

Higher National Unit Specification

General information for centres

Unit title: Working in Partnership with Schools

Unit code: DV90 36

Unit purpose: This Unit is designed to enable candidates to develop the skills and knowledge required to work effectively with schools and associated partner organisations by having an understanding of relevant legislation, national policies and the structure and organisation of the schools sector. Candidates will also develop skills for promoting positive behaviour.

This Unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

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

- 1 Demonstrate a critical understanding of current policy, legislation and standards that apply to children and young people.
- 2 Work effectively with partner schools.
- 3 Promote positive behaviour and, when necessary, manage inappropriate behaviour.

Credit points and level: 1 HN Credit at SCQF level 9: (8 SCQF credit points at SCQF level 9*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to have competence in communication skills at SCQF level 6 or similar qualifications and some knowledge and experience of working in a school/college partnership.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, Communication, Working with Others and Information Technology at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: This Unit will be assessed by written evidence, in the form of reports, and performance evidence from the workplace, in Outcomes 2 and 3. Case studies and/or simulations may be used in Outcomes 1 and 3.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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

Outcome 1

Demonstrate a critical understanding of current policy, legislation and standards that apply to children and young people

Knowledge and/or skills

- ◆ Legislative frameworks under which schools operate
- ◆ The purpose and significance of national policies in relation to the schools sector
- ◆ The purpose and significance of national policies in relation to the further education sector
- ◆ The purpose and significance of national policies in relation to partnership working involving schools and colleges
- ◆ Legislation that applies to the protection, welfare, health and safety of children and young people
- ◆ Good practice relating to the protection, welfare, health and safety of children and young people

Evidence Requirements

Candidates will provide written evidence covering the knowledge and skills section, in which they:

- (a) compare and contrast the regulatory frameworks within which schools and further education colleges operate
- (b) explain the purpose and significance of Scottish Executive policies within which schools and colleges work in partnership with each other
- (c) apply good practice relating to the protection, welfare, health and safety of children and young people

Written evidence should be in the form of a report of about 1,000 words or the equivalent derived from a professional discussion. Reference should be made to relevant legislation and college policies and procedures. Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.

For c) candidates should detail how they would potentially respond to at least two situations relating to the protection, welfare, health and safety of children and young people, making reference to college policies and procedures.

Higher National Unit specification: statement of standards (cont)

Unit title: Working in Partnership with Schools

Assessment guidelines

Evidence for c) may be generated using case studies or simulations.

Outcome 2

Work effectively with partner schools

Knowledge and/or skills

- ◆ The structure, organisation, policies and procedures of partner schools, including support arrangements for learners and staff
- ◆ Similarities and differences in school and college environments and ethos
- ◆ Strategies for effective communication with schools' sector colleagues and other partner organisations
- ◆ Strategies for developing appropriate and effective relationships with schools' sector colleagues and other partner organisations
- ◆ Strategies for helping learners to manage their transitions from school to college/work
- ◆ College policy and procedures

Evidence Requirements

Candidates will provide written and performance evidence to illustrate how they have contributed to the effectiveness of a partnership with at least one school.

The written evidence should describe how the school/college partnership operates and make comparative reference to the school environment and ethos and that of the college. Performance evidence should illustrate the candidate's contribution to the partnership by demonstrating a minimum of two examples from the workplace, supported by witness testimony. The examples may be:

- ◆ communicating effectively with school sector colleagues and/or other partner organisations
- ◆ developing appropriate/effective relationships with school sector colleagues
- ◆ helping learners manage their transitions from school to college
- ◆ applying good practice in relation to college policy and procedures

Written evidence should be in the form of a report of about 750 words or the equivalent derived from a professional discussion. Reference should be made to appropriate documentation and policy and procedures.

Assessment guidelines

Documentation and policy and procedures to which the candidate should refer are those currently in use in their workplace.

