



Higher National Unit Specification

General information

Unit title: Childhood Practice: Policy to Practice (SCQF level 8)

Unit code: HT8M 35

Superclass: PR

Publication date: August 2017

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit is designed to provide learners with a range of knowledge and skills relating to legislation, policy issues and frameworks which are essential in ensuring high standards of professional practice in childhood practice.

To enable learners to complete this unit, ideally they will be required to be appropriately employed or supervised as part of a work placement within a childhood practice setting but 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 Evaluate and contribute to formulation of policy in relation to professional childhood practice.
- 2 Explain legislation relevant to professional practice.
- 3 Analyse the effectiveness of current frameworks in your professional practice and the professional practice of others.
- 4 Reflect on the application of relevant policy and frameworks in your professional practice.

Credit points and level

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

Higher National Unit Specification: General information (cont)

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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 relevant SCQF level 7, eg HNC, SVQ level 3 or equivalent. They should also be working in a childhood practice or have access to a suitable work placement.

To enable learners to complete this unit, they must be appropriately employed or supervised as part of a work placement within a childhood practice setting but there is no need for them to work directly with children.

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.

If being taught as part of the HND Childhood Practice, it is recommended that this unit be delivered first or in conjunction with the other mandatory units, to enable learners to have a good appreciation of legislation, policy and framework as applied to professional practice.

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

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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

Evaluate and contribute to formulation of policy in relation to professional childhood practice.

Knowledge and/or skills

- ◆ Social policy and legislation, political processes
Current policy, legislation and consultation issues relating to specific professional childhood practice roles
- ◆ Involvement of self and others in forums which are concerned with consultation and formulation of policy
- ◆ Issues relating to diversity, inequality and discrimination and their impact on childhood practice

Outcome 2

Explain legislation relevant to professional practice.

Knowledge and/or skills

- ◆ Legislation relevant to childhood practice provision
- ◆ Application of practice related to legislation
- ◆ Statutory responsibilities of professional role
- ◆ Application of professional codes of practice

Outcome 3

Analyse the effectiveness of current frameworks in your professional practice and the professional practice of others.

Knowledge and/or skills

- ◆ Development of current frameworks from policy and legislation
- ◆ Knowledge of current frameworks relating to childhood practice
- ◆ Ethical dilemmas in relation to current frameworks in childhood practice
- ◆ Advanced skills in relation to the application of current frameworks

Higher National Unit Specification: Statement of standards (cont)

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Outcome 4

Reflect on the application of relevant policy and frameworks in your professional practice.

Knowledge and/or skills

- ◆ Critical reflection
- ◆ Policy development in relation to current frameworks

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:

Outcomes 1 and 2

- ◆ understand the political processes which determine and influence social policy initiatives by providing an analysis and timeline of one recent policy initiative related to specific area of your professional practice.
- ◆ analyse effects of three selected current policy initiatives and related legislation on delivery of services within your professional context and occurring at different levels such as local, Scottish and UK Government and European and International contexts with links made to relevant theoretical perspectives.
- ◆ demonstrate involvement of self and others by contributing to consultation, formulation and application of policy and evaluate the impact of such contributions.
- ◆ analyse the effects of inequality and discrimination in relation to outcomes of current policies and legislation.
- ◆ demonstrate a broad knowledge of the scope and application of current legislation which underpins professional role by analysing effects on practice.
- ◆ analyse application of three pieces of current legislation which is specific to professional context.
- ◆ evaluate effectiveness of statutory responsibilities of professional role in relation to practice.
- ◆ evaluate application of professional codes of practice.

Outcomes 3 and 4

- ◆ demonstrate a broad knowledge of the process of framework formation.
- ◆ analyse three current frameworks which is specific to professional context with links made to relevant theoretical perspectives.
- ◆ exemplify ethical dilemmas in relation to implementing current frameworks in professional context.
- ◆ demonstrate advanced skills in communications, observation, advocacy, negotiation, planning, decision making and partnership working in relation to professional practice.

Higher National Unit Specification: Statement of standards (cont)

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- ◆ critically reflect on a professional issue in relation to policy, legislation and frameworks in your own practice.
- ◆ evaluate the application of three current policy and frameworks (a minimum of one each for policy and framework) related to your current practice and/or the professional practice of others.



