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| **Training Needs Analysis** |

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| **Social Services Children and Young People – Level 3 – (SCQF Level 7)****Promote the Safeguarding of Children and Young People – (H5LF 04)** |

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| **Social Services and Healthcare – Level 3 – (SCQF Level 7)****Promote the Safeguarding of Individuals – (H5S0 04)** |

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| **Training Needs Analysis** |

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| **Social Services Children and Young People – Level 3 – (SCQF Level 7)****Promote the Safeguarding of Children and Young People – (H5LF 04)** |

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| **Social Services and Healthcare – Level 3 – (SCQF Level 7)****Promote the Safeguarding of Individuals – (H5S0 04)** |

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| **Acknowledgements** |

SQA would like to take this opportunity to thank Mrs Barbara Dale, Senior External Verifier, Child Care, verification group – eight four, whose knowledge, skills and experience have been taken into consideration to carry out the Training Needs Analysis (TNA) that follows.

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| **Introduction** |

This document aims to advise on how to implement and a Training Needs Analysis (TNA) and exemplify the process taking into account the following SVQs in Social Services sector:

* Social Services Children and Young People – Level 3 – (SCQF Level 7) – (GH5W 23)
* Social Services and Healthcare – Level 3 – (SCQF Level 7) – (GH60 23)

One unit from each SVQ has been chosen. The units chosen are similar in nature, one looking at the performance, knowledge and skills from a child centred perspective

* Promote the Safeguarding of Children and Young People – (H5LF 04)

The other looking at the performance, knowledge and skills from an adult perspective

* Promote the Safeguarding of Individuals – (H5S0 04)

In addition, this document will present evidence to support competence, knowledge and understanding in the format of a:

* curriculum vitae
* job description – Head of Centre
* continuing Professional Development (CPD)
* certificates for professional development courses attended

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| **Training Needs Analysis** **How are Learning and Development Needs Identified?** |

The identification of learning and development needs is based on the conduct of a formal or informal assessment of prevailing levels of skills, attitudes and knowledge, and any current or anticipated gaps, to inform decisions about the learning provisions required at individual, team or organisational level.

The implementation of a formal Learning Needs Analysis (LNA) - also sometimes known by alternative terms such as Training Needs Analysis (TNA) or Training and Learning Needs Analysis (TLNA) - may be seen as a health check on the skills, talent and capabilities of a centre (or part of the centre). It is based on the systematic gathering of data about existing employees’ capabilities and organisational demands for skills, alongside an analysis of the implications of new and changed roles for changes in capability.

Such a process should flow from your centre’s business strategy, and its aim is the production of a plan for the centre to ensure that there is sufficient capability to sustain business performance. It is also important to consider statutory requirements, for example certain positions require specified levels of knowledge and/or expertise relating to legislation, policy and procedures.

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| **Carrying Out A Training Needs Analysis** |

There are 7 steps in analysing a role for training purposes:

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| **Steps** | **Activity** |
| One | Gain Co-operation of all concerned |
| 🡻 |
| Two | Carry Out Pre-Analysis Investigation |
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| Three | Decide the Appropriate Analytical Approach |
| 🡻 |
| Four | Analyse the Role |
| 🡻 |
| Five | Write the Role Description |
| 🡻 |
| Six | Write the role/training specification |
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| Seven | Cross Reference to SQA CPD Toolkit |

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| **Step One – Gain the co-operation of all concerned.** |

Before carrying out any of the steps, it is necessary to inform everyone of the purpose and process of the investigation, or suspicions may be aroused when the analyst starts asking questions. Consulting and involving people at the outset also ensures a better chance of obtaining commitment to any training programme, which might result, and constitutes the first step in a TNA.

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| **Step Two – Carry out a pre-analysis investigation** |

It is necessary to establish that a training analysis is needed because a problem that may appear to be due to lack of training may have other causes, such as excessive workloads or poor organisation. When it is agreed that the problem is a training one, the next stage is to decide whether an analysis is really required. The questions listed below may clarify this point:

* What is the centre losing in terms of production or services because the post holder has not been formally trained?
* Is sufficient information available (eg from National Occupational Standards (NOS), assessment strategies) to make an analysis unnecessary?
* How long does it take the average post holder to learn the role without planned training? If a matter of hours, then analysis may not be necessary.

Having established that an analysis is needed, a check is made to ensure that the post in unlikely to be changed significantly.

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| **Step Three – Decide the appropriate analytical approach** |

A stages and key points analysis may be appropriate for most of the tasks within a role, but one or two may need a faults analysis or even a manual skills analysis if a great deal of perception or intricate hand and eye movements are involved.

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| **Step Four – Analyse the role** |

The analyst needs to know the sources of information available, the appropriate methods of collecting it, and the depth of analysis required:

Sources of information may include the following:

* The post-holder, who can often provide the bulk of the data required
* The post holder’s line manager, who will specify the purpose of the post and the necessary standards of performance; these points may be obvious for work where the content is largely prescribed, as in the case of most semi-skilled posts, but it is often less clear in other types of work, notably managerial roles.
* Customers or clients; information can be gained from records of customer complaints, or questionnaires.
* Centre records such as role descriptions/specifications, organisational charts, policies, plans and procedures.
* National Occupational Standards (NOS) and any guidance documentation can be an essential source of information for training purposes, particularly where new standards are being implemented for the first time.

Methods of Analysis

The analyst first identifies the post holder’s responsibilities and tasks and then finds out for each task:

* What is done?
* Why it is done? and
* How it is done?

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| **Step Four – Analyse the role** |

This may involve finding out what plans the post holder follows, what ‘cues’ her/she uses in initiating, controlling and completing a task or part of a task, and what skills and knowledge are required to respond effectively to the relevant cues are various stages in each task. The following methods are commonly used:

* Observation by the analyst
* Self observation
* Questionnaire
* Fact-finding interview
* Do-it-yourself

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| **Step Five – Write the role description** |

It is possible that this is already in existence, but it is still useful at this point to check the accuracy. It might also contain extra details such as the post holder’s hours of work. This might be helpful to know when arranging training programmes. It is also sensible to mark the date at the top of all analysis documents.

Where the post holder has to liaise with a number of people in a centre, it can often be illuminating to make an interactive diagram

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| ExpertWitness |  | Internal Verifier |
| 🡼 |  | 🡽 |
| Line Manager | 🡸 | Assessor | 🡺 | External Verifier |
| 🡿 |  | 🡾 |
| Co-ordinating Assessor |  | Centre SQA Co-ordinator |
| **Step Five – Write the role description** |

It may be that conflicting expectations of the same person by various members of staff can be a source of stress and difficulty. Developing strategies to cope with this situation is likely to be a key area of the job, and yet might easily lack emphasis in a traditional role description.

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| **Step Six – Write the role training specification** |

A role specification for training purposes gives as much detail of the skills, knowledge (or competences), experience or qualifications required to perform in a particular environment, as well as the tasks performed. The completed specification provides a yardstick against which a post holder’s performance will be measured and any shortfall identified.

Before embarking on any training programme, the specification should be sanctioned, with the appropriate managers and agreement obtained by all parties.

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| **Step Seven – Cross Reference to SQA CPD Tookit** |

The *CPD toolkit for assessors and internal verifiers of SVQs and other workplace standards/awards* developed by SQA can be accessed on SQA’s Secure Website.

Please speak to your SQA Co-ordinator who has access to this site. This individual within your centre should be able to access the said documentation.

The toolkit will enable you to:

* Review current procedures and practice
* Recognise compliance and/or identify gaps in practice
* Confirm practice aligns with assessor/verifier units

**Reference**

Barrington, Harry, Reid, Margaret Anne, (Aug 1999), Training Interventions: Promoting Organisational Learning, Sixth Edition, England, Chartered Institute of Personnel and Development

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| **Social Services Children and Young People – Level 3 – (SCQF Level 7) – (GH5W 23)****Promote the Safeguarding of Children and Young People – (H5LF 04)** |

This section looks at the performance, knowledge, and understanding competences required for this unit and exemplifies how such standards have been met or have yet to be met.

The model used reflects the documentation suggested in the SQA’s CPD toolkit.

The “Supporting Procedures” column outlines the potential work experience, knowledge and qualifications that an individual may have to support their competence in delivering such a unit.

