



Group Award Specification for:

**Professional Development Award: Approaches to
Trauma Informed Practice**

Group Award Code: GT6X 47

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1 Introduction

The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

Trauma is broadly defined as ‘experiences that produce intense emotional pain, fear, or distress, often resulting in long-term physiological and psychosocial consequences’ (Keesler, 2014). This qualification has been developed in response to the growing awareness of the consequences of trauma on individuals and the need to highlight the on-going trauma experienced by individuals and the negative impact this has on their lives and health.

As one of the few countries in the world to recognise the critical importance of this the Scottish Government has, since 2018, dedicated £4 million of funding to the creation of a National Trauma Training Programme. This has included the development of support services for people specifically affected by child abuse and broader impacts on people living through trauma and the effect of this on their life. It is intended that training is implemented across all workforce sectors, through teams of Transforming Psychological Trauma Implementation Co-ordinators (TPTICs) who will be based in every Health Board in Scotland (gov.scot, 2022). The Scottish government, in partnership with COSLA and NES, has also created a network of ‘Trauma Champions’ — senior leaders from across local authorities, health boards and key community planning partners who will work collaboratively to influence change across local areas (gov.scot, 2022).

Trauma is common. Research carried out twenty years ago by the Krug et al (2002) suggested that many people will experience events described as traumatic — rapes, assaults, traffic accidents and bereavements, for example — at some point in their lives. In addition, Harker et al (2013) state that more than 500,000 children in the UK were abused by a parent or guardian with 42,000 in the care sector in England and Wales experiencing neglect, child abuse and neglect in the UK and a further one in twenty children in the UK have experienced sexual abuse (Radford et al, 2011). More recent figures from the Scottish Government’s 2019 Scottish Health Survey, found that substantial proportions of the Scottish adult population suffered some form of abuse, neglect or other adverse experiences during their childhood. Seventy-one per cent reporting having experienced at least one adverse childhood event (ACE) and 15% experiencing four or more ACEs (scot.gov,2019). The World Health Organisation, in 2021, described violence against women as being all pervasive with one in three women worldwide experiencing violence and coping with the often devastating effects of associated trauma thereafter.

In light of the number of people experiencing trauma, the Scottish Government commissioned NHS Education for Scotland (NES) to develop an evidence-based toolkit that focussed on the need to develop a trauma informed workforce (NES 2021). Evidence shows that whilst many who experience trauma recover with little or no intervention from support services, it is clear that those who have experienced trauma or ACEs are at greater risk of experiencing inequalities, disadvantage, poor educational attainment and the consequent poor employment opportunities, in addition to possible long-term negative impacts on mental and physical well-being. It is of crucial importance therefore, that any workforce is better informed and whilst not everyone is expected to be an 'expert' in supporting those who have experienced trauma, it can only be of benefit that all workforces are better informed and more confident in talking about issues and supporting those who have experienced trauma. This qualification maps to the knowledge described in the NES framework across all levels and underpins the capability/skills and ability identified in the framework in the Skilled Practice level, Enhanced Practice level and most at Specialist Practice level (NES 2017). This qualification was not written to map to the NES Framework but the fact that there are so many common themes between the two indicates how essential this qualification is for developing an informed workforce and supporting individuals affected by trauma. It is aimed at professionals who work with individuals who have experienced trauma, or those who are working to support the carers of individuals who have experienced trauma.

This is an SCQF level 7 qualification, and it is therefore recommended that learners have already completed a qualification at SCQF level 6 or equivalent prior to undertaking this qualification. The qualification is made up of four units that will introduce learners to trauma, exploring current definitions and concepts of trauma and the relationships between socio-economic factors, individual, vulnerabilities and language that may be experienced by those affected by trauma. The learner will then investigate the factors leading to childhood trauma and the impact that this may have on development and the ability to build and sustain relationships. The qualification then explores therapeutic approaches and interventions for individuals affected by trauma and the importance of self-care and personal responsibility for those not only affected by trauma but for the care providers too. Finally, the qualification looks at organizational approaches to trauma and the underpinning values and principles required for organisations to implement trauma informed practices and to support those who have experience significant trauma thereby creating a resilient and supported workforce. This qualification will therefore create a workforce that is knowledgeable, and capable and it will enhance employment prospects and may enable the learner to access degree level qualifications. However, at this time there is no direct progression to undergraduate programmes.