Higher National Unit Support Notes

Unit title: Childhood Practice: Policy to 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 should be delivered and assessed within the subject area of the group award to which it contributes in an integrated fashion.

This will provide learners with the knowledge and skills required to work in childhood practice sector relating to legislation, policy issues and frameworks which are essential in ensuring high standards of professional practice. Learners will have the opportunity to reflect on policy and apply them to their own practice.

The unit introduces learners to the approaches used in the construction of policy, legislation and frameworks and the process involved in putting these into practice.

This unit will allow learners to develop an understanding of the application of policy, legislation and frameworks in the childhood practice sector.

This unit will prepare learners to analyse and reflect on the effectiveness of policy, legislation and frameworks in practice with appropriate links made to relevant theoretical perspectives.

Outcome 1

Evaluate and contribute to formulation of policy in relation to professional childhood practice.

This outcome is intended to enable learners to understand, evaluate and participate in the process of formulating policy in relation to their professional role. Learners should be encouraged at an early stage to identify forums where they will be able to either directly contribute to, or support others to contribute to the consultation or review process of policy and legislation. There are a substantial number of such forums which are run by user groups, pressure groups, media sources, professional bodies or Scottish Government. It is expected that the learner would consult with class tutor as to suitability of selected forum. There are enough such sites to ensure that there would be no need for any form of simulation.

Learners may have existing awareness of policy and legislation basics from previous learning, but this cannot always be assumed and it may be necessary for them to cover some basic introductory material before moving on to examine the complexities of current policies, legislation and frameworks.

Higher National Unit Support Notes (cont)

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Learners are required to develop an in depth understanding of how policy and legislation in their professional area are formulated and influenced. They will learn much about this area by direct participation as outlined above, but will also be required to learn about the wide mechanisms which exist at various local, national and international levels. They should be encouraged to build their knowledge base of current political processes and viewpoints from a basis of understanding that the work they do is in many ways influenced by such processes but also that they have the ability to influence these in turn.

An excellent method of building such knowledge is by direct contact with politicians and policy makers and an opportunity to listen to such individuals representing different perspectives would be invaluable. This could be achieved by listening to and questioning invited speakers or indeed, an organised visit to meet such individuals in local or national government in their own location, which is generally easy to organise (especially at Scottish Government level).

It is expected that learners will be assisted to develop a deep level of understanding of current policy and legislation as it affects the delivery of services within their professional area which will include the ability to examine effects of projected changes. They should also be able to analyse the effects of inequality and discrimination in delivery and uptake of services. Learners will also be assisted in developing an understanding of factors which determine the direction of policy, such as demographic or political.

Learners will be directed towards major general policy initiatives which may have a direct or indirect effect in their area of professional practice. They will also be required to develop a detailed understanding of current and previous policy initiatives in their specialised area of practice.

Outcome 2

Explain legislation relevant to professional practice.

This outcome is intended to enable learners to develop in depth knowledge of general and specific legislation relating to their role. In addition they will become familiar with the process and procedures involved in the application of legislation and also be able to make critical judgements about the effectiveness or otherwise of such. They will also be required to demonstrate an in depth knowledge of professional codes of practice and to evaluate effects of these on practice, particularly in the resolution of practice ethical dilemmas. They will also be required to become fully conversant with any statutory elements of their professional role. Learners will be required to link relevant theoretical perspectives in the application of legislation.

Most learners should have a reasonable overview of legislation relating to their field of practice and may also have some practical experience of legal processes or requirements. It is expected that this knowledge be further developed in this outcome to enable them to demonstrate a thorough and in depth understanding of the application and consequences of legislation.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Policy to Practice (SCQF level 8)

Learners should be informed of the high possibility of being required to appear in a court situation and justify actions and statements.

Use should be made of case studies which demonstrate how law is applied in real life situations. It may also be useful to present learners with scenarios for interpretation.

Outcome 3

Analyse the effectiveness of current frameworks in your professional practice and the professional practice of others.

The learner should have the opportunity to investigate all aspects of current frameworks within a professional childhood practice environment. It is expected that the learner will have a working knowledge of acceptable practices in terms of the diversity of frameworks.

