



Arrangements for:
**Professional Development Award
(PDA) in Children and Young People's
Health and Wellbeing**
at SCQF level 7

Group Award Code: GA7M 47

Validation date: February 2011

Date of original publication: April 2011

Version: 01

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

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1 Introduction

This is the Arrangements Document for the ***new Group Award(s) in Children and Young People's Health and Wellbeing at SCQF level 7, which was validated in February 2011***. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

This is a new qualification at SCQF level 7 which has been designed to meet the needs of those working with children and young people.

The PDA in Children and Young People's Health and Wellbeing at SCQF level 7 (GA7M 47) is specifically designed to improve professional practice and provide continuous professional development for employees who are working with children and young people.

2 Rationale for the development of the Group Award

NHS Education for Scotland (NES) was charged by the Scottish Government Health Directorate (SGHD) to design a cross sector capability framework for those working in the early year's sector and to develop educational programmes to support the framework. Collaboration with other sectors resulted in NES Early Years Capability Framework. A pilot project was undertaken to support the framework. The initial target group was staff from the Health and Wellbeing in schools pilot sites. Staff were also recruited from education and social care. The priority areas were then identified as:

- ◆ Early Years
- ◆ Children's Specialist Services

The Scottish Government Education Directorate is leading on an Early Years' strategy which is long term covering a range of services that support young children and their families. Integral to improving child health is building resilience, shifting the focus to prevention rather than intervention, supporting parents and families, addressing inequalities, creating a positive environment for all children and, crucially providing integrated services that meet the needs of children and families in a holistic way.

The recent initiatives to promote a more integrated approach to services for children and families have meant that local authorities are now expected to agree health improvement budgets, linking health and social care together. These changes create demand for competent, well trained professionals who will be able to work across disciplines in a support role. This suggests that practitioners will require a multi disciplinary qualification.

The Joint Education and Training for Health and Social Care Support Workers In Scotland (SMCI Report- Exec Summary report, published in March 2009), highlighted a clear and growing demand in both health and social services for a range of support workers who provide direct care, and indicated the benefits of health and social care support workers at local level.

The following documents highlight the importance of an integrated service for children, young people and their families:

- ◆ Equally Well
- ◆ Toward a Healthier Scotland
- ◆ HALL 4
- ◆ Regulation of Care (Scotland) Act 2001
- ◆ The National Care Standards for Education and Childcare up to the age of 16 (2005)
- ◆ National Review of the Early Education and Childcare Workforce (2004)
- ◆ The Standard for Childhood Practice (2007)
- ◆ Early Years and Early Intervention Framework: (2008)
- ◆ Getting it Right for Every Child
- ◆ Education (Additional Support for Learning) (Scotland) Act 2004
- ◆ Pre Birth to Three

One of the key features of this unique qualification focuses on the job roles of those aspiring to advance their practice while working with children and young people. The qualification is made up of six mandatory Units based on the National Occupational Standards for the Health and Social Care Sectors. Four of the six Units are SVQ Units which provide learners with the opportunity to demonstrate their ability to put theory into practice.

The Units provide learners with the knowledge and skills to carry out their duties while working with children and young people. This qualification may provide opportunity for learners to progress to other qualifications within those sectors which work with children, young people and their families.

3 Aims of the Group Award

The main aim of the PDA in Children and Young People's Health and Wellbeing at SCQF level 7 is to allow learners to advance their knowledge using theoretical underpinnings and practical application to support their practice. Learners may also use this qualification as progression into higher level study. It is anticipated that learners will come from a broad range of job roles that include those working with children and young people.

It also aims to meet the needs of employers throughout Scotland in terms of addressing the diverse needs of the workforce in relation to their job roles. The inclusion of National Occupational Standards for Health and Social Care via four mandatory SVQ Units allows learners to demonstrate their ability to relate theory and practice.

3.1 General aims of the Group Award

The qualification has the following general aims:

- ◆ To develop transferable skills including Core Skills
- ◆ To develop personal effectiveness
- ◆ To develop investigative, evaluative and analytical skills
- ◆ To develop problem solving skills
- ◆ To enable progression within the SCQF framework including possible progression to Higher Education
- ◆ To provide opportunities for career planning and enhance a learner's career prospects

3.2 Specific aims of the Group Award

The following are specific aims of this qualification:

- ◆ To enable learners to gain an understanding of the factors that affect children and young people's health and wellbeing and develop strategies to support them
- ◆ To enable learners to gain an understanding of legislation and policy surrounding children and young people's health and wellbeing
- ◆ To enable learners to evaluate the role of preventative and protective measures in the promotion of children and young people's general wellbeing
- ◆ To enable learners to analyse and apply theories relating to children and young people's development
- ◆ To enable learners to identify current legislation and policy frameworks that support collaborative working
- ◆ To enable learners to demonstrate an understanding of social and cultural issues relevant to children and families in Scotland

4 Access to Group Award

In line with the Protection of Vulnerable Group (Scotland) Act 2007, SQA recommend that learners undertaking this PDA be disclosed under the protection of vulnerable group's scheme.