References

- Harker et al (2013) How safe are our children?
- Keesler JM. A call for the integration of trauma-informed care among intellectual and developmental disability organizations. *J Policy Pract Intell Disabil.* 2014;11(1):34–42.
- Krug EG, Dahlberg LL, Mercy JA, Zwi AB, Lozano R ed. *World Report on Violence and Health.* Geneva: World Health Organization; 2002.
- gov.scot, (2019), [WHO](#)
- gov.scot, 2022, [Trauma-informed workforce and services](#)
- Radford et al, 2011, *Children looked after in England including adoption: 2014 to 2015*, National Statistics.
- NES,(2017), *Transforming Psychological Trauma: A Knowledge and Skills Framework for the Scottish Workforce'* (www.gov.scot).
- WHO, 2021, *Devastatingly pervasive: 1 in 3 women globally experience violence* (who.int) at.[WHO](#)

2 Qualification structure

This group award is made up of 4 SQA unit credits. It comprises 32 SCQF credit points at SCQF level 7. A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

This qualification is made up of 4 SCQF level 7 units all of which are mandatory units.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J694	34	What is Trauma? An introduction	1	8	7
J695	34	Childhood Trauma	1	8	7
J696	34	Therapeutic Approaches to Trauma	1	8	7
J697	34	Organisational Approaches to Trauma	1	8	7

3 Aims of the qualification

The main aims of the Professional Development Award (PDA) are to provide a qualification that enables learners to gain a knowledge and understanding of trauma and the causes and impact of trauma on the individual and the importance of being an informed practitioner in supporting individual affected by trauma. The qualification also aims to enable the learner to achieve an understanding not only of therapeutic approaches but also organisational approaches to trauma.

3.1 General aims of the qualification

- ◆ To develop transferable skills including the Core Skills of Communication, Information and Communication Technology (ICT), Problem Solving and Working with Others.
- ◆ To develop a robust knowledge and understanding of professional role within the context of the award.
- ◆ To develop enhanced professional knowledge, understanding and practice
- ◆ To develop study, academic writing and research skills.
- ◆ To develop knowledge and personal effectiveness.
- ◆ To develop skills such as critical thinking and reflection.
- ◆ To develop employment skills and provide opportunities for career planning and enhancing learner's employment prospects.
- ◆ To enable opportunities for progression within the Scottish Credit and Qualifications Framework and into higher education institutes (HEIs).
- ◆ To provide academic stimulus and challenge.

3.2 Specific aims of the qualification

The specific aims are:

1. To enable learners to develop an understanding of trauma and its links to socio-economic contexts, individual vulnerabilities and its impacts on health and social care practices.
2. To enable the learner to understand factors leading to childhood trauma and the impact this has on the individual experiencing trauma and the wider society.
3. To evaluate the role of relationships and disclosure when supporting people to explore interventions, approaches and risk management when supporting people who have experienced or are experiencing trauma.
4. To enable the development of self-reflection and personal responsibility in the context of recovery, re-enablement and healing both for the carer and the individual has/is experiencing trauma.
5. To evaluate the values and principles necessary for informed organisational approaches to trauma.
6. To critically reflect on organisational approaches to trauma.
7. To explore organisational factors that support a resilient workforce.
8. Promote career progression and academic pathways for and within a range of settings.
9. Develop the ability to work co-operatively with others.
10. Develop the underpinning knowledge that enables integration of theory and practice.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Have an understanding of the values and communication skills essential in the delivery of care. Communication skills may be demonstrated through achievement of certificated courses, Core Skills Communication at Higher level, Higher English or other communication units at SCQF level 5 or 6. Alternatively, applicants may be deemed to be at the appropriate level by a reference preferably from employers and/or through verbal and/or written evidence.

In order to be able to fully participate in the course work it is expected that applicants have some experience of care work and supporting those experiencing or who have experienced trauma; this work can be either paid or voluntary.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Academically written assessment, group presentation, referenced case study, using effective communication with individuals and colleagues.
Numeracy	5	Not applicable.
Information and Communication Technology (ICT)	6	Gathering Input, storage organisation and retrieval of academically written and referenced group presentation or the creation of a website.
Problem Solving	5	Academically written and referenced investigative report, case study.
Working with Others	6	Academically written and referenced group presentation, creation of an academic poster.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification specific aims to units

Code	Unit title	Aims									
J694 34	What is Trauma? An introduction	X	X	X	X		X	X	X	X	X
J695 34	Childhood Trauma	X	X	X	X	X	X	X	X	X	X
J696 34	Therapeutic Approaches to Trauma	X	X	X	X	X	X	X	X	X	X
J697 34	Organisational Approaches to Trauma	X	X	X	X	X	X	X	X	X	X

5.2 Mapping of NES Toolkit

The qualification was not developed to map to the NES Framework and the fact that a mapping is possible underlines the common themes that are essential in creating a trauma informed workforce.

