

Higher National Unit specification



General information for centres

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

Unit code: F56W 35

Unit purpose: This Unit is designed to enable candidates to become familiar with processes of assessment and intervention in their professional practice and the professional practice of others. It will examine a variety of methods and approaches designed to assess, intervene, design and evaluate practice from a number of theoretical perspectives.

To enable candidates to complete this Unit they should be appropriately employed or in a suitable work placement within either a Childhood Practice or Social Services setting.

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

- ◆ analyse the effectiveness of current models and methods of assessment and planning in your professional practice and the professional practice of others
- ◆ implement appropriate and effective methods of intervention in your professional practice to meet desired outcomes for individuals/children and/or young people
- ◆ critically review and evaluate the effectiveness of the assessment, planning and implementation and review process in relation to your professional practice and/or the professional practice of others

Credit points and level: 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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: Candidates 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 candidate should have achieved a relevant qualification equivalent to SCQF level 7 to ensure they have the underpinning knowledge to work at SCQF level 8. Exemplary candidates may still be considered through the completion of a pre-course interview part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview in the absence of certificated learning.

General information for centres (cont)

Core Skills: There are opportunities to develop the Core Skills and Core Skill components of *Communication* — Oral Communication and Written Communication (writing) at SCQF level 6; *Information Technology* at SCQF level 6; *Problem Solving* — Critical Thinking, Planning and Organising, and Reviewing and Evaluating at SCQF level 6 and *Working with Others* 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.

If being taught as part of the HND Childhood Practice or HND Social Services Group Awards, it is recommended that this Unit be delivered after Applied Psychology and Applied Sociology, by which time candidates should have a good appreciation of psychological and sociological theory and approaches as applied to professional practice.

Assessment: It is expected that this Unit will be undertaken as part of an integrated award and that delivery and assessment will be carried out in a manner which is integrated with other relevant Units. Guidance on the integrated delivery and assessment for the Group Awards that this Unit forms can be found in the respective Arrangement Documents.

If delivered on a stand-alone basis the Outcomes within this Unit could be assessed holistically by a single instrument of assessment that requires the candidate to demonstrate theoretical models and methods of assessment, planning, intervention and evaluation as applied to their professional practice. This could take the form of a portfolio incorporating evidence throughout the process. The candidate must be able to demonstrate involvement of the individual/child and/or young person. Authenticated evidence of practice by the candidates' supervisor or line manager is required.

An understanding of both theory and practice standards and their relationship to practice, are required for all Outcomes. Hence assessment must include both the requirement to discuss various issues, and the opportunity to relate them to practice. It is expected that, due to the practice application and reflective nature of this Unit, candidates should discuss real work situations and therefore be employed in a paid or voluntary capacity in an appropriate role within a childhood practice or social care setting.

Higher National Unit specification: statement of standards

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

Unit code: F56W 35

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

Analyse the effectiveness of current models and methods of assessment and planning in their professional practice and the professional practice of others

Knowledge and/or Skills

- ◆ The development of current approaches to assessment and planning from traditional practice
- ◆ Assessment, observation and planning methods related to professional practice
- ◆ Ethical dilemmas in relation to the assessment and planning process of professional practice
- ◆ Advanced skills in communication, observation, advocacy, negotiation, planning, decision making and partnership working

Outcome 2

Implement appropriate and effective methods of intervention in your professional practice to meet desired outcomes for individuals/children and/or young people

Knowledge and/or Skills

- ◆ Current methods of intervention appropriate to your professional practice
- ◆ Intervention methods appropriate to your professional practice
- ◆ Ethical dilemmas in relation to implementing current methods of intervention of your professional practice
- ◆ Advanced skills in communication, observation, advocacy, negotiation, planning, decision making and partnership working in relation to implementation

Higher National Unit specification: statement of standards (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

Outcome 3

Critically review and evaluate the effectiveness of the assessment, planning and implementation and review process in relation to your professional practice and/or the professional practice of others

Knowledge and/or Skills

- ◆ Review and evaluative practice knowledge appropriate to your professional practice and/or the professional practice of others
- ◆ Importance of review and evaluative practice on the individual/children and/or young people
- ◆ Ethical dilemmas in your professional practice in relation to critical evaluation
- ◆ Advanced skills in communication, observation, advocacy, negotiation, planning, decision making and partnership in relation to evaluation

Evidence Requirements for Unit

The assessment for this Unit is holistic and candidates are required to show evidence of integrating the knowledge and skills developed across all Outcomes. Candidates are required to analyse the effectiveness of models and methods of assessment, planning and evaluation as applied to their professional practice and/or the professional practice of others

The candidate must be able to demonstrate involvement of the individual/children and/or young people. Authenticated evidence of practice by the candidates' supervisor or line manager is required.