It is important that the learner has advanced skills in communications, observation, advocacy, negotiation, planning, decision making and partnership working in relation to professional practice, and the resolution of practice ethical dilemmas.

Learners should compare a range of relevant frameworks and theoretical perspectives in order to effectively demonstrate knowledge and understanding. Learners should have an understanding of the framework objectives, the roles of parents, carers and guardians. They should have an understanding of the child's role in the process as well as the importance of confidentiality.

In order to meet children and/or young peoples' needs the learner must have an understanding of inter-agency partnerships and the effective sharing of appropriate information.

Learners should be aware of factors affecting the holistic care and development of the child and/or young person. It is important that learners utilise effective and appropriate communication skills when dealing with children and be aware of the sensitivity of information and disclosure, where appropriate.

Current frameworks

The following could be considered but the list is not exhaustive and learners should ensure that frameworks are current and within context. These should reflect a contemporary view of childhood and relate to the provision of children's rights and entitlements. They should reflect on the role of play and active learning within a curriculum and the needs of children and/or young people with additional support needs:

- ◆ Curriculum for Excellence
- ◆ Pre-Birth to Three
- ◆ Building the Ambition
- ◆ Early Years Framework
- ◆ GIRFEC
- ◆ How Good is Our Early Learning and Childcare

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Policy to Practice (SCQF level 8)

- ◆ How Good is Our School
- ◆ Children and Young People improvement collaborative (0-18 years)
- ◆ Play Strategy for Scotland: Our Vision (2013)
- ◆ National Parenting Strategy (2015)
- ◆ Reggio Emilia Approach
- ◆ New Zealand Model — Te Whariki (1996)
- ◆ The High Scope Approach
- ◆ Montessori Approach
- ◆ Steiner Education
- ◆ Organisationally derived curricula
- ◆ A Smart Successful Scotland
- ◆ Closing the Attainment Gap
- ◆ Forest schools

Learners should relate current frameworks to appropriate theorists and be able to justify their choices through articulate discussion. It is important that learners can relate to a range of theorists for the purpose of appropriate analysis.

Developmental theorists that may have an impact on the application of the framework include:

- ◆ Bowlby, Rutter, Erikson, Maslow, Gardiner, Zeedyk, Bronfenbrenner, Piaget, Vygotsky, Chomsky, Bruner, Trevarthen, Skinner, Bandura, Freud
- ◆ Play Theorists that may have an impact on the application of the framework include:
 - Montessori, Bruce, Sturrock & Else, Goldschmeid, Hughes, Perry, and Athey

Outcome 4

Reflect on the application of relevant policy and frameworks in your professional practice.

An understanding and application of reflective practice is essential (Schon 2004). Awareness of reflection in action and reflection on action, and Kolb's Experiential Learning Cycle, as well as other reflective approaches.

The process of review and evaluation should be critically examined taking account of changing policy and frameworks (local and national). Using their own experience, and the experience of others, learners should examine and evaluate the application of processes in relation to policy and frameworks in their professional practice and that of others

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Policy to Practice (SCQF level 8)

Guidance on approaches to delivery of this unit

This unit can be undertaken as a standalone unit for CPD, however, it is recommended that there will be integration between this unit and the mandatory units of PDA/HND Childhood Practice to facilitate integration of assessment.

It is recommended that this unit is delivered through lectures, group work, practical classroom activities, visits by professional and visits to appropriate childhood practice settings. There are a variety of media resources that can be used to support the delivery of this unit.

Learners should be encouraged to undertake autonomous learning through research of current policy, legislation and frameworks.

It is essential that learners make reference to current National Health and Social Care Standards (2017) and relevant legislation, policy, frameworks and practice throughout. Learners should also be aware of Childhood Practice Standards (2015 revised) for Managers/lead practitioners to facilitate progression within the sector.

