



Higher National Unit Specification

General information

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

Unit code: HT8J 35

Superclass: PR

Publication date: August 2017

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit has been designed to provide learners with a critical knowledge and understanding of factors which influence the application and development of their professional childhood practice. It will assist Learners to evaluate accountability and responsibility for continuous professional development (CPD) within the regulatory framework. It will also enable Learners to evaluate the application of regulatory codes and standards for Childhood Practice. Learners will be able to evaluate the impact of their personal and professional reflection and CPD on continuous improvement and Best Practice. It will also provide opportunities for aspiring leaders to explore personal commitment and promotion of CPD with their community of practice.

To enable the learners to complete this unit, they will be required to reflect on their own practice. Ideally learners should be in a childhood practice setting or have access to placement in childhood practice. However, there is no need for them to work directly with children.

Outcomes

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

- 1 Analyse professional accountability within childhood practice.
- 2 Evaluate professional reflection within childhood practice.
- 3 Evaluate the application of continuous professional development (CPD) within the regulatory framework.
- 4 Evaluate current legislation and policy in relation to inappropriate and unsafe practices.

Higher National unit Specification: General information (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended entry to the unit

Learners should have good communication skills, both written and oral, preferably through achievement of Higher English or a communication unit at SCQF level 6. Ideally the Learners should have achieved a relevant qualification at SCQF level 7 to ensure they have the underpinning knowledge to work at SCQF level 8. The skills to undertake this unit could also be demonstrated through employer's reference or the process of application and interview.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

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.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National unit specification: Statement of standards

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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

Outcome 1

Analyse professional accountability within childhood practice.

Knowledge and/or skills

- ◆ Current legislation and policy requirements for professional accountability
- ◆ Personal and organisational roles and responsibilities to children and families
- ◆ Professional sense of responsibility for the outcomes of children as part of a community of practice
- ◆ The occupational requirements for professional reflection in promoting continuing improvement and best practice

Outcome 2

Evaluate professional reflection within childhood practice.

Knowledge and/or skills

- ◆ The theoretical context and principles of reflection within Childhood Practice
- ◆ Critical reflective thinking
- ◆ Personal, social and political perspectives.
- ◆ Reflective practice impact on service delivery

Outcome 3

Evaluate the application of continuous professional development (CPD) within the regulatory framework.

Knowledge and/or skills

- ◆ Current legislation and policy requirements for CPD
- ◆ Research methods
- ◆ Personal commitment to continuing professional development and action research as a means of improving practice and broadening expertise
- ◆ Organisational responsibilities in relation personal development planning; record keeping; goal setting to meet organisational objectives

Higher National unit specification: Statement of standards (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

Outcome 4

Evaluate current legislation and policy in relation to inappropriate and unsafe practices.

Knowledge and/or skills

- ◆ Legislation and organisational policies to support professional conduct and address inappropriate and unsafe practices.
- ◆ Professional responsibilities around Whistleblowing.
- ◆ Personal use of technology on professional practice.
- ◆ Professional responsibility in relation to inappropriate and unsafe practice.

Evidence requirements for this unit

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

Outcome 1, 2 and 3

- ◆ explain current legislation and policy requirements for professional accountability.
- ◆ analyse personal and organisational roles and responsibilities in relation to children and families
- ◆ evaluate the occupational requirements for professional reflection in promoting continuing improvement and best practice
- ◆ current legislation and policy requirements for professional accountability
- ◆ organisational responsibilities in relation to personal development planning; record keeping; goal setting to meet organisational objectives
- ◆ explain the theoretical context and apply principles of reflection to Childhood Practice
- ◆ explain what is meant by critical reflective thinking
- ◆ describe personal, social and political perspectives
- ◆ analyse personal ownership; identity and commitment to continuing professional development and research as a means of improving practice and broadening expertise
- ◆ apply and evaluate your personal skills for critical reflective thinking and action research
- ◆ describe impact on service delivery e.g. programmes and environments that enrich learning and promote children and young people's play, learning and development
- ◆ describe the impact of at least 1 example of personal CPD professional practice e.g. tracking children and young people's progress and/or transitions.