PDA Units	What is Trauma? An Introduction	Childhood Trauma	Therapeutic Approaches to Trauma	Organisational Approaches to Trauma
Toolkit Practice levels				
Trauma Skilled Practice level outcomes				
The impact of trauma on people is recognised and understood.	X	X	X	X
People affected by trauma and their dependents have their immediate needs for safety identified at the earliest possible opportunity so that they can be protected from further harm.	X	X	X	X
People affected by trauma are supported to safely disclose trauma where appropriate.		X	X	X
People affected by trauma are supported to safely disclose experiences of trauma where appropriate.		X	X	X
People affected by trauma are signposted/referred to appropriate services to ensure needs are met following disclosure, where appropriate.			X	
The needs of workers exposed directly to traumatic events or to the details of trauma experienced by others are recognised and addressed in the workplace.				X
People affected by trauma experience a consistent and professional relationship that engenders trust.		X	X	X

PDA Units	What is Trauma? An Introduction	Childhood Trauma	Therapeutic Approaches to Trauma	Organisational Approaches to Trauma
Trauma Skilled Practice level outcomes (continued)				
Natural recovery following trauma is encouraged and individual strengths and resources recognised and supported.			X	
The current distress and difficulties of people affected by trauma are recognised and understood.	X		X	X
People affected by trauma are enabled to access timely care, support and treatment, where appropriate.			X	X
People affected by trauma experience a consistent and respectful working relationship to set the conditions for disclosure of trauma and abuse, where appropriate.			X	X
People experiencing high distress linked to the memory of past trauma are enabled, where possible, to safely disclose.			X	
Natural recovery following trauma exposure is optimised and the individual's strengths and resources recognised and supported.			X	
The needs of people affected by trauma are prioritised over systems and procedures to reduce risk of re-traumatisation.				X
People affected by trauma are enabled to access timely care, support and treatment, where appropriate.			X	X

PDA Units	What is Trauma? An Introduction	Childhood Trauma	Therapeutic Approaches to Trauma	Organisational Approaches to Trauma
Trauma Skilled Practice level outcomes (continued)				
People affected by trauma can engage in and maintain safe, sustaining and supportive relationships and social networks.		X		X
People affected by trauma can recognise and build on their own strengths, skills and resources to live a personally valued life.		X	X	
People affected by trauma can address missed developmental opportunities.		X	X	
People affected by trauma can identify and move towards goals and participate in roles that are culturally relevant and personally valued.		X	X	X
Trauma Enhanced Practice level outcomes				
The impact of trauma on people is recognised and understood.	X			X
People affected by trauma and their dependents have their immediate needs for safety identified at the earliest possible opportunity so they can be protected from further harm.	X	X	X	X
People affected by trauma are supported to safely disclose trauma, where appropriate.			X	X

PDA Units	What is Trauma? An Introduction	Childhood Trauma	Therapeutic Approaches to Trauma	Organisational Approaches to Trauma
Trauma Enhanced Practice level outcomes (continued)				
People affected by trauma are signposted/referred to appropriate services to ensure needs are met following disclosure, where appropriate.		X	X	X
People affected by trauma experience a consistent, respectful and professional relationship to engender trust.	X	X	X	X
Natural recovery is optimised and the individual's strengths are recognised and supported.			X	X
Current distress and difficulties are recognised and understood.	X	X	X	
People affected by trauma receive the level of care/support and/or intervention that matches the level of need.		X	X	X
People affected by trauma receive effective professional support and/ or advocacy in line with needs.		X	X	X
People affected by trauma are supported to make a legal disclosure, where appropriate.			X	
People with mild to moderate mental health difficulties linked to trauma receive evidence based psychological interventions in line with protocol to promote coping with trauma reactions and current stressors.			X	

PDA Units	What is Trauma? An Introduction	Childhood Trauma	Therapeutic Approaches to Trauma	Organisational Approaches to Trauma
Trauma Enhanced Practice level outcomes (continued)				
The professional needs of workers responding to the impact of trauma are recognised and addressed in the workplace.				X
People affected by trauma benefit from a sharing of trauma understanding and expertise across the workforce.				X
People affected by trauma experience a consistent and respectful working relationship to set the conditions for disclosure of trauma and abuse, where appropriate.			X	X
Natural recovery following trauma exposure is optimised and the person's strengths and resources recognised and supported.			X	
People experiencing high distress linked to the memory of past trauma are enabled, where possible, to safely disclose and process trauma memories.			X	
The needs of people affected by trauma are prioritised over systems and procedures to reduce risk of re-traumatisation.				X
People affected by trauma are enabled to access timely care, support and treatment, where appropriate.			X	X

