



Higher National Unit specification

General information

Unit title: Principles and Practice for Children's Panel Members
(SCQF level 7)

Unit code: H5BS 34

Superclass: EC

Publication date: October 2013

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Version: 01

Unit purpose

This Unit forms part of the Professional Development Award for Children's Hearings in Scotland: Panel Members. It aims to prepare candidates for their role and function as members of the Children's Panel sitting on children's hearings in Scotland. In completing this Unit candidates will gain an understanding of the development of the Children's Hearings System in Scotland and the roles within it. They will learn about the legal framework which underpins the system and their role within it. They will demonstrate through simulation their capacity to fulfil the responsibilities of a panel member.

Outcomes

On successful completion of the Unit the candidate will be able to:

- 1 Understand and describe the development of the Children's Hearings System and the roles within it.
- 2 Describe and apply the procedures governing children's hearings.
- 3 Understand and demonstrate effective and purposeful communication in relation to the panel member role.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Because of the specialised nature of this Unit and others linked to the Professional Development Award for Children’s Hearings: Panel Members all candidates must be recommended to the National Convener for appointment to panel membership.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

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.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Understand and describe the development of the Children's Hearings System and the roles within it.

Knowledge and/or Skills

- ◆ Development of the Children's Hearings System in Scotland
- ◆ The Children's Hearings System in operation
- ◆ Role of the panel member
- ◆ Role of the Children's Reporter, lead professional, safeguarder and solicitor at a children's hearing
- ◆ Role of the Sheriff Court
- ◆ The National Convener and Area Support Teams

Outcome 2

Describe and apply the procedures governing children's hearings.

Knowledge and/or Skills

- ◆ Overarching principles of the Children's Hearings System
- ◆ Grounds for referring a child to a hearing
- ◆ Pre-Hearing Panel
- ◆ Start of the hearing
- ◆ Hearings and options
- ◆ Decisions and reasons
- ◆ End of the hearing

Outcome 3

Understand and demonstrate effective and purposeful communication in relation to the panel member role.

Knowledge and/or Skills

- ◆ Verbal and non-verbal communication
- ◆ Questioning and non-judgemental
- ◆ Models of written communication
- ◆ Presentation of self, open manner
- ◆ Respect and empathy

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

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

- ◆ describe and explain the development of the Children's Hearings System and the roles within it.
- ◆ using a case study of a children's hearing analyse the materials required for a children's hearing.
- ◆ undertake the role of a panel member in at least one simulated children's hearing.
- ◆ evaluate and reflect on their panel member role in the simulation of a children's hearing.
- ◆ demonstrate through simulated practice how to communicate effectively and purposefully.

Assessment for this Unit will be carried out using specially designed workbooks which contain appropriate scenarios, simulated exercises, case studies and assessed observation of group based activities.

Candidates will be required to submit these workbooks for formal marking as directed by the training provider.

Candidate answers should not exceed the word length identified in each section of the workbook.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Aspects of the National Standards for the Children's Panel addressed through teaching and learning for this Unit are:

- Standard 1:** Children and young people are at the centre of everything that we do
- Standard 3:** Panel member practice is consistent across Scotland
- Standard 4:** Every children's hearing is managed fairly and effectively
- Standard 5:** Every children's hearing makes decisions based on sound reasons in the best interests of the child or young person
- Standard 7:** Communication and information sharing across the Children's Panel, ASTs and CHS is clear, appropriate and purposeful
- Standard 8:** Functions, roles and responsibilities are clearly defined and understood within the system

It is anticipated that this Unit will be delivered alongside the Unit Needs of Children and Young People within the Children's Hearings System.

Development of the Children's Hearings System in Scotland:

Candidates should know and understand how the Children's Hearings System was developed. This must include the origins of the Children's Hearings System in the Kilbrandon report and the implementation of the Kilbrandon Recommendations in the Social Work (Scotland) Act 1968. Candidates should also have an awareness of the development of the system in the Children (Scotland) Act 1995 and through the increasing importance of rights in the Scottish legal system.

There is the need to ensure candidates are aware of the international obligations contained in the European Convention on Human Rights, incorporated within the Human Rights Act 1998, and the United Nations Convention on the Rights of the Child. Rights should be understood in relation to The Scotland Act 1998, The Human Rights Act 1998 particularly Article 6: right to a fair trial and Article 8: right to respect for private and family life and how these relate to children and young people. Other aspects of the Human Rights Act that are relevant are Article 3: prohibition of torture, Article 5: right to liberty and security, Article 7: no punishment without law and Article 14: prohibition of discrimination

Higher National Unit Support Notes (cont)

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Candidates must have an understanding of the Children's Hearings (Scotland) Act 2011 and the secondary legislation which underpins the operation of the Children's Hearings System today. Whilst candidates are not expected to have a detailed knowledge of all the provisions they must have an outline awareness of the contents of the Act and Rules. This may include, in particular:

- ◆ Pre-hearing panels
- ◆ s67 grounds
- ◆ Different types of children's hearings and the options available to those hearings
- ◆ The different Orders a children's hearing can make

Roles within the Children's Hearings System

- ◆ The National Convener
- ◆ Area support teams
- ◆ The panel member
- ◆ The Children's Reporter
- ◆ Lead professional
- ◆ Safeguarder
- ◆ Solicitor

Candidates should be able to demonstrate application of knowledge of the roles and legislation in a practical setting. Candidates should demonstrate their knowledge in the role of a panel member in a minimum of one simulated children's hearing.