Outcome 4

- ◆ explain knowledge and understanding of legislation and organisational policies to support professional conduct and address inappropriate and unsafe practices.
- ◆ discuss implications of professional responsibilities around Whistleblowing.
- ◆ analyse possible impact of personal use of technology on professional practice.
- ◆ discuss promoting professional responsibility in relation to inappropriate and unsafe practice.



Higher National Unit Support Notes

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this unit

This unit is included in the framework of the PDA Childhood Practice and HND Childhood Practice. It is recommended that it could be delivered and assessed within the subject area of the group award of which it contributes in an integrated fashion.

Outcome 1

This outcome requires the Learners to show detailed knowledge and understanding of professional accountability and the various ways they can be held to account for decisions and agreements. In demonstrating their understanding of the need for professional accountability and competence Learners must also be able to refer to the relevant legislation and registration requirements for personal and organisational roles and responsibilities to children and families, eg Regulation of Care Scotland Act 2001. Making reference to SSSC Code of Practice & Standards for Childhood Practice.

Throughout the unit the learners will be expected to demonstrate a reflective approach to the topic. Specifically within this outcome they could be able to evidence their ability to identify the impact of professional values on their own personal value base and the possible conflicts that may occur.

Furthermore, they could be able to show a detailed understanding of the way in which legislation and policy requirements place such a responsibility upon them as a practitioner. An in depth examination of the SSSC code of practice and how these might be applied to promote reflection and support professional accountability.

Learners could investigate how the role of practitioner is seen in a professional context and how this places personal and organisational responsibilities on the individual and the team 'community of practice' involved. The learners will be able to analyse and reflect in detail on the impact they personally have on the provision of safe caring services and positive outcomes for service users. There is a link with the exploration of the professional-client relationship and the power imbalance that exists.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

In particular Learners require to explore professional sense of responsibility for the outcomes of children as part of a community of practice. This unit will help Learners construct their professional identity. Reference to Tucker 2004 on professional identity and Bennett 2003 in relation to building a learning community (cited by Miller et al 2012 P239) could be considered. Including the notion of professional learning in the context of communities of practice (Wenger 2006). Some useful discussion around these in Miller et al (2012) Chapter 19 'Constructing Professional Identity'. In the exploration of extending professional practice in the early years.

Investigating around how occupational requirements for professional reflection impact on continuous improvement and best practice. It may be useful to explore this in a historical context and the ever changing needs and demands of the sector. Learners could look at Building the Ambition 2016 document and how it supports 'improvement and quality by encouraging discussion and reflective questioning about practice relevant in each setting.'

Outcome 2

This outcome requires Learners to look at the theoretical context of reflection within childhood practice and requires Learners to use this develop their knowledge and skills in this area of professional practice. A broad range of theoretical approaches to the subject should be explored. Learners could be able to apply these to their own professional practice and evaluate the resulting impacts. Reflective practice 'facilitates our ability not only to evaluate our effectiveness, but to move our practice forward so that it impacts positively upon the children and our ability to support their development'. (Johnstone & Nahmad-Williams 2009 P363.)

Here is an overview of a range of relevant theories that could be explored.

Dewey's (1933) approach to reflective thinking is systematic, scientific process in which hypothesis is tested 'Reflection is a purposeful way of thinking that is systematic and raises questions and answers... Reflective thinking comes about as a response to a problem or dilemma, which could in turn provide a solution...'

Schon (1983) 'Reflection – in-practice...Reflection – on-action'. Links theory with practice in a more meaningful way. More in-depth contemplative reflection is a slow process and it offers greater impact upon future practice

Kolb (1984) — experiential learning cycle

Moon (1999) characteristics of reflective practice

- ◆ It involves reflecting on the subject matter of the individual's practice and the setting in which he or she works
- ◆ It may relate to everyday issue or to more specific policy based issues
- ◆ It may result from external influences or from personal interest
- ◆ Practice changed or enhances greater understanding
- ◆ A thinking process, it is enhanced by oral and written supporting strategies
- ◆ It cannot be separated from emotion and intuition, although these may not be acknowledged

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

- ◆ It is essentially a critical exercise
- ◆ Sharing reflective practice with others usually serves to enhance the experience and provide more successful outcomes
- ◆ The immediate aim is self and or professional development which in turn will empower the individual, leading to improvements within the broader context

Roth (1989): simplifies this

- ◆ Awareness of what, why and how we do things
- ◆ Questioning what, why and how we do things
- ◆ Asking what, why and how we do things
- ◆ Essentially reflective practice is an active process which involves enquiry and a motivation to learning from our personal experience