In order to meet the demands of the occupational sectors, centres should be as flexible as possible with entry requirements and consideration should be given to those who may not have formal qualifications but who do have substantive experience of operating at support worker level.

Learners may come with a range of qualifications including:

- ◆ SVQ Children's Care Learning and Development level 2
- ◆ SVQ Health and Social Care level 2
- ◆ NC Early Education and Childcare
- ◆ NC Child Health and Social Care
- ◆ NC Health and Social Care

Recommended Core Skills entry level for the PDA in Children and Young People's Health and Wellbeing at SCQF level 7 is as follows:

Communication	SCQF level 4
Numeracy	SCQF level 4
Problem Solving	SCQF level 4
Information Communication Technology	SCQF level 4
Working with Others	SCQF level 4

The recommended Core Skills entry level has been adopted to allow learners from a wide range of backgrounds to access the qualification. Learners who come with no formal qualifications may require extra support with Core Skills, it is anticipated that this will be offered by the delivering centres existing provision.

The qualification is designed for employees working with children and young people aspiring to advance their practice and career. The practical application of theory should allow learners to present evidence of competence regarding career advancement. (See Appendix 5 – Core Skills Signposting)

5 Group Award structure

The PDA in Children and Young People's Health and Wellbeing at SCQF level 7 will be achieved on the successful completion of all six mandatory Units which are detailed in the table in 5.1 below. Through achievement of this qualification learners will be awarded 80 SCQF credits at level 7.

5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Fundamentals of supporting children and young people's health, wellbeing and development: theory	FF6X34	24	7	3
Fundamentals of supporting children and young people and their families: theory	FF6T34	24	7	3
Promote effective communications with for and about individuals	DK4R04	8	7	1
Promote monitor and maintain health, safety and security in the working environment	DK4K04	8	7	1
Reflect on and develop your practice	DK5704	8	7	1
Promote the wellbeing and protection of children and young people	DK4H04	8	7	1
Total Credits		80		

5.2 Mapping information

Within the PDA in Children and Young People's Health and Wellbeing at SCQF level 7 there are opportunities to develop Core Skills to SCQF level 5 and 6 although there is no automatic certification of these Core Skills or Core Skills components.

The extent of the development of Core Skills will depend on the learning opportunities chosen by the learner or the delivery and assessment methods selected by the tutor.

Learners undertaking the PDA will also develop a range of transferrable skills to improve professional competencies, confidence and performance in working with children and young people.

Recommended Core Skills exit level

Communication	SCQF level 6
Problem solving	SCQF level 6
Information Communication Technology	SCQF level 6
Working with others	SCQF level 5

6 Approaches to delivery and assessment

The PDA in Children and Young People's Health and Wellbeing at SCQF level 7 is designed for learners in employment, therefore as much of the assessment evidence will be drawn from their working practice. The PDA may be delivered in a number of different ways to reflect the learning, employment and development needs of individual learners and employers.

It is recommended that the PDA is delivered on a part time basis which will allow learners to focus on the facilitation of evidence and put their learning into practice. This also offers advantages to employers as it allows practitioners to engage in CPD with minimal disruption to the service delivery.

In the PDA Children and Young People's Health and Wellbeing at SCQF level 7 the learners practice is also assessed through the achievement of four SVQ Units from the SVQ in Health and Social Care level 3. These are:

- ◆ Promote effective communication for and about individuals
- ◆ Promote, monitor and maintain health, safety and security in the working environment
- ◆ Reflect on and develop your practice
- ◆ Promote the wellbeing and protection of children and young people

Assessment Strategy and Guidance

It is recommended that the theory Units will be undertaken first in order to equip the learner with the necessary underpinning knowledge to then undertake the SVQ units. The following sequence is recommended

- ◆ FF6X34 Fundamentals of supporting children and young people's health, wellbeing and development: theory
- ◆ FF6T34 Fundamentals of supporting children and young people and their families: theory
- ◆ Holistic assessment of all four SVQ units

Learners who come with no formal qualifications may require extra support, it is anticipated that this will be offered by the delivering centre's existing provision. It is recommended that a blended learning approach will be taken to the delivery of this award. Full assessment guidance can be found within the Unit specifications of the following units FF6X34 and FF6T34.