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| **Maintain Your Understanding and Awareness of Harm, Abuse and Safeguarding** |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 1 | Demonstrate understanding of factors, situations and actions that may cause or lead to **harm and abuse**.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* In-Service Training
* Occupational Experience
 | * C
 |
| 2 | Demonstrate understanding of signs and symptoms that may indicate that an individual has been, or is in danger of being, harmed or abused.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* In-Service Training
* Occupational Experience
 | * C
 |
| 3 | Demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that an individual has been, or is in danger of being, harmed or abused.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training
* Occupational Experience
 | * C
 |
| 4 | Demonstrate understanding of the role of different agencies and the central place of multi-agency working in the **safeguarding** of children and young people.  | * Occupational Competence
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
 | * C
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| **Maintain Your Understanding and Awareness of Harm, Abuse and Safeguarding** |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 5 | Demonstrate understanding of the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities and boundaries of your role.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* In-Service Training
* Occupational Experience
* Child Protection Co-ordinator
 | * C
 |
| 6 | Demonstrate understanding of actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse.  | * Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* Supporting families at Children’s Panels (2006-2011)
 | * C
 |
| 7 | Reflect on your own behaviour and values to ensure that they do not contribute to situations, actions or behaviour that may be harmful or abusive.  | * My appraisals with Director of Education
* Specific part of appraisal set of questions on – behaviour and values – reflection and practice.
* Reviewing my role as Child Protection Co-ordinator
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| **Implement Practices That Help to Safeguard Children and Young People from Harm or Abuse** |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 8 | Monitor actions, behaviours and situations that may lead to harm or abuse.  | * Early Childcare Educators (EDC) go to Head of Centre and discuss issues that have arisen
 | * C
 |
| 9 | Monitor significant changes in a child or young person’s emotional or physical health, personal appearance or behaviour | * Early Childcare Educators (EDC) go to Head of Centre and discuss issues that have arisen
 | * C
 |
| 10 | Follow required procedures for reporting concerns about the welfare of a child or young person and any actions, behaviours or situations that may lead to harm or abuse.  | * Early Childcare Educators (EDC) go to Head of Centre and discuss issues that have arisen
 | * C
 |
| 11 | Keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern  | * Role of Head of Centre
* Occupational Experience
* Job Description
* Managing People to do that ie EDCs – Each EDC is responsible for 8 children
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| **Implement Practices That Help to Safeguard Children and Young People from Harm or Abuse** |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 12 | Use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse.  | * Role of Head of Centre
* Occupational Experience
* Job Description
* Managing People to do that ie EDCs – Each EDC is responsible for 8 children
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| **Develop Relationships That Promote Safeguarding of Children and Young People** |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 13 | Establish **relationships** that support trust and rapport with the children and young peopleand **key people.**  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Develop Relationships That Promote Safeguarding of Children and Young People** |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 14 | Establish relationships in which the children, young people and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Develop Relationships That Promote Safeguarding of Children and Young People** |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 15 | Use the child or young person’s preferred communication methods and language.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Develop Relationships That Promote Safeguarding of Children and Young People** |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 16 | Support the child or young person to **communicate** their views and preferences, according to their age, ability and level of development | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Develop Relationships That Promote Safeguarding of Children and Young People** |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 17 | Explain to the child or young person your responsibilities to disclose any information about potential or actual harm or abuse, according to their age, ability and level of development | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Develop Relationships That Promote Safeguarding of Children and Young People** |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 18 | Maintain confidentiality within the boundaries of your own role and the safeguarding of children and young people.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Promote Rights and Inclusion with Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 19 | Provide information to the children, young people and key people about their rights and responsibilities.  | * Reading and research – children’s rights.
* Delivering PDA Unit (SCQF 9) – *Leaders and Managers in Childhood Practice Sector* for Stirling Council (2010-2014)
 | * C
 |
| 20 | Work with the child or young person in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Promote Rights and Inclusion with Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 21 | Work with the child or young person, key people and others to balance rights, responsibilities and risks.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Promote Rights and Inclusion with Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 22 | Ensure your own actions promote equity and inclusion and do not discriminate.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Promote Rights and Inclusion with Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 23 | Take appropriate steps when the actions of others are discriminatory.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Work in Ways That Promote Wellbeing of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 24 | Support key people and **others** to recognise and respect the **background** and preferences of the child or young person.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
 | * C
 |
| 25 | Work with the child or young person in **child centred** ways.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
 | * C
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| **Work in Ways That Promote Wellbeing of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 26 | Work with the child or young person in ways that recognise the impact that experiences, losses and life events have had on their lives.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
 | * C
 |
| 27 | Work with the child or young person in ways that promote their self-esteem, sense of security and belonging.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
 | * C
 |
| 28 | Work with the child or young person in ways that maximise their **active participation**, independence and responsibility.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
 | * C
 |
| 29 | Support the child or young person to maximise their decision-making and control over their lives.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
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| **Support Children and Young People to Keep Themselves Safe**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 30 | Promote the child or young person’s awareness of personal safety, according to their age, ability and level of development. | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
 | * C
 |
| 31 | Promote the child or young person’s awareness of risks associated with the use of **electronic communications**, according to their age, ability and level of development. | * Gap identified with older children.
* See Action Development Plan
 | * X
 |
| 32 | Work with the child or young person to help them understand bullying and the action to take if it occurs, according to their age, ability and level of development. | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
 | * C
 |
| 33 | Support the child or young person to recognise when the behaviour towards them or any child, young person or adult is inappropriate or unacceptable, according to their age, ability and level of development.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
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| **Support Children and Young People to Keep Themselves Safe**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 34 | Work with the child or young person, key people and others to challenge practices that may lead to harm or abuse, according to their age, ability and level of development. | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
 | * C
 |
| 35 | Support the child or young person and key people to express concerns or make complaints, according to their age, ability and level of development. | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Rights**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 1 | Legal and work setting requirements on equality, diversity, discrimination and rights.  | * Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
 | * C
 |
| 2 | Your role in promoting children and young people’s rights, choices, wellbeing and active participation.  | * Supporting families at Children’s Panels (2006-2011)
 | * C
 |
| 3 | Your duty to report any acts or omissions that could infringe the rights of children and young people.  | * Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
 | * C
 |
| 4 | How to deal with and challenge discrimination.  | * Diversity Awareness (Cert), (1995 & 2007)
* In-Service Training (1969-2011)
* Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
 | * C
 |
| 5 | The rights that children and young people have to make complaints and be supported to do so.  | * Supporting families at Children’s Panels (2006-2011)
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 6 | Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.  | * Role of External Verifier
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* CPD 2014/2015 academic session
* Early Years Scotland
* Playgroup – Up-to-date knowledge of legislation – building Ambition – Children and Young People Act
 | * C
 |
| 7 | Your own background, experiences and beliefs that may have an impact on your practice.  | * Head of Nursery Job Description
* Successfully fulfilling the role
* Appraisals
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 8 | Your own roles, responsibilities and accountabilities with their limits and boundaries.  | * Head of Nursery Job Description
* Successfully fulfilling the role
* Appraisals
 | * C
 |
| 9 | The roles, responsibilities and accountabilities of others with whom you work.  | * Head of Nursery Job Description
* Successfully fulfilling the role
* Appraisals
 | * C
 |
| 10 | How to access and work to procedures and agreed ways of working. | * Head of Nursery Job Description
* Successfully fulfilling the role
* Appraisals
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 11 | The meaning of person-centred/child centred working and the importance of knowing and respecting each child or young person as an individual.  | * Child at Centre – In Service Training
* Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Primary Diploma Teaching (1971)
* Occupational competence
* How to work effectively in partnership – child centred, well being.
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 12 | The prime importance of the interests and wellbeing of the children and young people.  | * Child at Centre – In Service Training
* Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Primary Diploma Teaching (1971)
* Occupational competence
* How to work effectively in partnership – child centred, well being.
 | * C
 |
| 13 | The child or young person’s cultural and language context.  | * Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 14 | How to build trust and rapport in a relationship.  | * Child at Centre – In Service Training
* Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Primary Diploma Teaching (1971)
* Occupational competence
* How to work effectively in partnership – child centred, well being.
 | * C
 |
| 15 | How your power and influence as a worker can impact on relationships.  | * Masters Degree – (See list of Units)
* Supporting families at Children’s Panels (2006-2011)
* Head of Centre Role
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 16 | How to work in ways that promote active participation and maintain children and young people’s dignity, respect, personal beliefs and preferences.  | * Child at Centre – In Service Training
* Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Primary Diploma Teaching (1971)
* Occupational competence
* How to work effectively in partnership – child centred, well being.
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 17 | How to work in partnership with children, young people, key people and others.  | * Child at Centre – In Service Training
* Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Primary Diploma Teaching (1971)
* Occupational competence
* How to work effectively in partnership – child centred, well being.
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 18 | How to manage ethical conflicts and dilemmas in your work.  | * Masters Degree – (See list of Units)
* Supporting families at Children’s Panels (2006-2011)
* Head of Centre Role
* In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 19 | How to challenge poor practice.  | * Masters Degree – (See list of Units)
* Supporting families at Children’s Panels (2006-2011)
* Head of Centre Role
 | * C
 |
| 20 | How and when to seek support in situations beyond your experience and expertise.  | * As Head of Centre - Violent threats from families – report to Line Manager, legal issues, restraining orders
* External Verifier Role – Seeking advice from SQA
* V2 – Conduct External Quality Assurance of the Assessment Process – (2006)
* SQA Academy – Explaining External Verifier Awards – (2011) – Working to national standards as an External Verifier – *Externally, Monitor and Maintain the Quality of Workplace Assessment* (FD44 04)
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Theory for Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 21 | The nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Theory for Practice**  |