Peter's (1999) process/model to inform reflective practice: DATA

- ◆ Describe — a picture of the experience, identifying key features for the next stage of the model
- ◆ Analyse — identify why and how things happened and what might have influenced these
- ◆ Theorise — think about alternatives, considering the advantages and disadvantages
- ◆ Act — try out the new approach and evaluate its effectiveness

Smyth (1991) suggests using 4 questions

- ◆ Describe — what do I do?
- ◆ Inform — What does this description mean?
- ◆ Confront — how did I come to be like this?
- ◆ Reconstruct — how might I do things differently?

Gibbs (1988) cycle — staged questions

- ◆ Description — What happened?
- ◆ Feelings — What were you thinking and feeling?
- ◆ Evaluation — what was good and bad about your experience?
- ◆ Analysis — what sense can you make of the situation?
- ◆ Conclusion — what else could you have done?
- ◆ Action plan — if it arose again, what would you do?

Lindon (2005) cyclical model of developing reflective practice

- ◆ Doing — putting ideas into practice and being actively involved or observing children
- ◆ Thinking — being open-minded and tuning in to children
- ◆ Feeling — recognising your emotions and acknowledging the feelings of other adults in the setting as well as the children
- ◆ Reviewing — look, listen and learn by considering what and how
- ◆ Planning ahead — what will you try? Provision of resources, experiences and opportunities

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

This is not an exhaustive list and Learners should be encouraged to set up their own communities of practice and apply different theories to build on their professional reflective skills.

Learners can also develop critical thinking skills and require to apply these within professional context of their role. Learners could have the opportunity apply and evaluate their professional reflection within childhood practice. A useful approach to this

Steps to critical thinking skills:

- ◆ Step 1 Knowledge
- ◆ Step 2 Comprehension
- ◆ Step 3 Application
- ◆ Step 4 Analysis
- ◆ Step 5 Synthesis
- ◆ Step 6 Evaluation

Source:

http://www.mhhe.com/socscience/philosophy/reichenbach/m1_chap02studyguide.html#3

Learners could have the opportunity to bring the different personal, social and political perspectives together around reflection in order to reflect on the political landscape around 'best practice'. Applying reflective practice in order to impact on service delivery. A Useful link around reflection could also include using the www.learningzone.workforcesolutions.sssc.uk resources around 'reflection to support Learning and Teaching'. For example Childhood Practice Learning Zone.

It would be important for Learners to demonstrate context of Scottish Government policies, eg 'How good is our Early Learning and Childcare (HGIOELC) related to Children and Young people's (Scotland) Act 2014 'a note about the term self-evaluation.....How are we doing?...How do we know?...What are we going to do about it?..... looking inwards... looking outwards....looking forward...Quality indicators....What is our capacity for continuous improvements.

Outcome 3

Learners can identify where the need for Continuous Professional Development (CPD) comes from and should pay specific attention to bodies such as SSSC. There is a clear link between outcomes around accountability. Some consideration and discussion around the www.careinspectorate.com Review of Scotland's Early Learning and Childcare Expansion (2014) www.earlyyearsscotland.org and Improving Outcomes for Early Years 2010 www.earlyyearsscotland.org would be useful

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice (SCQF level 8)

It is important that Learners are able to evaluate their organisations response to the issue of CPD, its accessibility, planning and overall benefits identified. Within this it would be useful if Learners are able to refer to their experiences of a range of organisational strategies that have been implemented in order to meet the requirements of CPD. In instances where Learners are unfamiliar with or have not experienced specific strategies it would be expected that different approaches are reviewed in order to allow the Learners the opportunity to evaluate their benefit in terms of their suitability to their personal situation. In order to aid this process it would be useful to spend some time looking at 'Learning Style' theories. The work of Kolb (1984) and Honey and Mumford (1982) are amongst a number of useful authors on this topic. Websites such as www.businessballs.com also offer a useful summarised coverage.

It certainly would be expected that in evaluating their organisation's approach to CPD some consideration is given to the type of culture that exists within the organisation; notably its approach to offering training and supervision. Hawkins and Shoet (2006) critique in some detail the various organisational cultures that can exist in care environments proposing the 'Learning Culture' as the most beneficial to all.