- ◆ critically evaluate three current approaches to assessment and planning related to your professional practice and/or the professional practice of others
- ◆ apply one current assessment and planning approach related to your professional practice
- ◆ critically analyse the effectiveness of one model or approach to assessment and planning within your professional context
- ◆ critically analyse three current methods of intervention related to your professional practice and/or the professional practice of others
- ◆ apply two current methods of intervention related to your professional practice
- ◆ critically analyse the application of two methods of intervention in meeting desired outcomes for individuals/children and young people
- ◆ critically evaluate three current methods of evaluation related to your current practice and/or the professional practice of others
- ◆ apply one current method of evaluation to your professional practice
- ◆ critically discuss two ethical dilemmas in relation to your professional practice
- ◆ critically analyse the appropriateness of chosen evaluative practice in meeting the needs of the individual/children and/or young people
- ◆ demonstrate application of appropriate professional skills by implementing models and methods of assessment, planning, intervention and evaluation in your setting

Higher National Unit specification: statement of standards (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

Assessment Guidelines for the 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, eg HND Childhood Practice or HND Social Services. Please see guidance on integrated and holistic approaches to assessment contained within the Arrangements Documents for each respective Group Award.

If delivered on a stand-alone basis, this Unit could be assessed by a single instrument of assessment that requires the candidate to demonstrate theoretical models and methods of assessment, planning, intervention and evaluation as applied to their professional practice. This could take the form of a portfolio meeting all Evidence Requirements.

Administrative Information

Unit code:	F56W 35
Unit title:	Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice
Superclass category:	PM
Original date of publication:	August 2008
Version:	01

History of changes:

Version	Description of change	Date

Source: SQA

© Scottish Qualifications Authority 2009

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

Higher National Unit specification: support notes

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

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 80 hours.

Guidance on the content and context for this Unit

This Unit is designed to enable candidates to understand the context of assessment, observation, planning, implementation and the review cycle. It will also give candidates the opportunity to explore and enhance their knowledge, understanding and practice competence, of the processes through appropriate intervention within their professional practice. It is envisaged that this Unit will be delivered as part of the HND Childhood Practice or HND Social Services. However, it may be delivered on a standalone basis for the purposes of CPD.

There may be significant benefits in delivering this Unit to mixed groups of candidates from both awards as recognition of the commonalities of practice and opportunities to work across professional boundaries in a learning situation. This could have a significant impact on reducing obstacles to effective working between agencies and professionals in the workplace. The Unit is written in a way which allows the content to be delivered in both contexts and there is an expectation that candidates doing either of the awards will be guided to specific relevant material as outlined in these support notes.

Many candidates will have completed a related Unit such as: *Social Care Theory for Practice* (DH3K 34) or *Curriculum and Assessment in an Early Years and Childcare Setting* (F3S3 34) at SCQF level 7. However, it should not be presumed that this is the case for all candidates as there will be entrants via health, social care and early education and childcare routes, and as such will have varying degrees of knowledge.

Candidates should have an understanding of the legislative and policy context of assessment, observation, planning, implementation and review of professional practice and be able to relate this to appropriate Codes of Practice and National Occupational Standards. This is included within the *Childhood Practice and Social Services: Legislative, Policy and Protection Context* (F5PN 35) and *Childhood Practice and Social Services: Professional Development and Practice* (F56X 35) Units.

Candidates should have a critical awareness of national, European and international approaches to assessment, observation, planning, implementation and review within their professional practice and the professional practice of others. Candidates should be aware of the range of services available for intervention and be able to implement and review their own performance as well as that of other services and agencies. Candidates should consider the longer term effects of any interventions and must have an understanding of how to develop and implement achievable and appropriate Outcomes for individuals, families and carers.

It has to be acknowledged that assessment, planning, implementation and review is related to the candidates' respective professional practice. For this purpose, support notes will provide Childhood Practice and Social Services guidance in separate sections.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

Outcome 1

Childhood Practice

The candidate should have the opportunity to investigate all aspects of current models and methods of assessment and planning within a professional childhood practice environment. It is expected that the candidate will have a working knowledge of acceptable practices in terms of the diversity of curricula; service standard requirements; observations/studies; needs led approach; relevant policies, practices and initiatives from the traditional models to current acceptable practices.

It is important that the candidate has effective communication, negotiating and planning skills, as well as the ability to work in partnership with the child and/or young person, carer, family, community and other agencies to meet the needs of the child and/or young person. Candidates should compare a range of relevant models of assessment and planning and theoretical approaches in order to effectively demonstrate knowledge and understanding. Candidates must have an understanding of the decision-making processes within assessment and the need for problem-solving and flexibility required for competent professional practice.

Candidates should have an understanding of the policy objectives, the roles of parents, carers and guardians within this process. 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 candidate must have an understanding of inter agency partnerships and the effective sharing of appropriate information.