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| 22 | Theories underpinning our understanding of human development and factors that affect it.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
 | * C
 |
| 23 | Theories about attachment and its impact on children and young people. | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Communication**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 24 | Factors that can have a positive or negative effect on communication and language skills and their development in children, young people adults.  | * Occupational competence
* Head of Centre – Job Role
* In-Service Training (1969-2011)
 | * C
 |
| 25 | Methods to promote effective communication and enable children and young people to express their needs, views and preferences.  | * Occupational competence
* Head of Centre – Job Role
* In-Service Training (1969-2011)
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Personal and Professional Development**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 26 | Principles of reflective practice and why it is important.  | * Delivering Childhood Practice PDA (SCQF Level 9) – (GA3649)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Health and Safety**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 27 | Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.  | * Head of Centre – Job Role
* Inspected every year by Care Inspectorate
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Health and Safety**  |

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| --- | --- | --- | --- |
|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 28 | Practices for the prevention and control of infection in the context of this standard.  | * Infection Control
* Writing risk assessments as Head of Centre – reviewed annually
* Safety, security taking into account infection control
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Safe-Guarding**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 29 | The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Safe-Guarding**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 30 | Indicators of potential harm or abuse.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Safe-Guarding**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 31 | How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
 | * C
 |
| 32 | What to do if you have reported concerns but no action is taken to address them.  | * Review and updating of policies and procedure within the centre performing the role of Head of Centre
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Handling Information**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 33 | Legal requirements, policies and procedures for the security and confidentiality of information.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Handling Information**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 34 | Legal and work setting requirements for recording information and producing reports, including the use of electronic communication | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Handling Information**  |

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| --- | --- | --- | --- |
|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 35 | Principles of confidentiality and when to pass on otherwise confidential information.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 36 | Legislation and national policy relating to the safeguarding and protection of children and young people.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 36 | Legislation and national policy relating to the safeguarding and protection of children and young people.  | Continued* Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 37 | **Types of harm and abuse**.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 37 | **Types of harm and abuse**.  | Continued* Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 38 | **Factors that may make someone more vulnerable** to harm or abuse.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 38 | **Factors that may make someone more vulnerable** to harm or abuse.  | Continued* Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 39 | Common features of perpetrator behaviour and grooming.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 39 | Common features of perpetrator behaviour and grooming.  | Continued* Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 40 | Correct actions to take if harm or abuse is suspected, disclosed or alleged.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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| --- | --- | --- | --- |
|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 40 | Correct actions to take if harm or abuse is suspected, disclosed or alleged.  | * Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 41 | Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 41 | Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse.  | Continued* Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 42 | How to protect yourself and others from harm and abuse when in a work setting or working alone.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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| --- | --- | --- | --- |
|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 42 | How to protect yourself and others from harm and abuse when in a work setting or working alone.  | Continued* Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Action Development Plan** |

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| **Practice/Knowledge Identified as Shortfall** | **Actions You Plan To Take To Address Shortfall** |
| Support Children and Young People to Keep Themselves SafePerformance 31Promote the child or young person’s awareness of risks associated with the use of electronic communications, according to their age, ability and level of development | Shadow Playwork colleagues – After School Club (5 years to 12 years)Completion Date – 1 December 2015Completion of one of the following:NSPCC on-line course for the *Protection of Children and Young People Using the Internet*or Reading and researching – “Social Media Literacy (SCQF Level 6)” – H7EB 46Completion Date – 1 December 2015 |

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| **Social Services and Healthcare – Level 3 – (SCQF Level 7) – (GH60 23)****Promote the Safeguarding of Individuals – (H5S0 04)** |

This section looks at the performance, knowledge, and understanding competences required for this unit and exemplifies how such standards have been met or have yet to be met.

The model used reflects the documentation suggested in the SQA’s CPD toolkit.

The “Supporting Procedures” column outlines the potential work experience, knowledge and qualifications that an individual may have to support their competence in delivering such a unit.