Within this Outcome the Learners is expected to evaluate the systems used for documenting CPD and the correlation with performance review. The Learners could demonstrate an understanding of why documentation needs to be relevant and accessible as well as recognising the requirement for appropriate confidentiality and data protection. Specifically they need to evaluate how CPD is reviewed and its place within the staff appraisal/performance review/supervision process. A useful source for this is Daly et al (2004 P202) and explores training development and appraisal. There may be opportunity to investigate the SSSC Workforce Planning Guide 2014.

Professional review is central to the successful implementation of CPD and could be set within the range of quality assurance processes which are in place in the Learner's organisation. In particular, the process of development planning provides the basis for staff to continue to seek improvement in the quality of provision through self-evaluation, identification of priorities and targets, and action planning in partnership with their managers. Learners may also wish to consider how technology is starting to play a more significant part in this process as many organisations begin to make use of online CPD portfolios that both Learners and their managers can access. Learners could be assisted to carry out an analysis of their particular learning style. There are many free online resources to assist them with this available.

Learners could explore the concept of Kurt Lewin Action Research Perspective (Ingleby , 2013 P144). 'The central purpose of action research is to improve professional practice through researching into aspects of 'best practice'. Action research is developmental because the central aim of the research is to investigate practice with a view to developing professional roles.It is a research process that is described as being 'cyclical' and not linear. This is because the research process involves data gathering, reviewing the data that has been collected, planning for new action and in turn implementing new action.' ...As the early years context...appears to be constantly adapting to a latest interpretation of 'best practice'. This means that it is important to have action researchers who can inform and influence future policy initiatives'.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

Learners could be encouraged to routinely engage and extend their knowledge and understanding through research of current literature. Learners could be encouraged to apply their self-evaluation to some specific quality indicators of HGIOELC: 2.2 Curriculum theme pedagogy and play; 2.8 Transitions theme continuity and progression in learning and 3.2 Securing children's progress theme. This will enable the Learners to develop professional skills in this area as well as examine highly effective practice with their peers. Using the sets of challenging questions to reflect and support professional dialogue and discussion.

It may be possible to integrate delivery and assessment task with other mandatory units including the unit: *Policy in Practice*.

Specifically they need to evaluate their own personal CPD, demonstrate how this is reviewed and discuss its place within the staff appraisal/performance review/supervision process.

Outcome 4

This outcome requires Learners to consider professional accountability in relation to professional conduct and safe practices. Learners will need to be able to identify the various ways that they can be held to account for decisions and agreements made with service users. This may well lead to exploration of past poor practice examples where care providers have been held to account, and reviews where the need to have robust reporting mechanisms have been put forward.

The learners will be required to consider a range of inappropriate and unsafe practices in order to demonstrate their knowledge and skills in addressing these as a professional. They will look at professional responsibilities around whistle blowing and the personal use of technology and social media. It would be useful to look at case studies and reflect on lessons learned.

Whistle blowing Guidance for employers and code of practice (2015) www.gov.uk
Includes definitions and could support professional discussion in this area. Other useful sources include: Scottish Government — Consultation 2016 National Whistleblowing Officer And Social media policy — Scottish governmentwww.wired.co.uk which offers guidance on Social Media Prosecution. www.crownoffice.gov.uk also offers guidance on cases involving communication sent via social media; Scotns.org.uk Why social media need.

They will also need to evaluate their ability to address and challenge the practice of others. Again, using suitable mechanisms that may be available, for example, internal and external 'whistle-blowing' procedures.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

Guidance on approaches to delivery of this unit

This unit can be undertaken as a standalone unit for CPD purposes. However it is recommended that there can be integration between this unit and other mandatory units of PDA/HND Childhood Practice to facilitate integration of assessment. It is recommended that this unit be delivered through lecturers; group work and practical activities. There is a variety of media resources that can be used to support the delivery of this unit.

It is recommended that the class could set themselves up as a 'Communities of Practice' (Lave & Wenger 2006) as formed by people who engage in a process of collective learning in shared domain of human endeavour: a group or practitioners working on promoting continuing improvement and best practice; a network of those involved in improving the well-being of children and young people, this may include parents and other agencies. A group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. The term comes from social science and the concept community of practice has been used for a variety of analytical purposes as well as being used as a social learning theory. (Wenger 2006 cited in Miller & Pound 2011 P169).