PDA Units	What is Trauma? An Introduction	Childhood Trauma	Therapeutic Approaches to Trauma	Organisational Approaches to Trauma
Trauma Enhanced Practice level outcomes (continued)				
The needs of workers exposed directly to traumatic events or to the details of trauma experienced by others is recognised and addressed in the workplace.				X
People affected by trauma can access timely care, support and treatment, where appropriate.			X	X
People affected by trauma can engage in and maintain safe, sustaining and supportive relationships and social networks.			X	X
People affected by trauma can recognise and build on own strengths, skills and resources to live a personally valued life.			X	X
People affected by trauma can address missed developmental opportunities.		X	X	
People affected by trauma can identify and move towards goals and participate in roles that are culturally relevant and personally valued.			X	X
The needs of workers exposed directly to traumatic events or the details of trauma experienced by others is recognised and addressed in the workplace.				X

PDA Units	What is Trauma? An Introduction	Childhood Trauma	Therapeutic Approaches to Trauma	Organisational Approaches to Trauma
Trauma Specialist level outcomes				
People affected by trauma and their dependants have their immediate needs for safety identified at the earliest possible opportunity so they can be protected from further harm.	X	X	X	
The needs of workers and organisations exposed directly to traumatic events or to the details of trauma experienced by others is recognised and addressed in the workplace.				X
People affected by trauma experience a consistent, respectful and professional relationship to engender trust.			X	X
Current distress and difficulties are recognised and understood.	X	X	X	X
People affected by trauma are provided with the level of care/support and/or intervention that matches level of need.			X	X
The need and readiness for evidence-based trauma focussed therapy is recognised.			X	X
People experiencing high distress linked to the memory of past trauma are enabled to safely and effectively process trauma memories.			X	X

PDA Units	What is Trauma? An Introduction	Childhood Trauma	Therapeutic Approaches to Trauma	Organisational Approaches to Trauma
Trauma Specialist level outcomes (continued)				
The needs of workers exposed directly to the details of trauma experienced by others is recognised and addressed in the workplace.				X
People affected by trauma are able to identify and move towards goals and participate in roles and relationships that are culturally relevant, personally meaningful and valued.				X

5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		W (R)	W (W)	O	UN	UGI	AI	PCI	CT	PO	RE	WCO	RCC
J694 34	What is Trauma? An introduction	X	X				X	X	X	X	X		
J695 34	Childhood Trauma	X	X				X	X	X	X	X		
J696 34	Therapeutic Approaches to Trauma	X	X	X			X	X	X	X	X	X	X
J697 34	Organisational Approaches to Trauma	X	X	X			X	X	X	X	X	X	X

Key:

Communication:	W (R) = Written (Reading)	W (W) = Written (Writing)	O = Oral
Numeracy:	UN = Using Number	UGI = Using Graphical Information	
ICT:	AI = Accessing Information	PCI = Providing/Creating Information	
Problem Solving:	CT = Critical Thinking	PO = Planning and Organising	RE = Reviewing and Evaluating
Working with Others	WCO = Working Co-operatively with Others	RCC = Reviewing Co-operative Contribution	

5.4 Assessment strategy for the qualification

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
What is Trauma? An introduction	Academically written and referenced essay of 1,000–1,250 words.	Academically written and referenced case study or report of 1,250–1,750 words.	
Childhood Trauma	Academically written and referenced group presentation or the creation of a website.		An academically written and referenced investigative report of 1,000–1,250 words.
Therapeutic Approaches to Trauma	An academically written and referenced case study of 1,250–1,750 words.		An academically written and referenced website or academic poster.
Organisational Approaches to Trauma	An academically written and referenced investigative report of 1,000–1,250 words.	An academically written and referenced case study of 1,250–1,750 words.	

6 Guidance on approaches to delivery and assessment

This qualification can be delivered in a number of ways:

- ◆ Day release.
- ◆ Other part-time.
- ◆ Open Learning.

A combination of these approaches can also be used, depending on the nature of the unit being studied and the employment status of the learner. Centres should ensure when planning a programme of delivery that it reflects the needs and requirements of the learners, especially those in employment. Course delivery should, wherever possible, build on learner knowledge and understanding.