Higher National Unit specification: statement of standards (cont)

Unit title: Working in Partnership with Schools

Outcome 3

Promote positive behaviour and, when necessary, manage inappropriate behaviour

Knowledge and/or skills

- ◆ Factors affecting behaviour
- ◆ Strategies for promoting positive behaviour
- ◆ Causes of disruptive behaviour
- ◆ Strategies for managing inappropriate behaviour
- ◆ Codes of conduct, behaviour policies and disciplinary procedures of college
- ◆ Codes of conduct, behaviour policies and disciplinary procedures of partner schools
- ◆ Social and cultural diversity of learners
- ◆ Learners whose additional support needs impact on their behaviour and their understanding of appropriate social behaviours

Evidence Requirements

Candidates will provide performance evidence of promoting positive behaviour during two learning and teaching sessions or on two different occasions in the workplace, supported by witness testimony, and written evidence for a) evaluating the effectiveness of the strategies used and b) describing appropriate strategies for managing inappropriate behaviour covering at least two instances where inappropriate behaviour may arise.

Written evidence should be in the form of a report of about 750 words or equivalent derived from a professional discussion.

Assessment guidelines

Evidence for b) may be generated using a case study or simulation. Alternatively candidates may provide performance evidence of managing inappropriate behaviour, supported by witness testimony.

Candidates undertaking the group award may generate appropriate performance evidence in Outcome 2 of the Unit, Teaching Children and Young People. Assessment of the candidate's ability to promote positive behaviour during learning and teaching sessions should be recorded on a checklist.

Administrative Information

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| Unit title: | Working in Partnership with Schools |
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Higher National Unit specification: support notes

Unit title: Working in Partnership with Schools

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

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

Guidance on the content and context for this Unit

This Unit is designed to enable candidates to develop the skills and knowledge required to work effectively with schools and associated partner organisations by having an understanding of relevant legislation, national policies and the structure and organisation of the schools sector. Candidates will also develop skills in promoting positive behaviour.

The principal context will be the further education environment. The candidate should have access to a workplace where evidence to meet the performance criteria can be generated. For those undertaking the Group Award integration with the delivery and assessment of Teaching Children and Young People in Further Education is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

- ◆ Scottish Executive policies in relation to the schools sector, e.g. the National Priorities for Education
- ◆ the legislative frameworks under which schools operate, e.g. the Children (Scotland) Act 1995 Standards in Scotland's Schools, etc. Act 2000, Additional Support for Learning Act and its Code of Practice
- ◆ regulations that apply to teachers in the schools sector, including the GTC Professional Code for Teachers
- ◆ the purpose and significance of Scottish Executive policies in relation to partnership working involving schools and colleges
- ◆ the policy environment and regulatory framework within which schools operate and schools and colleges work in partnership with each other
- ◆ local authority policies e.g. Children's Service Plan
- ◆ legislative framework designed to protect children, e.g. 'Duty of Care', UN Convention on the Rights of the Child, Protection of Children (Scotland) Act,
- ◆ Guidance for schools and other professionals with responsibility for protecting children and young people, e.g. "It's everyone's job to make sure I'm alright", the Framework for Standards for protecting children, the Children's Charter and Safe and Well, a handbook for staff, schools and education authorities.
- ◆ understanding the reasons why some children need help or are at risk, , for example, because they are experiencing physical harm, emotional hurt, living conditions that are unacceptable or circumstances which put at risk their health and mental and emotional wellbeing
- ◆ impact of abuse on child's health, wellbeing and educational progress
- ◆ responding appropriately to concerns about a child or from a child
- ◆ confidentiality and sharing concerns

Higher National Unit specification: support notes

Unit title: Working in Partnership with Schools

- ◆ vulnerability of some of the learners who fall into the category of 'looked after and/or accommodated children'
- ◆ the roles and responsibilities of organisations and agencies concerned with child protection
- ◆ individuals' boundaries of responsibility

Outcome 2

- ◆ the structure and organisation of partner schools
- ◆ policies and procedures of partner schools e.g. how (and when) to communicate with parents, codes of conduct
- ◆ support arrangements for learners and staff in schools
- ◆ the role of external partners eg Police, Social Work
- ◆ how to build constructive relationships with colleagues
- ◆ interpersonal and communication skills
- ◆ strategies for helping learners to manage their transitions from school to college/work e.g. induction