Classroom activities could be considered to help Learners apply their knowledge and skills and use problem based learning approaches that promote professional dialogue and discussion, reflection and set professional goals. These could include:

- ◆ Reflection on programmes that enrich learning and promote children and young people's play, learning and development.
- ◆ Professional skills to provide environments and play spaces that promote children and young people's well-being and development.
- ◆ CPD impact on tracking children and young people's progress and/or transitions.

Learners could be encouraged to undertake autonomous learning through action research and explore current policy, legislation and frameworks. It is essential that Learners make reference to the National Care Standards and demonstrate an awareness of Codes of Practice and Standards for Childhood Practice.

Useful materials and sources

Scottish Government (2014) Building the Ambition
8.3 What does quality mean for practitioners?

SDS (2017) Early Learning and Childcare Skills Investment Plan

SSSC (2016) Standards for Childhood Practice — Some Relevant Sections

2: Managers/lead practitioners value themselves and others by taking responsibility for their own professional learning and development and that of the workers for whom they are responsible.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

10 Managers/lead practitioners have a working knowledge of the breadth of the service and the professional roles and responsibilities of early learning and child care workers within it.

13 Managers/lead practitioners have the knowledge and understanding needed to support evidence informed practice.

14 Managers/lead practitioners coordinate and lead the provision of environments that are safe, secure, caring and nurturing and inclusive.

18 Managers/lead practitioners engage in professional reflection for continuing improvement.

22 Managers/lead practitioners take responsibility for identifying and supporting their own personal learning and professional development needs.

3.5 The National Learning Context

Scotland's Lifelong Learning Strategy (Scottish Executive, 2003b) envisioned 'the best possible match between the learning opportunities open to people and the skills, knowledge, attitudes and behaviours which will strengthen Scotland's economy and society'.

The revised Standard for Childhood Practice and guidelines draw on the principles for lifelong learning within that context and from other more recent strategic developments across the Scottish Government, National Priorities in Education (Scottish Executive, 2003c), Curriculum for Excellence (Scottish Executive, 2004b), A Smart, Successful Scotland (Scottish Executive, 2005b), Closing the Opportunity Gap (Scottish Executive, 2002) and Choosing Our Future: Scotland's Sustainable Development Strategy (Scottish Executive, 2005c), the Play Strategy for Scotland: Our Vision (Scottish Government, 2013) and Building the Ambition (Scottish Government, 2014b).

The SSSC (2016) Codes of Practice are a tool for ...continuous improvement of practice. Some Relevant **Employers Codes** for this unit include:

2: Managers/lead practitioners value themselves and others by taking responsibility for their own professional learning and development and that of the workers for whom they are responsible.

4: As a social service employer, you must have written policies and procedures in place to protect people who use services and carers, and to support social service workers.

Some Relevant Employees Codes to this unit include:

4: As a social service worker, I must respect the rights of people who use services, while striving to make sure that their behaviour does not harm themselves or other people.

5.

<http://www.newcarestandards.scot/>

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

NATIONAL CARE STANDARDS: PRINCIPLES (2016)

Dignity and respect

- ◆ My human rights are respected and promoted.
- ◆ I am respected and treated with dignity as an individual.
- ◆ I am treated fairly and do not experience discrimination.
- ◆ My privacy is respected.

Compassion

- ◆ I experience warm, compassionate and nurturing care and support.
- ◆ My care is provided by people who understand and are sensitive to my needs and my wishes.

Be included

- ◆ I receive the right information, at the right time and in a way that I can understand.
- ◆ I am supported to make informed choices, so that I can control my care and support.
- ◆ I am included in wider decisions about the way the service is provided, and my suggestions, feedback and concerns are considered.
- ◆ I am supported to participate fully and actively in my community.

Responsive care and support

- ◆ My health and social care needs are assessed and reviewed to ensure I receive the right support and care at the right time.
- ◆ My care and support adapts when my needs, choices and decisions change.
- ◆ I experience consistency in who provides my care and support and in how it is provided.
- ◆ If I make a complaint it is acted on.