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| **Maintain Your Understanding and Awareness of Harm, Abuse and Safeguarding**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 1 | Demonstrate understanding of factors, situations and actions that may cause or lead to **harm and abuse**.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* In-Service Training
* Occupational Experience
 | * C
 |
| 2 | Demonstrate understanding of signs and symptoms that may indicate that an individual has been, or is in danger of being, harmed or abused.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* In-Service Training
* Occupational Experience
 | * C
 |
| 3 | Demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that an individual has been, or is in danger of being, harmed or abused.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training
* Occupational Experience
 | * C
 |
| 4 | Demonstrate understanding of the role of different agencies and the central place of multi-agency working in the **safeguarding** of individuals.  | * Occupational Competence
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Maintain Your Understanding and Awareness of Harm, Abuse and Safeguarding**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 5 | Demonstrate understanding of the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities and boundaries of your role.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* In-Service Training
* Occupational Experience
* Child Protection Co-ordinator.
 | * C
 |
| 6 | Demonstrate understanding of actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse.  | * Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* Supporting families at Children’s Panels (2006-2011)
 | * C
 |
| 7 | Reflect on your own behaviour and values to ensure that they do not contribute to situations, actions or behaviour that may be harmful or abusive.  | * My appraisals with Director of Education
* Specific part of appraisal set of questions on – behaviour and values – reflection and practice.
* Reviewing my role as Child Protection Co-ordinator
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| **Implement Practices That Help to Safeguard Children and Young People from Harm or Abuse**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 8 | Monitor actions, behaviours and situations that may lead to harm or abuse.  | * Early Childcare Educators (EDC) go to Head of Centre and discuss issues that have arisen.
* Senior Lecturer Role at Falkirk College – Dealing with young adults – eg young mother with drug problem. College policy amended due to issues raised
 | * C
 |
| 9 | Monitor actions, behaviours and situations that may lead to harm or abuse. | * Early Childcare Educators (EDC) go to Head of Centre and discuss issues that have arisen
* Senior Lecturer Role at Falkirk College – Dealing with young adults – eg young mother with drug problem. College policy amended due to issues raised
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| **Implement Practices That Help to Safeguard Children and Young People from Harm or Abuse**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 10 | Follow required procedures for reporting concerns about the welfare of an individual and any actions, behaviours or situations that may lead to harm or abuse.  | * Early Childcare Educators (EDC) go to Head of Centre and discuss issues that have arisen
* Senior Lecturer Role at Falkirk College – Dealing with young adults – eg young mother with drug problem. College policy amended due to issues raised
 | * C
 |
| 11 | Keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern  | * Role of Head of Centre
* Occupational Experience
* Job Description
* Managing People to do that ie EDCs – Each EDC is responsible for 8 children
* Senior Lecturer Role at Falkirk College – Dealing with young adults – eg young mother with drug problem. College policy amended due to issues raised
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| **Implement Practices That Help to Safeguard Children and Young People from Harm or Abuse**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 12 | Use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse.  | * Role of Head of Centre
* Occupational Experience
* Job Description
* Managing People to do that ie EDCs – Each EDC is responsible for 8 children
* Senior Lecturer Role at Falkirk College – Dealing with young adults – eg young mother with drug problem. College policy amended due to issues raised
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| **Develop Relationships That Promote Safeguarding of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 13 | Establish **relationships** that support trust and rapport with the individual **key people.**  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
* Senior Lecturer Role at Falkirk College – Dealing with young adults – eg young mother with drug problem. College policy amended due to issues raised
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| **Develop Relationships That Promote Safeguarding of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 14 | Establish relationships in which the individual and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Develop Relationships That Promote Safeguarding of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 15 | Use the individual’s preferred communication methods and language.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Develop Relationships That Promote Safeguarding of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 16 | Support the individual to **communicate** their views and preferences. | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
* Senior Lecturer Role at Falkirk College – Dealing with young adults – eg young mother with drug problem. College policy amended due to issues raised
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| **Develop Relationships That Promote Safeguarding of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 17 | Explain to the individual your responsibilities to disclose any information about potential or actual harm or abuse. | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
* Senior Lecturer Role at Falkirk College – Dealing with young adults – eg young mother with drug problem. College policy amended due to issues raised
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| **Develop Relationships That Promote Safeguarding of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 18 | Maintain confidentiality within the boundaries of your own role and the safeguarding individuals.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
* Senior Lecturer Role at Falkirk College – Dealing with young adults – eg young mother with drug problem. College policy amended due to issues raised
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| **Promote Rights and Inclusion with Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 19 | Provide information to the individual and key people about their rights and responsibilities.  | * Reading and research – children’s rights.
* Delivering PDA Unit (SCQF 9) – *Leaders and Managers in Childhood Practice Sector* for Stirling Council (2010-2014)
* Occupational experience
* Head of Centre role – Stirling Council
 | * C
 |
| 20 | Work with the individual in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Promote Rights and Inclusion with Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 21 | Work with the individual, key people and others to balance rights, responsibilities and risks.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Promote Rights and Inclusion with Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 22 | Ensure your own actions promote equity and inclusion and do not discriminate.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Promote Rights and Inclusion with Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 23 | Take appropriate steps when the actions of others are discriminatory.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| **Work in Ways That Promote Wellbeing of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 24 | Support key people and **others** to recognise and respect the **background** and preferences of the individual.  | * In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Primary Diploma Teaching (1971)
* Occupational Experience
* Job Shadowing with Manager – Livingston Family Centre – child protection issues a major focus of the work – (1 Week – 2013)
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| 25 | Work with the individual in **person centred** ways.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
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| **Work in Ways That Promote Wellbeing of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 26 | Work with the individual in ways that recognise the impact that experiences, losses and life events have had on their lives.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
 | * C
 |
| 27 | Work with the individual in ways that promote their self-esteem, sense of security and belonging.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Young people – individuals – Senior Lecturer Role – Responsibility for Skillseeker Programme for Childcare (1994-2000)
* Skillseeker programme for Childcare – Bell College (2000-2006)
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| **Work in Ways That Promote Wellbeing of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 28 | Work with the individual in ways that maximise their **active participation**, independence and responsibility.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Young people – individuals – Senior Lecturer Role – Responsibility for Skillseeker Programme for Childcare (1994-2000)
* Skillseeker programme for Childcare – Bell College (2000-2006)
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| **Work in Ways That Promote Wellbeing of Children and Young People**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 29 | Support the individual to maximise their decision-making and control over their lives.  | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Young people – individuals – Senior Lecturer Role – Responsibility for Skillseeker Programme for Childcare (1994-2000)
* Skillseeker programme for Childcare – Bell College (2000-2006)
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| **Support Children and Young People to Keep Themselves Safe**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 30 | Promote the individual’s awareness of personal safety. | * Gap identified with older children.
* See Action Development Plan
 | * X
 |
| 31 | Promote the individual’s awareness of risks associated with the use of **electronic communications**. | * Gap identified with older children.
* See Action Development Plan
 | * X
 |
| 32 | Work with the individual, key people and others to challenge practices that may lead to harm or abuse. | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Working Group – Protecting children and young people case review across all council establishments (Nursery, Primary and Secondary schools). Multi-discipline (NHS, Police, Housing and Education (March 2010)
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| **Support Children and Young People to Keep Themselves Safe**  |

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|  | PerformanceWhat the Assessor Must Do | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 33 | Support the individual and key people to express concerns or make complaints | * Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Working Group – Protecting children and young people case review across all council establishments (Nursery, Primary and Secondary schools). Multi-discipline (NHS, Police, Housing and Education (March 2010)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Rights**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 1 | Legal and work setting requirements on equality, diversity, discrimination and rights.  | * Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
 | * C
 |
| 2 | Your role in promoting individual’s rights, choices, wellbeing and active participation.  | * Supporting families at Children’s Panels (2006-2011)
 | * C
 |
| 3 | Your duty to report any acts or omissions that could infringe the rights of individuals. | * Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
 | * C
 |
| 4 | How to deal with and challenge discrimination.  | * Diversity Awareness (Cert), (1995 & 2007)
* In-Service Training (1969-2011)
* Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
 | * C
 |
| 5 | The rights that individuals have to make complaints and be supported to do so.  | * Supporting families at Children’s Panels (2006-2011)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 6 | Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.  | * Role of External Verifier
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* CPD 2014/2015 academic session
* Early Years Scotland
* Playgroup – Up-to-date knowledge of legislation – building Ambition – Children and Young People Act
 | * C
 |
| 7 | Your own background, experiences and beliefs that may have an impact on your practice.  | * Head of Nursery Job Description
* Successfully fulfilling the role
* Appraisals
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 8 | Your own roles, responsibilities and accountabilities with their limits and boundaries.  | * Head of Nursery Job Description
* Successfully fulfilling the role
* Appraisals
 | * C
 |
| 9 | The roles, responsibilities and accountabilities of others with whom you work.  | * Head of Nursery Job Description
* Successfully fulfilling the role
* Appraisals
 | * C
 |
| 10 | How to access and work to procedures and agreed ways of working. | * Head of Nursery Job Description
* Successfully fulfilling the role
* Appraisals
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 11 | The meaning of person-centred/child centred working and the importance of knowing and respecting each child or young person as an individual.  | * Child at Centre – In Service Training
* Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Primary Diploma Teaching (1971)
* Occupational competence
* How to work effectively in partnership – child centred, well being.
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 12 | The prime importance of the interests and wellbeing of the individual.  | * Child at Centre – In Service Training
* Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Primary Diploma Teaching (1971)
* Occupational competence
* How to work effectively in partnership – child centred, well being.
* Young people – individuals – Senior Lecturer Role – Responsibility for Skillseeker Programme for Childcare (1994-2000)
* Skillseeker programme for Childcare – Bell College (2000-2006)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 13 | The individual’s cultural and language context.  | * Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 14 | How to build trust and rapport in a relationship.  | * Child at Centre – In Service Training
* Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Primary Diploma Teaching (1971)
* Occupational competence
* How to work effectively in partnership – child centred, well being.
* Young people – individuals – Senior Lecturer Role – Responsibility for Skillseeker Programme for Childcare (1994-2000)
* Skillseeker programme for Childcare – Bell College (2000-2006)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 15 | How your power and influence as a worker can impact on relationships.  | * Masters Degree – (See list of Units)
* Supporting families at Children’s Panels (2006-2011)
* Head of Centre Role
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 16 | How to work in ways that promote active participation and maintain individual’s dignity, respect, personal beliefs and preferences.  | * Child at Centre – In Service Training
* Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Primary Diploma Teaching (1971)
* Occupational competence
* How to work effectively in partnership – child centred, well being.
* Young people – individuals – Senior Lecturer Role – Responsibility for Skillseeker Programme for Childcare (1994-2000)
* Skillseeker programme for Childcare – Bell College (2000-2006)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 17 | How to work in partnership with individuals, key people and others.  | * Child at Centre – In Service Training
* Stirling Council – Group consulting with Children. Council to review and promote self-esteem and personal safety – Friends for Life (2010-Present)
* Primary Diploma Teaching (1971)
* Occupational competence
* How to work effectively in partnership – child centred, well being.
* Young people – individuals – Senior Lecturer Role – Responsibility for Skillseeker Programme for Childcare (1994-2000)
* Skillseeker programme for Childcare – Bell College (2000-2006)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 18 | How to manage ethical conflicts and dilemmas in your work.  | * Masters Degree – (See list of Units)
* Supporting families at Children’s Panels (2006-2011)
* Head of Centre Role
* In-Service training in:
* Anti-Discriminatory Practice (Cert)
* Anti-Discriminatory Practice – Health and Well Being
* Diversity Awareness (Cert)
* In-Service Training (1969-2011)
* Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Your Practice**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 19 | How to challenge poor practice.  | * Masters Degree – (See list of Units)
* Supporting families at Children’s Panels (2006-2011)
* Head of Centre Role
 | * C
 |
| 20 | How and when to seek support in situations beyond your experience and expertise.  | * As Head of Centre - Violent threats from families – report to Line Manager, legal issues, restraining orders
* External Verifier Role – Seeking advice from SQA
* V2 – Conduct External Quality Assurance of the Assessment Process – (2006)
* SQA Academy – Explaining External Verifier Awards – (2011) – Working to national standards as an External Verifier – *Externally, Monitor and Maintain the Quality of Workplace Assessment* (FD44 04)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Theory**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 21 | The nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
* Young people – individuals – Senior Lecturer Role – Responsibility for Skillseeker Programme for Childcare (1994-2000)
* Skillseeker programme for Childcare – Bell College (2000-2006)
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Theory**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 22 | Theories underpinning our understanding of human development and factors that affect it.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Personal and Professional Development**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 23 | Principles of reflective practice and why it is important.  | * Delivering Childhood Practice PDA (SCQF Level 9) – (GA36 49)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Communication**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 24 | Factors that can have a positive or negative effect on communication and language skills and their development in children, young people adults.  | * Occupational competence
* Head of Centre – Job Role
* In-Service Training (1969-2011)
 | * C
 |
| 25 | Methods to promote effective communication and enable children and young people to express their needs, views and preferences.  | * Occupational competence
* Head of Centre – Job Role
* In-Service Training (1969-2011)
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Health and Safety**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 26 | Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.  | * Head of Centre – Job Role
* Inspected every year by Care Inspectorate
 | * C
 |
| 27 | Practices for the prevention and control of infection in the context of this standard.  | * Infection Control
* Writing risk assessments as Head of Centre – reviewed annually
* Safety, security taking into account infection control
 | * C
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Safe-Guarding**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 28 | The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Safe-Guarding**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 29 | Indicators of potential harm or abuse.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Safe-Guarding**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 30 | How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| 31 | What to do if you have reported concerns but no action is taken to address them.  | * Review and updating of policies and procedure within the centre performing the role of Head of Centre
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Handling Information**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 32 | Legal requirements, policies and procedures for the security and confidentiality of information.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Handling Information**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 33 | Legal and work setting requirements for recording information and producing reports  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Handling Information**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 34 | Principles of confidentiality and when to pass on otherwise confidential information.  | * Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 35 | Legislation and national policy relating to the safeguarding and protection of children and young people.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 35 | Legislation and national policy relating to the safeguarding and protection of children and young people.  | * Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 36 | **Types of harm and abuse**.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 36 | **Types of harm and abuse**.  | * Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 37 | **Factors that may make someone more vulnerable** to harm or abuse.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 38 | Common features of perpetrator behaviour and grooming.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 38 | Common features of perpetrator behaviour and grooming.  | * Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 39 | Correct actions to take if harm or abuse is suspected, disclosed or alleged.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 40 | Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 40 | Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse.  | * Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 41 | How to protect yourself and others from harm and abuse when in a work setting or working alone.  | * Knowledge of Child Protection Policy Legislation
* Continuing Professional Development for External Verifiers Verifying SVQ Social Services (Children and Young People) and SVQ Social Services and Healthcare Awards – Legislation, policy and procedure
* Primary Diploma Teaching (1971)
* Nursery Teachers Award (1991)
* Giving Evidence in Court Training – (Level 3) – SCQF Level 7 (2008)
* In-Service Training (1969-2011)
* Occupational Experience
* Head of Nursery (2006-2011) and Child Protection – Co-ordinator
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| **Knowledge and Understanding — Why and How You Do What You Do in Your Job – Knowledge That Is Specific to this NOS**  |