Outcome 3

- ◆ theories of behaviour development
- ◆ strategies for behaviour management
- ◆ the effect of the environment on behaviour
- ◆ learners whose additional support needs impact on their behaviour and their understanding of appropriate social behaviours, e.g. students who have Aspergers or whose traumatising experiences impact on behaviour.
- ◆ contribution of constructive relationships between staff and learners in promoting positive behaviour
- ◆ influence of staff behaviour eg respect for learners
- ◆ referral procedures for children and young people in need of additional support
- ◆ how to de-escalate situations

Guidance on the delivery and assessment of this Unit

Candidates should be encouraged to generate evidence of achievement from the workplace. Oral questioning, written/documentary evidence supported by examples of work practice, professional discussion and case studies or simulations would be appropriate methods of assessment for this Unit. The candidate should also keep a well-evidenced reflective diary describing his/her performance for Outcomes 2 and 3. This form of record would need to be substantiated by an authorised source.

The main focus of this unit is on working effectively with schools and associated partner organisations and promoting positive behaviour and candidates should have several opportunities to prepare for the summative assessment.

Higher National Unit specification: support notes (cont)

Unit title: Working in Partnership with Schools

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of Problem Solving, Communication, Working with Others and Information Technology at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

- ◆ All elements of the core skill of Problem Solving, that is Planning and Organising, Critical Thinking, and Reviewing and Evaluating, will be developed and enhanced as candidates undertake the unit. As aims and objectives are analysed in detail the identification and assessment of all factors impacting on providing the most effective learning environment and experience will involve a high level of critical thinking. Designing and implementing teaching strategies which allow on-going opportunities for review and adjustment will be of critical importance. Reflective review and evaluation of the achievements of each stage of delivery will be an essential aspect of competence.
- ◆ Candidates will have opportunities to develop a sophisticated level of communication skills as they undertake the unit. Analysing, interpreting and applying a wide range of complex legislation and policy impacting on the provision of education and the protection, safety and welfare of young learners will underpin the knowledge for the unit. Using the most effective verbal and non verbal techniques in questioning, giving information and responding to others in the most appropriate way will advance communication with colleagues in schools and partner organisations. The unit offers many opportunities to explore ways of enhancing skills in managing co-operative working. Exploration of the value and impact of open and closed questioning and use of a range of active listening techniques is an essential aspect of competence.
- ◆ Although skills in written communication are not discretely assessed, candidates will express essential ideas and information accurately and coherently, use a formal structure and recognised format and referencing system, and check language, spelling, punctuation and syntax for accuracy. Using up to date software packages for word processing and editing could support the development of skills in communicating to maximum effect in an appropriate written or graphic form.

Open learning

This Unit is suitable for open and distance learning delivery. The assessment strategy and guidelines described in this specification must still be applied if this method of delivery is chosen. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, 2001).

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.

General information for candidates

Unit title: Working in Partnership with Schools

What this Unit is about

This Unit is about the knowledge and skills you need to work effectively with schools and associated partner organisations. You will gain an understanding of relevant legislation, Scottish Executive policies, the structure and organisation of the schools sector. You will also develop skills to promote positive behaviour.

What you will learn

- ◆ Analyse the policy environment and regulatory framework within which schools operate and schools and colleges work in partnership with each other.
- ◆ Work effectively with partner schools on the basis of an understanding of the school environment and ethos and how it compares and contrasts with the college environment and ethos.
- ◆ Develop appropriate and effective relationships with schools sector colleagues.
- ◆ Apply good practice and comply with legislation in relation to the protection, welfare, health and safety of children and young people.
- ◆ Apply a range of strategies that promote positive behaviour and, when necessary, deal with inappropriate behaviour.
- ◆ Assist learners in managing their transitions from school to post-school education/employment.

On completion of the units you will be able to:

- 1 Demonstrate a critical understanding of current policy, legislation and standards that apply to children and young people.
- 2 Work effectively with partner schools.
- 3 Promote positive behaviour and, when necessary, manage inappropriate behaviour.