



Higher National Unit Specification

General information

Unit title: Childhood Practice: Leading Professional Development (SCQF level 9)

Unit code: FD79 36

Superclass: PN

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Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit has been designed to allow learners to identify key concepts for the leadership and management of professional development through understanding approaches to evaluating work practice, understanding professional development, evaluating learner's experience, and impact on individual and organisational practice.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Develop knowledge and understanding of key concepts and theories of professional and personal development.
- 2 Manage and identify personal professional development.
- 3 Manage and support the professional development of staff and other colleagues.

Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Learners 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.

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

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

Core Skills

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

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* 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.

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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Develop knowledge and understanding of key concepts and theories of professional and personal development.

Knowledge and/or skills

Learners should demonstrate the ability to:

- ◆ Identify key theories and concepts relating to professional and personal development
- ◆ Analyse theories and concepts against the professional requirements in the workplace
- ◆ Critically analyse the value and impact of personal development on the organisation
- ◆ Identify key benchmark frameworks relevant to professional and personal development which are current in the field of Childhood Practice

Outcome 2

Manage and identify personal professional development.

Knowledge and/or skills

Learners should demonstrate the ability to:

- ◆ Undertake a personal professional needs analysis relating to their work expectations
- ◆ Critically analyse their personal capacity and training needs based on the analysis
- ◆ Link the analysis to current benchmark requirements locally and nationally
- ◆ Demonstrate their capacity to manage their own resource in undertaking continuing professional development

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Outcome 3

Manage and support the professional development of staff and other colleagues.

Knowledge and/or skills

Learners should demonstrate an ability to:

- ◆ Create an environment for learning which enables and supports professional learning and development
- ◆ Manage the quality of professional practice and identify gaps in staff and colleagues professional learning
- ◆ Work with colleagues to identify their continuing professional development needs, and plan and co-ordinate the implementation of this plan
- ◆ Manage the funding and resources of professional development within the organisation
- ◆ Support staff and colleagues throughout the process of professional development

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ critically evaluate theories, and concepts relating to professional and personal development
- ◆ analyse and relate these theories to work practice
- ◆ discuss the concepts of professionalism in relation to the Childhood Practice workplace
- ◆ demonstrate a knowledge of current, relevant benchmark frameworks of Childhood Practice

Outcome 2

- ◆ undertake and critically analyse a personal needs analysis of their strengths and weakness in relation to work practice and current benchmark requirements
- ◆ plan, develop and review a personal development plan, which includes continuing professional development (CPD)
- ◆ demonstrate an awareness of the importance of peers and colleagues being involved in a personal needs analysis
- ◆ manage the resources involved in professional development which include funding and staffing

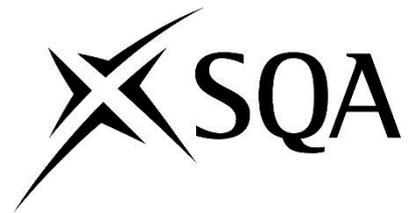
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Outcome 3

- ◆ support and manage the personal development of staff and colleagues within the workplace, which includes reference to:
 - resources
 - currency of professional development
 - knowledge of new initiatives

- ◆ identify and analyse the importance of professional development to the staff and organisation, and relate to change management theories in the process of encouraging relevant professional development



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

This unit is a mandatory/option within the SCQF level 9 Award — Childhood Practice.

The unit may also be used as a free-standing unit by learners in relevant employment who wish to develop and/or enhance their skills as a form of Continuing Professional Development (CPD).

The unit is linked to the unit: *Childhood Practice: Leadership and Management (Workplace Practice)* and there will be opportunities for the learner to utilise many of the transferable skills developed. These may include but are not confined to:

- ◆ critical evaluation
- ◆ self motivation
- ◆ knowledge of current best practice
- ◆ investigative skills
- ◆ professional papers
- ◆ government policies
- ◆ own workplace practice and policy, etc

Guidance on approaches to delivery of this unit

As the unit is designed to be delivered to learners who are experienced in the industry, it is expected that those delivering will have the required experience and occupational competence at an appropriate level in order to guide the learner towards the relevant research and appropriate documents.

It must be remembered that the learner is expected at this level, to have a broad knowledge and understanding of the scope, main areas and boundaries of the subject. Learners will further be required to undertake a critical evaluation of the research they have undertaken. It is again noted that not all theorists agree on some of the issues and that learners may be given credit for their work as long as any conclusions are supported by research and a well reasoned argument.

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It may be possible to integrate some delivery and assessment task with the unit: *Leadership and Management Practice (Workplace Practice)*.