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|  | Knowledge and Understanding You need to know and understand:  | Supporting Procedures | I Already Include in My Practice = CI Need to Include in My Practice = X |
| 41 | How to protect yourself and others from harm and abuse when in a work setting or working alone.  | * Stirling Council – Mandatory On line course covering Equality, Diversity and Inclusion. – Frequency – once a year
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| **Action Development Plan**  |

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| Practice/Knowledge Identified as Shortfall | Actions You Plan To Take To Address Shortfall |
| Support Children and Young People to Keep Themselves SafePerformance 30Promote the individual’s awareness of personal safety | Shadow Playwork colleagues – After School Club (5 years to 12 years)Completion Date – 1 December 2015 |
| Support Children and Young People to Keep Themselves SafePerformance 31Promote the child or young person’s awareness of risks associated with the use of electronic communications, according to their age, ability and level of development | Shadow Playwork colleagues – After School Club (5 years to 12 years)Completion Date – 1 December 2015Completion of one of the following:NSPCC on-line course for the *Protection of Children and Young People Using the Internet*or Reading and researching – “Social Media Literacy (SCQF Level 6)” – H7EB 46Completion Date – 1 December 2015 |

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| **Appendices** |

In this section, there are nine appendices, which are offered as additional evidence to support Barbara’s competence, knowledge and understanding in this Training Needs Analysis for:

* Social Services Children and Young People – Level 3 – (SCQF Level 7) – (GH5W 23)
* Unit - Promote the Safeguarding of Children and Young People – (H5LF 04)
* Social Services and Healthcare – Level 3 – (SCQF Level 7) – (GH60 23)
* Unit – Promote the Safeguarding of Individuals – (H5S0 04)

One unit from each SVQ has been chosen. The units chosen are similar in nature, one looking at the performance, knowledge and skills from a child centred perspective, the other looking at the performance, knowledge and skills from an adult perspective.

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| **Appendices** |

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| **Appendix** | **Description** |
| 1 | Registrable Qualifications – List’s Barbara’s registrable qualifications as a practitioner |
| 2 | Curriculum Vitae – Breakdown of working life, qualifications achieved and current projects |
| 3 | Job Description – Head of Centre – Detailed breakdown of what the post entailed. |
| 4 | Continuing Professional Development Record – Covering 7 years throughout the period 2004 to 2014. Entries relevant to TNA listed only. |
| 5 | Stirling Council Children’s Services – Appraisal Review Record |
| 6 | Open University – Statement of Course Participation |
| 7 | Master of Arts (MA) in Early Education and Care – A listing a Units studied on the course |
| 8 | Future CPD to Address Shortfall |
| 9 | Certificates – Seven certificates throughout the period 1987 to 2014. Entries relevant to TNA listed only |

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| **Registrable Qualifications Appendix 1** |

**Date Institution Qualification**

1968-1971 General Teaching Council (GTC) Diploma in Primary Education

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| **Curriculum Vitae Appendix 2** |

**Name:** Barbara Dale

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| **Personal Details** |

**Address:** 21 Any Crescent, Anytown , FK21 4LA

**Email:** barbaramdale@bt.com

**Telephone Number:** 0793-735-5456

**Driver’s Licence:** Full Clean UK Driver’s Licence

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| **Current Involvements** |

* Senior External Verifier, Children and Young People, Scottish Qualifications Authority
* External Verifier, Professional Development Award in Childhood Practice, Scottish Qualifications Authority
* Delivering Professional Development Awards in Childhood Practice at Levels 8 and 9 throughout Scotland
* Internal Verifier for Social Services Children and Young People’s SVQ
* Member of HNC Qualification Design Team (QDT)
* Member of the PDA 9, Residential Childcare, Qualification Design Team (QDT)
* Chair of Board of Directors of Early Years Scotland (formerly SPPA)
* Member of Workforce Development Group for Stirling Council Early Years Establishments

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| **Curriculum Vitae Appendix 2** |

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| **Relevant Employment History** |

**Date Position Employer**

2010-Date Self-Employed Trainer and Consultant

 Delivering VQ and PDA 8 and 9 Qualifications in Central Scotland

2010-2011 Lecturer (BA Childhood Practice) University of the West of Scotland

2006-2010 Nursery Head Stirling Council, Children’s Services

2000-2006 Head of Nursery/Lecturer/Assessor Bell College, Hamilton

2002-Date External Verifier (Childcare) Scottish Qualifications Authority

1994-2000 Lecturer/Senior Lecturer (Early Education) Falkirk College of Further Education

1992-1994 SVQ Assessor and Verifier (Childcare) Community Education, Central Regional Council

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| **Curriculum Vitae Appendix 2** |

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| **Relevant Employment History** |

**Date Position Employer**

1990-1992 Regional Fieldworker (Central Scotland) Scottish Pre-School Play Association

1985-1989 Kindergarten Teacher Ministry of Defence (Germany)