The following guidance is taken from the Assessment Strategy for S/NVQs in Health and Social Care agreed by all UK Awarding Bodies. Guidance is offered on:

- ◆ Workplace assessment for each of the four Units
- ◆ Sources and types of evidence
- ◆ The required occupational competence of assessors, expert witnesses and verifiers

It is recommended that assessments are undertaken in a holistic manner and assessments are integrated where the opportunity natural arises. All instruments of assessment used within this group award should be internally verified using the appropriate policy within the centre and the guidelines set by SQA.

Further information on internal and external verification can be found in the *SQA Guide to Assessment and Quality Assurance for Colleges of Further Education* www.sqa.org.uk

The additional support needs of individual learners should be taken into account when planning learning experiences and selecting assessment instruments. Please refer to the SQA document *Guidance on assessment arrangements for learners with disabilities and or Additional support needs* which on SQA website www.sqa.org.uk

6.1 Open learning

The following two Units would lend themselves to an open/blended learning model:

- ◆ FF6X34 Fundamentals of supporting children and young people's health, wellbeing and development theory
- ◆ FF6T34 Fundamentals of supporting children and young people and their families: theory

The open/blended approach may include the use of virtual learning environments such as, Moodle, Blackboard etc.

Centres would be required to set up systems to authenticate learner's work, in order to offer this type of delivery according to SQA guidelines. For further information and advice, please see *Assessment and Quality Assurance of Open and Distance Learning SQA, February 2001 – publication code A1030* - www.sqa.org.uk

7 General information for centres

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.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment (www.sqa.org.uk)*.

8 General information for candidates

The PDA in Children and Young People's Health and Wellbeing at SCQF level 7 is designed to allow you develop the skills and knowledge required for working with children and young people.

One of the key features included in this qualification focuses on the job roles of those aspiring to advance their practice with children and young people. The qualification will give you the opportunity to consolidate your work experience.

The qualification consists of six mandatory Units, which is considered necessary to support the practice and underpin the duties of those working with children and young people.

The aims of the course are to:

- ◆ Enable you to gain an understanding of the factors that affect children and young people's health and wellbeing and develop strategies to support them
- ◆ enable you to gain an understanding of legislation and policy surrounding children and young people's health and wellbeing
- ◆ enable you to evaluate the role of preventative and protective measures in the promotion of children and young people's general wellbeing

- ◆ enable you to analyse and apply theories relating to children and young peoples development
- ◆ enable you to identify current legislation and policy frameworks that support collaborative working
- ◆ enable you to demonstrate an understanding of social and cultural issues relevant to children and families in Scotland

And to enable you to:

- ◆ develop transferable skills including Core Skills
- ◆ develop personal effectiveness
- ◆ develop investigative, evaluative and analytical skills
- ◆ develop problem solving skills
- ◆ progress within the SCQF framework including possible progression to Higher Education
- ◆ undertake career planning and enhance your career prospects

You may be asked to produce integrative reports or case studies linked to your own professional context. Alternatively you may be asked to deliver a PowerPoint presentation.

In line with the Protection of Vulnerable Group (Scotland) Act 2007, SQA recommend that learners undertaking this PDA be disclosed.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: Glossary of Terms

Appendix 1: Mapping Opportunities

Appendix 2: Core Skills Signposting

Appendix 1: Glossary of Terms

Assessor the person who assesses the candidate and makes a decision if he/she is competent, based on a variety of evidence.

Candidate The person undertaking the PDA.

Care Commission Scottish Commission for the Regulation of Care.

Case Study An assignment in which you give an account of work you have undertaken based on real work practice in which you identify and explain the knowledge used through the use of reference to reading and research.

CPD Continuous Professional Development.

Elements of competence describe the activities workers are expected to perform.

Evidence Requirements Details of the specific evidence that is required for a Unit in the award in order for a candidate to meet the Outcome(s). Evidence requirements are mandatory.

Expert witness person who is occupationally competent in the candidate's area of work and who may see the candidate working on a daily basis. They are able to make a judgement about competence, but it is still the role of the assessor to incorporate these judgements into the final assessment decision.

External verifier is appointed by the SQA, the Awarding Body, to ensure consistency in assessment and internal verification across all centres offering the award.

Internal verifier designated by the assessment centre to ensure that assessors are performing consistently in the use of assessment methods and assessment decisions.

Knowledge this requires that candidates **understand** their actions, and can integrate knowledge and practice.

Outcome The description of an Outcome to be achieved by candidates in an HN Unit.

Performance Criteria (PCs) are built into each element and are **the standards** against which the work activities should be measured — and for which evidence of actual performance must be provided.

PDA Professional Development Award Designed for people who are normally already in a career or vocation, and who wish to extend or broaden their skills base. In some cases they will be designed for those wishing to enter employment

RPL Recognition of Prior Learning

SCQF Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credits One SQA HN credit is equivalent to eight SCQF credit points. This applies to all HN Units, irrespective of their level

SCQF levels The SCQF covers 12 levels of learning. PDAs are available at SCQF levels 6 to 12 and will normally be made up of Units at SCQF levels 6 to 12.