Communication

Throughout their learning in this Unit candidates should also be considering the forms of communication they use. This will include some learning on verbal and non-verbal communication skills. How to pose open questions and how to respond in a non-judgemental way to children and young people as well as the adults involved in the process.

They should be encouraged through working in groups to develop their presentation skills.

The preparation of written records and reports can also be undertaken through class based activities.

Following successful completion of this Unit candidate's will be ready to move on to the final stage of their training programme by completing the Unit Management of Children's Hearings.

Higher National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

- ◆ It is recommended that this Unit is taught following the order of the Outcomes and that candidates are made aware that the final Unit in the Group Award will cover their role in the management of the children's hearings.
- ◆ It is recommended that much of the delivery for this Unit is classroom based supported by activities, video presentations and research.
- ◆ Group working is encouraged in the research tasks and candidates should also explore their local area in order to research services and facilities that are new to them

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment for this Unit may be carried out using specially designed workbooks which provide candidates with case study materials. Candidates will be required to submit workbooks for formal marking as directed by the training provider. Candidate answers should not exceed the word length identified in each section of the workbooks.

Each candidate's work should be marked by their lead tutor.

Each candidate should obtain a statement of verification that they are able to communicate effectively with children, young people and families.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

Candidates will develop *Communication* skills verbal and non-verbal in relation to working with children and young people as part of their role and function and through working with other members of their team.

Information and Communication Technology (ICT) may be used as a research tool. Accessing and evaluating electronic sources which provide complex information, current facts and ideas on professional concerns and issues should be encouraged in order that candidates are able to read in depth and in detail reference materials from a range of sources. Candidates will be accessing systems and resources through CHS portal.

Problem Solving skills will be gained through considering scenarios and seeking appropriate responses to challenging situations, the focus of group discussions will be on identifying progressive solutions.

Working with Others as part of groups of learners will help to prepare candidates to work with colleague panel members and others involved in the Children's Hearings System, small group exercises and simulated hearings will help candidates further develop their advice guidance and listening skills.

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Principles and Practice for Children's Panel Members (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start what you will need to do during the Unit and opportunities for further learning and development.

This Unit forms part of the Professional Development Award for Children's Hearings in Scotland: Panel Members. The award aims to prepare you for your role as a panel member in Scotland.

The following short introduction will help you by explaining:

- ◆ what the Unit is about
- ◆ what you should know or be able to do before you begin
- ◆ what you will need to do during the course
- ◆ what opportunities you will have for further learning and skills development.

In completing this Unit you will gain an understanding of the relevant legislation, origin and history of Children's Hearings in Scotland.

You will have been through your formal selection process and have been recommended to the National Convener for appointment to panel membership.

At this stage of your training you will begin to understand more about the origin of Children's Hearings in Scotland. You will learn about the legal system surrounding children's hearings and what your role and the roles of others in this process.

You will learn about the principles of the Children's Hearings System and what the different stages of the hearing are. This will include examining your role and that of others before hearings, during hearings, and at the end of hearings.

You will have the opportunity to practise your communication skills verbal and non-verbal through taking part in discussions, undertaking written exercises in your class group and through taking part in simulated case studies.

You will work in small groups with other panel members. In addition to your class based work you may also be required to undertake some additional reading and research as you work through the Unit content.

At the end of the teaching and learning sessions you will complete your formally assessed workbook by writing your responses to set questions on the origin and development of Children's Hearings in Scotland, the roles of people within the hearing and the legal framework in which all of this sits.

Once you have successfully completed this Unit and the Needs of Children and Young People you will be ready to move on to the final Unit in the Professional Development Award.

General information for candidates

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Successful achievement of your assessment for this Unit will provide you with evidence of knowledge from the following areas contained in the National Standards for the Children's Panel.

- Standard 1:** Children and young people are at the centre of everything that we do
- Standard 3:** Panel member practice is consistent across Scotland
- Standard 4:** Every children's hearing is managed fairly and effectively
- Standard 5:** Every children's hearing makes decisions based on sound reasons in the best interests of the child or young person
- Standard 7:** Communication and information sharing across the Children's Panel, ASTs and CHS is clear, appropriate and purposeful
- Standard 8:** Functions, roles and responsibilities are clearly defined and understood within the system