1971-1982 Primary School Teacher Lanarkshire Council

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| **Education** |

**Date Institution Qualification**

2006 Scottish Qualifications Authority V2 Conduct External Quality Assurance of the

Assessment Process

2002 London Metropolitan University MA Early Childhood Education

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| **Curriculum Vitae Appendix 2** |

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| **Education** |

**Date Institution Qualification**

1997 Hamilton College of Further Education Qualification in Infant Education

1995 Scottish Qualifications Authority D32/D33/D34, Assessor, Verifier Qualifications

1993 Telford College Supervisory Management Award

1991 Jordanhill College (Strathclyde University) Qualification in Nursery Education

1968-1971 Hamilton College of Further Education Diploma in Primary Education

1962-1968 Dalziel High School Motherwell 4 Higher and 5 Standard Grade Qualifications

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| **References** |

Louise Gaddi Diana Prince

Qualifications Manager Playwork and Childcare Training Service

Scottish Qualifications Manager Central Regional Council

The Optima Building, 58 Robertson Street 23 Elizabeth Crescent, Cambusbarron

Glasgow, G2 8DQ Stirling, FK4 9AD

Tel: 0345-213-5475 Tel: 01786 874526

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| **Job Description – Head of Centre Appendix 3** |

Stirling Council Children’s Services – Professional Development and Review – Self Evaluation – Head of Nursery

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| **Key Areas** | **Strengths** | **Resulting Development Priority** |
|  | **Evidence** | **Medium Term** | **Long Term** |
| **Professional Actions of the Head of Nursery** |
| **Lead and Manage Learning and Teaching** |
| Create a respectful ethos, set high expectations, support and encourage good practice |  |  |  |
| Regularly monitor and evaluate the quality of learning in the nursery |  |  |  |
| Embrace the principles of inclusion, have an understanding of the impact of discrimination and poverty, |  |  |  |
| Offer effective leadership and management of the overall curriculum in accordance with the general principles of Curriculum for Excellence |  |  |  |

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| **Job Description – Head of Centre Appendix 3** |

Stirling Council Children’s Services – Professional Development and Review – Self Evaluation – Head of Nursery

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| **Key Areas** | **Strengths** | **Resulting Development Priority** |
|  | **Evidence** | **Medium Term** | **Long Term** |
| **Professional Actions of the Head of Nursery** |
| **Lead and Develop People** |
| **Head of Nurseries**Demonstrate a clear commitment to collegiality and to the developing, empowering and supporting effective teams and individuals |  |  |  |
| Build nursery and service capacity by developing leadership in others |  |  |  |
| **Lead Change and Improvement** |
| **Heads of Nurseries** support and maintain existing good practice and encourage and promote constant improvement in the development of children |  |  |  |
| Demonstrate personal commitment to continuous improvement through self-evaluation, skills in problem solving, creative thinking, strategic planning, in implementing change. |  |  |  |

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| **Job Description – Head of Centre Appendix 3** |

Stirling Council Children’s Services – Professional Development and Review – Self Evaluation – Head of Nursery

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| **Key Areas** | **Strengths** | **Resulting Development Priority** |
|  | **Evidence** | **Medium Term** | **Long Term** |
| **Professional Actions of the Head of Nursery** |
| **Lead Change and Improvement** |
| Use quality assurance strategies to judge the need for effectiveness of change |  |  |  |
| **Use Resources Effectively** |
| **Head of Nurseries** make best strategic and operational use of available resources to create, maintain and monitor an appropriate learning environment for effective learning and teaching and to support continuous improvement. |  |  |  |
| Include appropriate delegation of tasks to members of senior management team and other staff |  |  |  |
| Take, due account of audit, child safety, health and safety requirements, human resource management and other legislative and policy requirements in relation to public service and public spending. |  |  |  |
| **Job Description – Head of Centre Appendix 3** |

Stirling Council Children’s Services – Professional Development and Review – Self Evaluation – Head of Nursery

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| **Key Areas** | **Strengths** | **Resulting Development Priority** |
|  | **Evidence** | **Medium Term** | **Long Term** |
| **Professional Actions of the Head of Nursery** |
| **Build Community** |
| **Heads of Nurseries** develop and maintain partnerships with parents, children and young people, other services and agencies and in doing so extend the educational vision to embrace an agenda of lifelong learning. |  |  |  |
| **Essential Elements** |
| **Strategic Vision, Values and Aims** |
| Heads of Nurseries lead in the creation of a shared strategic vision and aim for the nursery, which inspires and motivates children, staff and all members of the nursery community and its partners and sets high standards for every learner |  |  |  |
| Behave with integrity and articulate and exemplify an ethical perspective in relation to their own and the nursery’s practice and organisation |  |  |  |

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| **Job Description – Head of Centre Appendix 3** |

Stirling Council Children’s Services – Professional Development and Review – Self Evaluation – Head of Nursery

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| **Key Areas** | **Strengths** | **Resulting Development Priority** |
|  | **Evidence** | **Medium Term** | **Long Term** |
| **Essential Elements** |
| **Learning and Teaching and Education Policy** |
| **Heads of Nurseries** apply an up-to-date knowledge and understanding of research in learning and teaching and its implications for improving practice, and the need to be aware of quality assurance strategies |  |  |  |
| **Heads of Nurseries** apply an up to date knowledge and critical understanding of contemporary developments in education policy, including the vision of what integrated children services should offer |  |  |  |
| **Leadership and Management** |
| **Heads of Nurseries** apply an up to date knowledge and understanding of leadership concepts and practice, and of strategic and operational management |  |  |  |

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| **Job Description – Head of Centre Appendix 3** |

Stirling Council Children’s Services – Professional Development and Review – Self Evaluation – Head of Nursery

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| **Key Areas** | **Strengths** | **Resulting Development Priority** |
|  | **Evidence** | **Medium Term** | **Long Term** |
| **Personal Qualities and Interpersonal Skills** |
| **Demonstrating Self-Awareness and Inspiring and Motivating Others** |
| **Heads of Nurseries** regularly review their practice and implement change in their leadership and management approaches |  |  |  |
| They self-manage effectively |  |  |  |
| They build and sustain personal credibility by modelling effectively |  |  |  |
| They display confidence and courage in the way they deal with criticism and conflict. |  |  |  |
| **Judging Wisely and Deciding Appropriately** |
| **Heads of Nurseries** define problems clearly and take a positive solution-focused approach to their resolution |  |  |  |
| They know how and when to make decisions and use evidence and information to support and inform their judgements |  |  |  |

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| **Job Description – Head of Centre Appendix 3** |

Stirling Council Children’s Services – Professional Development and Review – Self Evaluation – Head of Nursery

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| **Key Areas** | **Strengths** | **Resulting Development Priority** |
|  | **Evidence** | **Medium Term** | **Long Term** |
| **Personal Qualities and Interpersonal Skills** |
| **Communicating Effectively** |
| **Heads of Nurseries** are effective communicators within the nursery and the wider community and build effective relationships |  |  |  |
| They listen well, give clear expression to their ideas and feelings in person, give feedback well and can shape effective organisational communication |  |  |  |
| They are comfortable using a variety of modern media |  |  |  |

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| **Continuing Professional Development Record Appendix 4** |

## **NAME:** Barbara Dale

**COVERING THE PERIOD FROM:** 1 August 2013 **TO:** 31 May 2014

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| 17/05/2014 | External Verifiers Meeting to standardise the core units for the new SSCYP award. | Facilitator the integration of the Care (82) and Childcare (84) verification team | The challenges of merging two teams and the importance of a standardised approach to the new award. | The learning will inform the SQA events scheduled for September 2014.Further Action – Plan workshops and presentations for SQA events and feedback request. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| November 2013 – Ongoing  | Professional reading to gain knowledge and understanding of Residential Care for children and young people and to ensure currency of knowledge in relation to the safeguarding of children  | To become confident in my knowledge of the principles and values of the merged Social Services (Children and Young People) Award | Current legislation, guidance and policy in relation to the residential care of children and young children | Disseminate this learning across the External Verifier team and the centres offering the award.Further Action – Further professional reading and research. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| October-November 2013 | Developed guidance for centres for the new SSCYP award to aid compliance with the newly published Assessment Strategy | Help gains to gain approval for and implement the new award | The need for clarity around the issue of Assessor qualifications and the difficulties centres will have when offering the newly merged award. | Guide and assist centres in gaining approval to offer the award.Further Action – Support External Verifiers to approve and quality assure the new award and continue to guide and support centres in implementing the award. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| 26/10/2013 and 27/03/2014 | Designed and led consultation sessions with all Care and Childcare EVs on standardisation of the new merged award and the development of the guidance to centres designed to expand on the assessment strategy | Launch and implement the new SSCYP award. | Knowledge of unfamiliar aspects of the new award especially residential care of children | Implemented in standardisation activities and on External Verification visitsFurther Action – Design and assess appropriate CPD activity to ensure currency across the EV team in relation to the care of children and young people. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| August 2013 – Ongoing  | Various in-house training courses provided by Stirling Council to support occupational competence eg Children’s Rights and Girfec. | Maintaining currency in occupational competence. | Current legislation, guidance and good practice in promoting children’s rights and safeguarding children and young children | Disseminate knowledge to centres to ensure candidates are exposed to good practice and up-to-date legislation and guidance.Further Action – Continue to support Assessors and Verifiers during next session’s visits. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| August 2013 – Ongoing  | Writing units for the new HNC Childhood Practice | Research for Unit Writing ensures currency of occupational knowledge and competence. | Updated knowledge of legislation, policy, research and good practice. | In the delivery of training and development of learning materials and resources.Further Action – Unit writing and vetting continues until validation of the new award. |