Wellbeing

- ◆ I am asked about my lifestyle preferences and aspirations, and I am supported to achieve these.
- ◆ I am encouraged and helped to achieve my full potential.
- ◆ I am supported to make informed choices, even if this means I might be taking personal risks.
- ◆ I feel safe and I am protected from neglect, abuse, or avoidable harm.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

Other useful sources include:

Bolton (2005) Reflective Practice: Writing and Professional Development; Sage Publications

Brookfield (1995) Becoming a Critical Reflective Teacher; Jossey-Bass

Johnstone and Hahmed-William (2009) Early Childhood Studies

Daly et al (2004) Early Years Management in Practice

Ingleby (2013) Early Childhood Studies

Lieberman (2007) Professional Learning Communities; Open University Press

Miller & Pound (2011) Theories and Approaches to Learning in the Early Years

Miller et al (2012 P239) Extending Professional Practice in the Early Years.

Moon (2008) Critical thinking: An Explanation of Theory and Practice; Routledge

Moss (2008) in Paige-Smith & Craft: Developing Reflective Practice in Early Years; Open University Press

Reed & Canning (2010) Reflective Practice in Early Years; Sage

Schon (1987) Educating the Professional Practitioner; Jossey-Bass.

Scottish Government (2016) Building the Ambition

Scottish Government (2016) How good is our Early Learning and Childcare?
(www.education.gov.scot/)

SSSC (2014) Workforce Planning Guide

Wenger (1998) Communities of Practice: Learning, Meaning and Identity; Cambridge University Press

Guidance on approaches to assessment of this unit

It is recommended that this outcome be assessed in an integrated fashion along with related outcomes from this and other units from the group award in which it belongs, PDA/HND Childhood Practice. Guidance on integrated and holistic approaches to assessment tbc

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Assessment 1 has two parts an academic essay and a reflective account. Although a holistic approach to these two parts could also where appropriate be sufficient.

Assessment 1(a) can take the form of an academic essay of 1,000 words, which can link Outcomes 1, 2, and 3. The essay will be fully referenced and expected to critically evaluate professional accountability within childhood practice. The essay will also evaluate the role of personal development planning; goal setting and continuous professional development (CPD) within the regulatory framework. Learners require to analysing the impact of legislation and policy, the need for professional accountability and competence within their field of practice.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

Assessment 1(b) can take the form of a reflective account of 1,000 words which can also link Outcomes 1, 2, and 3. The reflective account can apply and evaluate professional reflection to workplace practices and the Learners can describe clear impacts of personal CPD to standards for Childhood Practice. This should be supported by fully referenced theoretical and policy context.

Learners could reflect on how they have applied the principles of reflection to childhood practice. This could include explanation of the theoretical context for reflection and what is meant by critical reflective thinking and personal, social and political assumptions. Reflection on how the Learners has analysed personal and professional commitment to continuing professional development could demonstrate how these have impacted on improvements in practice and enrichments to children and young people's play, learning and development. With particularly examples of personal skills used to impact on tracking children and young people's progress and/or transitions.

Assessment 2 can take the form of an academic essay of 1,000 words which can cover Outcome 4. The instrument of assessment supervised open book assessment conditions. Learners are able to bring short prompt notes into the assessment, maximum of 300 words to be handed in along with academic essay. The essay will evaluate current legislation and policy in relation to inappropriate and unsafe practices

Learners can explain knowledge and understanding of legislation and organisational policies to support professional conduct and address inappropriate and unsafe practices. Discuss implications of professional responsibilities around Whistleblowing. Analyse possible impacts of personal use of technology on professional practice. Discuss promoting professional responsibility in relation to inappropriate and unsafe practice.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

Opportunities for developing Core and other essential skills

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

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

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Childhood Practice: Enhanced Professional Practice
(SCQF level 8)

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

This unit is designed to provide you with a range of knowledge and skills relating to accountability, reflection, continuous professional development and quality improvement which are essential in childhood practice.

On successful completion of this unit you will be able to:

- ◆ analyse professional accountability within childhood practice
- ◆ evaluate professional reflection within childhood practice
- ◆ evaluate the application of continuous professional development (CPD) within the regulatory framework.
- ◆ evaluate current legislation and policy in relation to inappropriate and unsafe practices.

You can have opportunity to undertake a work placement if you are not already in employment. This can facilitate the application of your learning on Professional Reflection and quality Improvement as well as provide opportunity to demonstrate impact on improved service user's experience.