presentation analysing and evaluating principal theories, legislation, frameworks and policies related to childhood practice, within the development of services for children and young people. This should cover the national, local and organisational context, and should be related to the benchmark standards for childhood practice.

Higher National Unit specification: statement of standards (cont)

Unit title: Developing Services for Children and Young People

The candidate must produce a report of 1000 words or a presentation designed to provide the principle information to key stakeholders, covering at least four sources (theories, legislation, frameworks and policies) that they have researched in relation to Childhood Practice.

The evidence in this Unit can be used to support the development of the strategic plan in Outcome 3.

Outcome 3

Develop and reflect on own organisation strategic plan for the application of theories, legislation, frameworks and policies for developing a service for children and young people.

Knowledge and/or Skills

- ◆ analysing prescriptive and emergent planning processes
- ◆ analyse the role of planning in an organisation by using different theoretical perspectives to short, medium and long-term plans
- ◆ principle elements of a strategic plan for developing services for children and young people
- ◆ strategic objectives
- ◆ valid techniques to identify the resources – people, finance, facilities and equipment required by the plan this list is not exhaustive
- ◆ methods of gaining agreement from principle stakeholders
- ◆ sources of information for monitoring and evaluation

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

Candidates must provide evidence, which covers all the knowledge and skills items to show that they can in the context of a specific organisation:

- ◆ prepare a strategic plan which contains SMART objectives with timescales
- ◆ suggest and justify practicable and convincing methods by which the commitment and agreement of those key stakeholders can be obtained
- ◆ suggest and justify practical methods by which the implementation of the plan can be monitored and controlled
- ◆ suggest criteria which can be used to measure the success of the plan

This plan should be presented as reporting logical sequences, which holistically details the information necessary to improve and progress the development of the service for children and young people.

Higher National Unit specification: statement of standards (cont)

Unit title: Developing Services for Children and Young People

Assessment Guidelines

The assessment for Outcome 3 should be formally presented in a report format demonstrating the candidate's ability to reflect on the implications of the principal theories, legislation, frameworks and policies within an organisational context.

It is recommended there should be negotiations with the candidate to agree the details. A timeline may be agreed, with deadlines set for submission of different sections. The assessment may be undertaken in the candidate's own time, with arrangements in place to ensure the authenticity of work produced.

The contents of the report could include:

- ◆ Title page
- ◆ Contents page
- ◆ Summary synthesising the entire plan
- ◆ Methodology, including details of research undertaken
- ◆ Overview of the organisation based on....
- ◆ Timescale for strategic plan, Strategic Aims
- ◆ 'Success Measures' identification of appropriate measurements of success
- ◆ Recommendations and Conclusions
- ◆ References and Bibliography
- ◆ Appendices

It is recommended that the report will be approximately 3000 words, excluding appendices.

Higher National Unit specification: support notes

Unit title: Developing Services for Children and Young People

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

Candidates should have knowledge of the content of this Outcome from related studies at SCQF level 8.

It is anticipated that the Unit will include some class or group based delivery at the beginning of the Unit where there may be a need for sessions on research methodologies and strategies, consideration of principal theories, legislation, frameworks and policies within the context of childhood practice and opportunities to discuss the development of services for children and young people. There may also be a need to develop the candidates understanding of the strategic planning process.

Input may be required on referencing approaches, eg Harvard. Where possible, candidates could meet library staff to gain an understanding of the various support available to the research process. Delivery could include individual tutorials to provide support for the candidate, discuss work and ensure authenticity.

Outcome 1

Candidates are required to undertake research into the principal theories, legislation, frameworks and policies within the development of services for children and young people. They should be familiar with a variety of research techniques and be supported to develop these to gather the necessary information. The candidates should be able to demonstrate a specialist knowledge that is informed by current developments in childhood practice through the identification of key data sources and resources. The tutor may signpost the candidates to these sources but the research should be undertaken by the candidates.