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| ***Principal Verifiers/External Verifiers with a Vocational Qualification Appointment - Assessment Strategy Requirements*** |
| *I confirm that I meet the occupational requirements of the Assessment Strategy for my area of expertise in any one academic session.* | ***✓*** |

**External Verifier Signature: Barbara Dale Date: 19 May 2014**

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| **Continuing Professional Development Record Appendix 4** |

## **NAME:** Barbara Dale

**COVERING THE PERIOD FROM:** August 2012 **TO:** November 2013

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| October 2013 | Children in Scotland – Play Master Class with Professor Tina Bruce. | Discussion of new approaches to play and learning for very young children. | Recent theory and research into the role of play in learning and development. | Share key note and resources with team at Stirling Council.Further Action – Share notes and resources with PDA SCQF 9 class. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| 1 June 2013 | Conference Froebel: Gifts for our Future 5Parents and PractitionersCollaborating to Support Children’s Learning. | Full day conference exploring recent theory and practice om leading work with parents in line with remaining current in new developments. | Recent theory and practice in leading with parents. | Share key note and resources with colleagues in External Verification team.Further Action – Share resources with team at Stirling Council. |
| April 2013 – Ongoing | A member of the development group for the new Vocational Qualification – Social Services Children and Young People | To write the new Vocational Qualifications (VQ) from the recently reviewed NOS. | An in depth knowledge of the new VQs. | Ensure that all External Verifiers have knowledge of the new VQs and appropriate information to pass on to colleges and other centres on External Verification visits.Further Action – Ensure that team at Stirling Council have up-to-date information. |
| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| March 2013 | SQA Customer Support Day | Ensure standardisation and currency of Assessors and Verifiers of the CCLD qualifications and new developments in the sector. | Developments of the NOS and the new SSCYP awards and the new Assessment Strategy. | Ensure that all External Verifiers have information to pass on to Assessors and Verifiers on External Verification visit.Further Action – Share knowledge with team at Stirling Council. |
| December 2012 | Shadowing the Management Team at a Family Centre in West Lothian (1 Week) | Remaining current in legislation, policy and guidance and its implementation in an early years setting. | Implement current Scottish legislation, policy and guidance including GIRFEC | Ensure that current Scottish legislation, policy and guidance is included in my teaching of PDA SCQF 8 and SCQF 9.Further Action – Not applicable. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| October 2012 | Scottish Pre-School Association Conference | Attendance at Conference as National Chairperson of SPPA | Update on issues facing Childcare organisations in the 3rd sector. | Pass information onto External Verifier team.Further Action – Include the issues in my teaching particularly for the PDA SCQF 8 and SCQF 9. |
| October 2012 | Chair of the Board of Directors Scottish Pre-School Play Association | Leadership experience at a senior level. | Inclusion in dialogue across the sector ensures currency in legislation, policy and guidance relating to Children’s Services. | Share knowledge of currency in legislation, policy and guidance relating to Children’s Services.Further Action – Use leadership experience in directing the External Verification team and the work team at Stirling Council. |
| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| September 2012 – January 2013 | Part of a team undertaking the National Occupational Standards (NOS) review and development of the units for the childcare and education sector. | The NOS will inform the new Vocational Qualification *Social Services and Young People to be* implemented in 2013. | The content and structure of the NOS. | Pass information onto External Verifier team.Further Action – Pass information onto the occupational sector. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| September 2012 – June 2013 | Continuing with programme for Mentoring in Childhood Practice with CCUO | To gain knowledge and experience of mentoring students undertaking degree level qualifications. | Implementing the theory and practice which underpins successful mentoring. | Pass on knowledge and the guidance programme “Guidance for Mentoring in Childhood Practice” (from CCUO) to mentors and workplace mentors for PDA SCQF 9.Further Action – Not applicable. |

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| ***Principal Verifiers/External Verifiers with a Vocational Qualification Appointment - Assessment Strategy Requirements*** |
| *I confirm that I meet the occupational requirements of the Assessment Strategy for my area of expertise in any one academic session.* | ***✓*** |

**External Verifier Signature: Barbara Dale Date: 22 may 2013**

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| **Continuing Professional Development Record Appendix 4** |

## **NAME:** Barbara Dale

**COVERING THE PERIOD FROM:** June 2009 **TO:** June 2010

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| November 2009 | Annual Update for Senior External Verifiers (SEV) | Annual Update was crucial for disseminating information to External Verifiers | About the changes in the systems at the Scottish Qualifications Authority (SQA) | Information passed to External Verifiers at Verification Group meeting scheduled later in November 2009. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| October 2009 – November 2009 | Member of the planning group for Learning and Teaching Scotland (LTS).Curriculum for Excellence (CfE) Conference for Further Education (FE) and Training Providers | To ensure that colleagues in centres are engaging in CfE. | More in-depth insight into CfE and how it relates to all training providers. | Encourage LTS to provide more and similar opportunities for engaging with FE/Training Providers. |
| September 2009 – Ongoing | Member of the National Under Three’s Advisory Group (NUTAG) | To keep up-to-date with the research and theory into working with under three’s. | New research into the effects of brain development pre-birth and in the early years. | Continue with membership of this group to disseminate information to centres.Further Action – Share knowledge with team of External Verifiers representing the needs of SQA. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| September 2009 | Annual Update on Child Protection, Equality and Diversity. | To refresh knowledge of children’s rights and the protection of children. | Annual refresher to ensure effectiveness of child protection systems. | Ensure that candidates’ knowledge of child protection is visible in portfolios.Further Action – Look for such knowledge in appropriate units when carrying out external verification visits. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| August 2009 – Ongoing  | Member of the Qualification Design Team (QDT) and writers group for SCQF Level 9 Childhood Practice Qualification. | This qualification will in the future be necessary for lead practitioners. | About the structure and content of the qualification. | Draft Units will be written early in 2010.Further Action – Draft Units will be shared with colleagues in the sector. |

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| ***Principal Verifiers/External Verifiers with a Vocational Qualification Appointment - Assessment Strategy Requirements*** |
| *I confirm that I meet the occupational requirements of the Assessment Strategy for my area of expertise in any one academic session.* | ***✓*** |

**External Verifier Signature: Barbara Dale Date: 7 December 2009**

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| **Continuing Professional Development Record Appendix 4** |

## **NAME:** Barbara Dale

**COVERING THE PERIOD FROM:** January 2005 **TO:** December 2005

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| 24 June 2005 | Marking of Reflective Studies for SVQ Level 4. | To deliver training to lead practitioners and managers. | Gained knowledge of how a good reflective study is produced and the pitfalls to avoid. | Support SVQ Level 4 candidates more effectively to produce reflective study.Further Action – Improve External Verifier practice as a result of passing on knowledge about reflective study. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| 6 and 7 June 2005 | External Verifiers Development Day HNC | To become familiar with new HNC for the purpose and delivery of verification. | Become more familiar with the content of the new HNC and the requirements of the Graded Unit. | To develop the HNC Graded Unit as part of the PDA award.Further Action – To externally verify the HNC award more effectively. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| 14 February 2005 | Writing development materials for Birth to Three for Learning and Teaching Scotland (LTS). | To provide the best quality care for babies and to train staff appropriately. | The diverse nature of quality across the sector and how it can be improved. | The document and learning materials will used in Nursery staff CPD.Further Action – Advise centres when these new materials will become available. |