Standards for Childhood Practice — some relevant sections

- 4 Managers/lead practitioners have a broad and balanced knowledge and understanding of children and young people and childhood which underpins their practice and is used to inform their leadership of others. (4.1, 4.2, 4.4, 4.5)
- 5 Manager/lead practitioners have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, rest and other opportunities and experiences. (5.1–5.6 inclusive)
- 7 Managers/lead practitioners have a critical understanding of the theories and principles required to analyse and critically evaluate the programmes provided by the service. (7.1 and 7.2)
- 8 Manager/lead practitioners have a broad and integrated knowledge and understanding of the scope and nature of relevant organisational frameworks and their ongoing development. (8.1–8.4 inclusive)
- 9 Managers/lead practitioners have a critical understanding of the principle features of local, national and international systems, and of policies, practices and legal requirements relevant to the service. (9.1, 9.2, 9.3)
- 14 Managers/lead practitioners co-ordinate and lead the provision of environments that are safe, secure, caring and nurturing and inclusive. (14.2)

Completion of the HND Childhood Practice Group Award will enable progression to BA Childhood Practice. This will allow the learner to register with Scottish Social Services Council (SSSC).

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Policy to Practice (SCQF level 8)

Guidance on approaches to assessment of this unit

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.

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.

It is recommended that this unit be assessed in an integrated fashion along with other units from the group award in which it belongs, eg PDA Childhood Practice or HND Childhood Practice.

If undertaking this unit on a standalone basis, all outcomes can be combined and assessed holistically. Learners could produce a report and answer questions based on a case study or on their work place experience (depending on the current situation of the learners and their prior experience).

It would also be possible to break this assessment down into separate assessment events that assess outcomes separately, for example:

Outcomes 1 and 2 could be assessed through group presentations with up to six learners in each group relating to policy initiatives and current legislation (six in total) to meet all evidence requirements. Maximum time 5 minutes per initiative/legislation selected with presentation no longer than 30 minutes. Learners should also provide a reflective account (1,000 words) on the processes involved in working as part of a group to ensure equality of participation.

Outcomes 3 and 4 could be assessed through an academic essay (2,000 words) or poster relating to frameworks and theoretical perspectives and reflective logs relating to personal skills, ethical dilemmas, policy and legislation relating to learner's practice and/or the practice of others.

In order to achieve this unit, learners are required to present sufficient evidence that they have met all the evidence requirements for each outcome.

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: Policy to 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 Communication 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: Policy to 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 legislation, policy issues and frameworks which are essential in ensuring high standards of professional practice in childhood practice.

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

- ◆ demonstrate an understanding of policy relevant to professional context.
- ◆ evaluate and contribute to formulation of legislation in relation to professional practice.
- ◆ analyse the effectiveness of current frameworks in your professional practice and the professional practice of others.
- ◆ apply and reflect on relevant policy, legislation and frameworks in your professional practice.

You will have the opportunity to undertake a work placement if you are not already in employment, and this will facilitate your learning on how policy, legalisation and frameworks is applied and impacts on practice.

You will be given the opportunity develop the ability to reflect and evaluate on current policy, legislation and frameworks.

If you are undertaking this unit on a stand-alone basis, all outcomes may be combined and assessed holistically. You could produce a report and answer questions based on a case study or on their work place experience (depending on the current situation of the learners and their prior experience).

It may also be possible to break this assessment down into separate assessment events that assess outcomes separately, for example:

Outcomes 1 and 2 may be assessed through group presentations relating to policy initiatives and current legislation to meet all evidence requirements. You should also provide a reflective account on the processes involved in working as part of a group to ensure equality of participation.

Outcomes 3 and 4 may be assessed through an academic essay or poster relating to frameworks and theoretical perspectives and reflective logs relating to personal skills, ethical dilemmas, policy and legislation relating to your practice and/or the practice of others.

In order to achieve this unit, you are required to present sufficient evidence that you have met all the evidence requirements for each outcome.

There are opportunities for you 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.

General information for learners (cont)

Unit title: Childhood Practice: Policy to Practice (SCQF level 8)

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

You will be encouraged to undertake autonomous learning through research of current studies and strategies to support children and young people with additional support needs.

It is essential that you make reference to *National Care Standards (2005)* and relevant current legislation, policy and practice throughout this unit. You should also be aware of *Childhood Practice Standards (2015 revised)* for Managers/lead practitioners to facilitate progression within the sector.