The assessment for this unit integrates all the outcomes in one assignment. However, it is suggested that the unit be taught one outcome at a time, with the assessment task being given out after or during the delivery of Outcome 2 so that the learner can begin to work on and understand the assignment.

Outcome 1

The learner needs to look at the concepts of professionalism as a generic acceptance in other fields, and link this to the new emerging field of Childhood Practice. This will lead to the investigation and analysis of current theories and models relating to professional and personal development, such as appraisals, Johari, Learning Competency model, etc.

The learner should critically analyse these theories and models in relation to workplace practice and requirements in a Childhood Practice setting and identify the appropriate theories or concepts. Learners should have the opportunity to explore the Scottish Social Services Council (SSSC) strategy for enhancing leadership capacity of Scotland's social services and the delivery plan. The SSSC *Step Into Leadership* website is helpful.

As part of this outcome, the learner is expected to understand the importance of professional development to the individual and the organisation.

Outcome 2

In this outcome, the learner is expected to carry out a personal needs analysis linked to current local or national benchmark statements such as Childhood Practice. The learner will be able to use some of the work product such as personal development plan, needs analysis, appraisal, etc as appendices for the final essay. It is expected that the learner will critically reflect on their performance and knowledge which will in turn enable them to develop a plan for continuous professional development.

Learners should have the opportunity to consider the impact of the Scottish Social Services Council: The Standard for Childhood Practice Revised 2015; the Codes of Practice for Social Service Workers and Employers (revised 2016) and the requirements for registration and post registration training and learning (PRTL) on leading professional development within the Childhood Practice workforce.

Outcome 3

As the lead practitioner, the learner is expected to show how they manage the needs analysis and subsequent professional development plans for the staff and other colleagues. Some of the work product used for this Outcome can also be included as appendices in the essay assignment. The learner should refer to change management theories as part of this work, and discuss the inclusion of the most relevant one for the workplace. The management of resources such as staffing or funding should also be a part of the learning in this outcome.

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Guidance on approaches to assessment of this unit

Evidence can be generated using different types 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.

The assessment will take the form of an academic essay of 1,500 words, which will link Outcomes 1, 2, and 3. The essay will be fully referenced and expected to critically analyse at least two theories and concepts in relation to professional development and change management linked to workplace practice. The essay will include work products as appendices, which the learner will relate to in the text.

Assessment guidelines

The assessment will be holistically assessed and will include Evidence Requirements for Outcomes 1, 2, and 3. At SCQF level 9, it is expected for the learner to write a fully referenced essay.

Demonstrate knowledge and understanding through an academic essay (1500 words) of the key concepts or theories relating to personal development. It would be expected that the learner would relate to at least two theories or concepts of professional development and at least one for change management.

The essay will make reference to the impact of professional development to the lead practitioner and to the organisation and team.

The academic essay will show evidence of research and critical understanding of contemporary theories, concepts and ideas in relation to professional development. The essay will clearly show links between theory and practice in relation to professional development and will refer to the appendices, which will include the work plans, needs analysis and professional development plans for Outcomes 2 and 3.

It is expected that there will be reference to at least one benchmark framework included within the essay.

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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.

Opportunities for developing Core and other essential skills

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

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

History of changes to unit

Version	Description of change	Date
02	Minor revisions to the support notes. Unit updated into new template and formatted in line with latest house style.	26/03/19

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General information for learners

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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 employment.

This unit has been designed to encourage you to identify key concepts for the leadership and management of professional development through understanding approaches to evaluating work practice, understanding professional development, evaluating learner's experience, and impact on individual and organisational practice.

On completion you should be able to:

- 1 Develop knowledge and understanding of key concepts and theories of professional and personal development.
- 2 Manage and identify personal professional development.
- 3 Manage and support the professional development of staff and other colleagues.

The assessment will be holistically assessed which means that it will include the evidence requirements for Outcomes 1, 2, and 3. At SCQF level 9, it is expected for you to write a fully referenced essay.

You will be asked to write an academic essay of 1,500 words to include the key concepts or theories relating to personal development.

It is expected that you will relate to at least two theories or concepts of professional development and at least one for change management. The essay will make reference to the impact of professional development to you as the lead practitioner and to the organisation and team. In your essay, show evidence of research and critical understanding of contemporary theories, concepts and ideas in relation to professional development.

Your essay will clearly show links between theory and practice in relation to professional development and will also refer to the appendices, which you will include as work plans, such as, needs analysis and professional development plans for Outcomes 2 and 3. You refer to at least one benchmark framework included within the essay, such as Childhood Practice standards.