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| ***Principal Verifiers/External Verifiers with a Vocational Qualification Appointment - Assessment Strategy Requirements*** |
| *I confirm that I meet the occupational requirements of the Assessment Strategy for my area of expertise in any one academic session.* | ***✓*** |

**External Verifier Signature: Barbara Dale Date: 25 June 2005**

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| **Continuing Professional Development Record Appendix 4** |

## **NAME:** Barbara Dale

**COVERING THE PERIOD FROM:** January 2004 **TO:** December 2004

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| 30 October 2004 | Attended Development day for Distance Learning Tutors for London Metropolitan University | To develop an understanding of how academic studies should be marked. | The procedures for marking and grading academic work. This will help with marking EYD7. | Adapt knowledge to create marking schedule for EYD7 of SVQ 4Further Action – Disseminate and share information with members of External Verification team. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| 20 August 2004 | Attended Annual Moderators Update. | Achievement of V2 Award. | Aspects of good practice when carrying our External Moderation visits and documenting outcome. | New External Moderator forms to be piloted during the year.Further Action – Respond to consultation. |
| 10 February 2004 | Attended training with Pen Green Excellence Centre involving parents in their children’s learning. | Study related to job role. | Increase knowledge of how the nursery where I am head can involve parents more. | Two members of staff now completing training with Pen Green staff to implement ideas in the nursery.Further Action – This new knowledge is shared with candidates and assessors. |

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| **Date****Of****Activity** | **What did you do that contributes to your****CPD?** | **Link activity to specific objectives in your Development Plan** | **What did you learn from this activity that relates to some aspect of your CPD?** | **How would you implement this learning?****Is there any further action?** |
| 18 January 2004 | Attended launch of Learning and Teaching Scotland (LTS) document Birth to Three. | Study related to job role. | Good opportunity to network with colleagues across the sector to discuss care of very young children. | Ensure that all staff are familiar with and implement new guidelines.Further Action – Share notes and experience with External Verifier colleagues. |

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| ***Principal Verifiers/External Verifiers with a Vocational Qualification Appointment - Assessment Strategy Requirements*** |
| *I confirm that I meet the occupational requirements of the Assessment Strategy for my area of expertise in any one academic session.* | ***✓*** |

**External Verifier Signature: Barbara Dale Date: 1 November 2004**

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| **Stirling Council Children’s Services Appendix 5** |

**Review Record**

**(To Be Completed by the Reviewer)**

**Reviewee Name:**  Barbara Dale **Establishment:** Baker Street Nursery

**Reviewer (Signed):** Linda Kenney **Date:** September 2006

**1 Recognition of areas of work which has given the greatest satisfaction and strengths.**

As a new Head of Nursery, you have wisely taken the time to become familiar with the operation and organisation of the setting, this includes the effectiveness of your staff. This has enabled you to reflect and give consideration to the key priorities for developing Baker Street Nursery. The thoughtful way in which you are engaging with the local community, eg going out on the bus and your attendance at Community Council meetings are good examples of your commitment, not only to the nursery but also to the wider community and families. It also makes your position and role more visible which has potential for you to influence local developments on behalf of our youngest children.

The emphasis on effective team working is evident in the nursery as you continue to review staff groupings, evaluate the effectiveness of their input and encourage feedback and debate within staff teams. Your plans to ensure continuous professional development and improvement of the early education experience, also through supervision meeting and professional review is to be commended. When we take into consideration your more extended ‘training role’, it means that you are well placed to make a difference.

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| **Stirling Council Children’s Services Appendix 5** |

The detailed consideration that you are giving to the organisation of the environment and the effective operation of the range of early learning and development opportunities is recognised. The significant changes in the Lomond Room, the attention to detail regarding the ‘enclosed’ areas and the constant consideration that is being given to the ‘art area’, the outdoor area and space for younger children are good examples of your thoughtfulness. The challenges associated with the accommodation in Baker Street are also acknowledged. The work that you are engaged in to encourage the staff team to take more ownership of the environment is welcome and there were visible examples of both the positive impact as well as the challenges of this way of working.

Your previous knowledge and considerable experience is evident in the way in which you have been able to quickly assume the leadership of Baker Street Nursery. You are open and honest about the issues confronting you and are clear about the next steps and these are important measures of a reflective professional.

**2 Progress in meeting targets and CPD outcomes agreed at previous year’s review meeting.**

Not applicable.

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| **Stirling Council Children’s Services Appendix 5** |

**3 Agreed targets based on strengths and needs.**

**Target 1**

To support a model of continuous improvement across the setting by establishing a quality assurance support and challenge model that includes:

* Team/confidence building
* Professional reviews
* Monitoring and self-evaluation

**Target 2**

To continue to develop, the documentation approach to early learning with a specific emphasis on planning.

**Target 3**

To continue to develop and strengthen community involvement and partnerships with parents and families.

**Target 4**

To review current nursery/primary transition arrangements and establish an effective sustainable transition programme.

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| **Stirling Council Children’s Services Appendix 5** |

**4 Agreed outcomes and CPD activities to undertaken for the following year. (Barbara to complete CPD plan).**

We agreed that you would seek professional development opportunities on the Documentation approach and other relevant Stirling Council policies, as well as prioritise attendance at Heads’ meetings.

We also agreed that you would continue to have the opportunity to undertake wider training events, including SVQ Level 4.

**5 Career Development**

To be a successful and effective Head of Baker Street Nursery.

**6 Record of any other comments**

In enjoyed meeting with you Barbara and appreciate the open and honest way in which you engaged in the review process. You had some very helpful insights and perspectives on the wider impact of the Early Years’ team which I appreciated.

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| **Open University – Statement of Course Participation Appendix 6** |

Issue Date: 7 November 1996

Barbara Dale

**P554 Child Abuse and Neglect: An Introduction**

This course, comprising a minimum 40 hours individual study, is for people who come into contact with children and young people but who have little or no training in the area of child abuse or neglect. Topics covered include:

* Recognising possible indicators
* Investigating and reporting child abuse and neglect
* And strategies for working with and caring for abused children and their families

The material explores different definitions of child abuse and neglect, understanding of why they happen, and what kinds of factors may make children particularly vulnerable to abuse. It also examines different theoretical perspectives, values professional and non-professional approaches. The course also aims to help students contribute to the prevention of abuse and neglect, the empowerment of children and promotion of children’s’ rights to basic standards of good care and life opportunities. There are 3 computer marked assignments. The period of study began in July 1996.

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| **Open University – Statement of Course Participation Appendix 6** |

Issue Date: 7 November 1996

Barbara Dale

**P554 Child Abuse and Neglect: An Introduction**

EXTENT OF PARTICIPATION

Tutor- Marked Assignments Computer-Marked Assignments

 CMA41 – Submitted

 CMA42 – Submitted

 CMA43 - Submitted

Authorised Statement C R Battan

92575 Academic Registrar

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| **Master of Arts (MA) in Early Education with Care Appendix 7** |

**London Metropolitan University in Collaboration with Penn Green Research Centre Corby**

**Programme Structure**

* Early Development and Learning
* Research Methods
* Practitioner Research
* Working With Parents and Their Infants and Young Children
* Working With Families and Complexity
* Leadership Learning Within Teams
* Dissertation

**Strands that go across all modules**

* Developing a Learning Community
* Pedagogy and Andragogy
* Social Policy and Equality
* Ethics and Rights
* Partnership Working/Integration
* Collaborative Enquiry
* Making a Difference

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| **Future CPD to Address Shortfall Appendix 8** |

**NSPCC On-Line Course – The Protection of Children and Young People Using the Internet**

**Course Content**

The course will cover the following components:

* how children use the internet and technology
* the risks they face from other people - both other children and adult offenders
* behaviour by children that exposes them to greater risks online
* what to do if children experience issues such as cyber bullying or grooming
* how to make organisations safer places for children to go online
* how to conduct an e-safety audit and create an acceptable use policy for your organisation.

**How the Online Course Works**

Each section takes about 30-45 minutes to complete, followed by five questions. At the end of each section you’ll be given a full explanation of the correct and incorrect answers.

The course includes:

* teaching pages
* film clips
* audio recordings
* reflective tasks
* interactive learning activities and quizzes

Once you've successfully completed this course you can download a personalised certificate of achievement.

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| **Certificates Appendix 9** |



