SSSC Scottish Social Services Council

SVQ Scottish Vocational Qualifications are work-based qualifications

Qualification Design Team (QDT) The QDT works in conjunction with a Qualification Manager/Officer to steer the development of the PDA from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, further education colleges, training providers and other relevant organisations

Unit Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Appendix 2: Mapping Opportunities

Mapping Opportunities for PDA Children and Young People’s Health and Wellbeing at SCQF Level 7

The four SVQ Units within the PDA also appear in the following qualifications:

Qualification	DK4R 04	DK4K 04	DK57 04	DK4H 04
SVQ Health and Social Care (Adults) Level 3	✓	✓	✓	
SVQ Health and Social Care (Children and Young People) Level 3	✓	✓	✓	✓
SVQ Health (Perioperative Care – Surgical Support) Level 3	✓	✓		
SVQ Health (Perioperative Care –Anaesthetic/PACU Support) Level 3	✓	✓		
SVQ Health (Maternity/Paediatric Support) Level 3	✓	✓	✓	✓
SVQ Health (Allied Health Profession Support) Level 3	✓	✓	✓	✓
SVQ Health (Decontamination) Level 3	✓	✓	✓	✓
SVQ Health (Renal Support) Level 3	✓	✓	✓	✓
SVQ Community Justice: Working with Offending Behaviour Level 3	✓	✓	✓	✓
SVQ Community Justice: Work with Victims, Survivors and Witnesses Level 3	✓	✓	✓	✓
SVQ Dental Nursing Level 3			✓	
SVQ Pharmacy Services Level 3			✓	
HNC Social Care	✓	✓	✓	✓
HND Social Services	✓	✓	✓	✓

Appendix 3: Core Skills Signposting

Appendix 3

Core Skills Signposting

PDA Children and Young People's Health and Wellbeing at SCQF Level 7

Unit Code	Unit title	Comms (Written)	Comms (Oral)	Using Graphic al Info.	Using Number	Using ICT	Problem Solving – C. T.	Problem Solving – P. & O.	Problem Solving – R. & E.	Working with Others
	PDA Children and Young People's Health and Wellbeing									
FF6X34	Fundamentals of supporting children and young people's health, wellbeing and development: theory	x	x			x	x	x	x	x
FF6T34	Fundamentals of supporting children and young people and their families: theory	x	x			x	x	x	x	x
DK4R04	Promote effective communications with, for and about individuals	x	x							x
DK4K04	Promote, monitor and maintain health, safety and security in the working environment	x	x				x	x	x	x
DK5704	Reflect on and develop your practice	x	x				x	x	x	x
DK4H04	Promote the wellbeing and protection of children and young people	x	x							x

Communication (at SCQF level 6) — Candidates will be able to develop this Core Skill through communicating at a professional level with peers, colleagues and partners as well as producing reports, presentation, essays and reflective logs across the award. Across the units candidates will be expected to read, understand and evaluate complex documentation, reports and legislation. Candidates should be given the opportunity to develop confidence in presenting information to others.

Working with Others (at SCQF level 6) — Candidates will be able to develop this Core Skill through the use of group discussions, group research and group presentation as part of the formative and summative assessment process across the units. By fulfilling the mandatory requirement of being employed or in work placement for certain Units within this award, candidates will be able to develop working relationships, whether that be with colleagues or children and young people in a workplace settings.

Information and Communication Technology (at SCQF level 5/6) — Candidates will be able to develop this Core Skill through the use of ICT sources to research materials, prepare and deliver presentations for both Fundamentals of supporting children and young people’s health, wellbeing and development: theory, and Fundamentals of supporting children and young people and their families: theory Units. Various ICT sources may also be used within the candidate’s workplace setting, and candidates will further develop these skills while undertaking a case study and the promotion of a health and wellbeing initiative. It is expected that some material will be accessible to candidates by the use of Virtual Learning Environments which will promote the use of IT in many ways and may include use of electronic forums and monitored group discussions.

Problem Solving (at SCQF level 6) — Candidates will be able to develop this Core Skill through the collation, interpretation and evaluation of material to support the implementation of a plan for health promotion. They may also develop these skills through the practical elements within the SVQ units, making informed choices appropriate to their professional practice. Formative assessment within the learning and teaching of the units may also offer opportunities for the development of specific skills in this area.

Core Skill components
Written Communication
Oral Communication
Using Graphical Information
Using Number
Using Information Communication Technology
Problem Solving — Critical Thinking
Problem Solving — Planning and Organising
Problem Solving — Reviewing and Evaluating
Working with Others