Programme delivery schedule

The approach to delivery and assessment in this new qualification is varied in order to give the learners and centres the opportunity to deliver a variety of teaching, learning and assessment approaches. The following suggested delivery methods could be adopted by centres:

- ◆ Lectures
- ◆ Tutorials
- ◆ Study packs
- ◆ Problem-based scenarios
- ◆ Case studies
- ◆ Group work
- ◆ Presentation
- ◆ Online materials
- ◆ IT-based teaching materials
- ◆ Projects
- ◆ Virtual Learning Environments and digital approaches to learning and assessment.

This qualification can be delivered through open/e-learning, however there must be adequate provision for robust interaction, groupwork and discussion. Throughout delivery, learners should be set clear standards in terms of presentation of information and it is recommended that standard referencing conventions such as the Harvard referencing system are used throughout so that learners are confident about using wider evidence in support of research and academic reporting and to support the evidence-based practice approaches required by care professionals. This should also ensure compliance with copyright and avoid issues of plagiarism. Centres must ensure that they have suitably qualified and vocationally experienced staff and appropriate resources and equipment for the delivery and assessment of this qualification.

6.1 Sequencing/integration of units

Given that one unit builds on the knowledge and understanding gained in the previous unit, it is suggested that the sequence for delivery follows the following pathway:

- ◆ What is Trauma? An introduction
- ◆ Childhood Trauma
- ◆ Therapeutic Approaches to Trauma
- ◆ Organisational Approaches to Trauma

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award. Given that this is a new qualification there is no direct link to any other current SQA qualification.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units.
- ◆ Course and/or external assessments.
- ◆ Other integrative assessment units (which may or not be graded).
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- ◆ Where there is an existing requirement for a licence to practice.
- ◆ Where there are specific health and safety requirements.
- ◆ Where there are regulatory, professional or other statutory requirements.
- ◆ Where otherwise specified in an assessment strategy.

More information and guidance on the Recognition of Prior Learning (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

There are no current articulation or progression pathways for this qualification.

6.2.2 Professional recognition

There is no professional recognition attached to this award. However, this award does provide a range of underpinning knowledge and understanding relevant to the following qualifications awarded by SQA or other awarding bodies:

- ◆ A range of VQs in Care.
- ◆ A range of PDAs in Care.
- ◆ A range of HNCs in Care.

6.3 Opportunities for e-assessment

Centres are encouraged to use new technologies to support and enhance the delivery and assessment of the PDA Approaches to Trauma Informed Practice Group Award. More information about online resources available via SQA's SOLAR project can be found at the website www.sqasolar.org.uk

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5 Resource requirements

In order to contextualise the teaching and learning for learners it is strongly recommended that those delivering the PDA Approaches to Trauma Informed Practice have a professional qualification and experience of working with trauma affected individuals as a care professional.

7 General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

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

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

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

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

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

Template version: July 2020

9 General information for learners

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

This qualification is aimed at professionals who work with individuals who have experienced trauma or those who are working to support the carers of individuals who have experienced trauma. This is an SCQF level 7 qualification, and it is therefore recommended that you have already completed a qualification at SCQF level 6 or equivalent prior to starting this course

Given the far-reaching impact of trauma, the Scottish Government is focussed on supporting people affected by trauma and it has worked with COSLA and NHS Education Scotland (NES) to develop strategies and experts who can educate the workforce and support those affected by trauma. This qualification is part of the education of the workforce strategy and it maps to the NES Transforming Psychological Trauma: A Knowledge and Skills Framework for the Scottish Workforce' (www.gov.scot). It is therefore a valuable qualification to achieve and will enhance your study, career and employment opportunities.

There are 4 units in this qualification which will introduce you to trauma, what it is and how it is caused and the immediate and on-going impact it has on individuals and families.

The units are:

What is Trauma? An introduction
Childhood Trauma
Therapeutic Approaches to Trauma
Organisational Approaches to Trauma

Furthermore, you will explore the long term consequences of trauma on education, health, employment, relationships and wellbeing. The qualification will then look at childhood trauma in more detail followed by therapeutic approaches to trauma and professional responsibilities in term of caring for those who have experienced trauma. The final unit looks at organisational approaches to trauma and how systems can and should support workers and out in place systems that ensure the well-being and resilience of employees.

There are two assessments per unit and these can be reports, essays, case studies or group presentations or website development. It is necessary to pass all of the assessments to gain the qualification. You will need to use your knowledge and experience of working with those affected by trauma throughout this qualification as this experience underpins the qualification. You will get support from your tutor to work through the qualification and prepare for the assessments.

Currently there is no direct pathway into higher education undergraduate degree courses with this qualification.