Outcome 2

Candidates are required to analyse and evaluate the principal theories, legislation, frameworks and policies they have researched in Outcome 1, where they must consider the impact of this key data on the development of services for children and young people in their own organisation. The candidate is required to use skills of critical analysis and evaluation to relate their research into current and relevant theories, legislation, frameworks and policies to childhood practice and the impact on the development of services for children and young people.

Outcome 3

Candidates should recognise the importance of strategic planning to their organisation. By producing a strategic plan key stakeholders are informed of what to expect from the service and future developments. The plan communicates the objectives of the organisation and aids achievement and development of the service in line with Childhood Practice Standards.

Higher National Unit specification: support notes (cont)

Unit title: Developing Services for Children and Young People

The plan must be comprehensive in its coverage, yet be concisely written and should identify the key factors for achievement of the objectives. The candidates will analyse the current situation of the organisation based on their research undertaken in Outcomes 1 and 2.

Guidance on the delivery and assessment of this Unit

Guidance on delivery is given above and at the end of the Outcomes. It would be beneficial to candidates if they were given adequate individual support throughout the Unit.

The report or presentation for Outcomes 1 and 2 is a useful way to ensure that the candidate has a reasonable grasp of the subject area and that their research is being conducted in an informed, structured and systematic manner within the timescales given.

For Outcome 3 candidates should be provided with an outline of the criteria for their strategic plan to aid the writing process. It is anticipated that the report will be in a suitably referenced strategic plan in a format similar to that noted below:

The contents of the report could include:

- ◆ Title page
- ◆ Contents page
- ◆ Summary synthesising the entire plan
- ◆ Methodology, including details of research undertaken
- ◆ Overview of the organisation based on....
- ◆ Timescale for strategic plan, Strategic Aims
- ◆ 'Success Measures' identification of appropriate measurements of success
- ◆ Recommendations and Conclusions
- ◆ References and Bibliography
- ◆ Appendices

If a candidate uses a holistic approach to assessment covering Outcomes 1, 2 and 3 they should produce a fully referenced report of 4000 words, excluding appendices.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skill(s) of *Communication*, *Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Candidates who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

Higher National Unit specification: support notes (cont)

Unit title: Developing Services for Children and Young People

Open learning

It may be possible to deliver the Unit by this route and if the Unit is delivered by open learning methods, additional resources will be required for candidate support, assessment and quality assurance.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Developing Services for Children and Young People

This Unit is a mandatory Unit within the group award, PDA in Childhood Practice (SCQF level 9).

This Unit is a two credit Unit at SCQF level 9.

This Unit is designed to develop your understanding of the principal theories, legislation, frameworks and policies to support the development of services for children and young people. You will understand these services in relation to childhood practice in national, local and organisational context. You will then use this information to formulate a strategic plan to develop your service for children and young people within your organisation.

Outcome 1 – you will look at the principal theories, legislation, frameworks and policies within the development of services for children and young people. You will identify what makes good research and be prepared to critically analyse your research.

Outcome 2 – requires you to analyse and evaluate the principal theories, legislation, frameworks and policies you have researched in Outcome 1 and relate that to your understanding of Childhood Practice as it relates to the national, local and organisational context. You must consider the impact of this key data on the development of services for children and young people.

Outcome 3 – requires you to reflect on your organisations strategic plan, develop this plan to take account of your analysis of key data from Outcomes 1 and 2, by applying the theories, legislation, frameworks and policies for Childhood Practice. You are required to produce a strategic plan which will develop your service for children and young people.

You will need to analyse the current situation of the organisation based on your research for Outcomes 1 and 2. In so doing, you can make specific recommendations for service development. Your strategic plan should review the following organisational resources:

- ◆ people
- ◆ finance
- ◆ facilities and equipment

As you progress through this Unit, you will be supported through a series of planned milestones and tutor support meetings. However you will be required to be self-organised and self-motivated to ensure that your research, analysis, evaluation and the development of your strategic plan is achieved within the agreed timescale.