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

Candidates must show an understanding of the reasons for assessment including knowledge of the principles and practice of the 'Assessment Triangle' within the Scottish Executive 'Integrated Assessment Framework'; eg:

- ◆ assessment for learning
- ◆ assessment as learning
- ◆ assessment of learning

Current Curricula and Initiatives

The following could be considered but the list is not exhaustive and candidates should ensure that curricula and initiatives 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:

- ◆ the Reggio Emilia Approach
- ◆ the New Zealand Model — Te Whariki (1996)

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

- ◆ National/local guidelines eg Curriculum for Excellence (3–18), Birth to 3, 3 to 5 and 5–14 curricular documents
- ◆ The High Scope Approach
- ◆ Montessori Approach
- ◆ Steiner Education
- ◆ Organisationally derived curricula
- ◆ A Smart Successful Scotland
- ◆ Closing the Opportunity Gap
- ◆ Forest schools

Documentation

Candidates should be aware of the use of sensitive documentation in this process and could consider the following. These should be placed within the context of current best practice:

- ◆ transition documents
- ◆ baseline assessment
- ◆ summative assessment
- ◆ formative assessment
- ◆ the use of children's profiles within a range of assessments in educational establishments
- ◆ nationally driven assessments
- ◆ child centred learning plans
- ◆ self assessment
- ◆ any other assessment that may be used for professional documentation

Candidates should relate current curricula and initiatives to appropriate theorists and be able to justify their choices through articulate discussion. It is important that candidates can relate to a range of theorists for the purpose of appropriate analysis. Developmental theorists that may have an impact on the curriculum include:

- ◆ emotional, personal and social theorists: Robert Owen, John Bowlby, Michael Rutter, Erikson, Abraham Maslow, and Howard Gardiner
- ◆ cognitive/linguistic theorists: Jean Piaget, Kurt Fischer, Lev Vygotsky, Margaret Donaldson, John Dewey, Noam Chomsky, Roger Brown, Bruner, Trevarthen
- ◆ play theorists: Maria Montessori, Tina Bruce, Sturrock & Elis, Elinor Goldsmeidt and Chris Athey
- ◆ psychoanalytical theorist: Sigmund Freud

Assessment techniques/recording

Candidates must be able to employ a range of assessment approaches to meet the needs and support the development of children and/or young people. Candidates must be able to employ appropriate evidence gathering techniques such as: longitudinal studies, case study, survey, experiment, naturalistic observation, structured/free description, check lists and pre coded categories, direct observation and recording matrices.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

Photographic evidence may be employed but candidates must be aware of ethical dilemmas in using this type of evidence. Permission must be obtained prior to implementation. The candidate may be the observer and/or participant of observations. Candidates must have an understanding of how to develop and implement achievable and appropriate outcomes for children and/or young people, families and carers.

They should also show an awareness of the types of assessment used by others within their context.

Outcome 1

Social services

The candidate should have the opportunity to investigate all aspects of current models and methods of assessment and planning within a professional social services environment. It is expected that the candidates will have a working knowledge of acceptable practices in terms of the legislative and policy context of assessment and care planning within a needs led and person centred approach.

It is important that the candidate is able to demonstrate a critical understanding of professional values and ethical dilemmas, in line with National Occupational Standards and the Scottish Social Services Council (SSSC) Codes of Practice as applied to their professional practice within the assessment, care planning, implementation and evaluation process.

Candidates should be able to apply an evidence base to their professional practice in relation to assessment, care planning and implementation. Drawing on theories/theorists and perspectives from sociology and psychology of human development and the life cycle and the social contexts that may impact on the development of the individual is important. This might include theories/theorists and perspectives from within the HND *Childhood Practice and Social Services: Applied Sociology* Unit (F56V 35) such as micro sociology — social action, phenomenology, symbolic interaction and ethnomethodology and from the HND *Childhood Practice and Social Services: Applied Psychology* Unit (F56T 35) — Psychoanalysts, Humanists, Behaviourists, Cognitive and Biological.

An awareness of social divisions such as race, class, gender, mental health status, social institutions such as the family, the state, and religion; social processes such as socialisation, marginalisation, medicalisation and discrimination including; poverty, abuse and drug addiction and social problems such as culture and identity and the impact on development and needs of the individual can be explored using a problem based approach to learning. The use of real and simulated case studies can provide an opportunity to apply learning.

The candidate should have knowledge of assessment as a process of dialogue and how each of these approaches affect the way an assessment proceeds. Some of the approaches to be considered are:

- ◆ problem solving perspective eg present (cognitive behavioural) or past (psychodynamic)
- ◆ construction of subjective experiences or how people understand their experiences within society, how labels are applied to people on the basis of their actions
- ◆ political model that considers social problems in relation to social inequalities and the dominant political system

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

The candidate should explore the role and purpose of assessment as part of the planning process for the assessment. Discussions of the following would be useful:

- ◆ Pincus and Minahan Process model
- ◆ problem solving model
- ◆ single event/time specific formulations
- ◆ risk assessment — predictability and calculation services to make informed choices
- ◆ three types of risk assessment — preventive, investigative and continuation of risk assessment
- ◆ strengths (or solution-focused) and social exclusion/barriers model

The candidate should develop knowledge of the characteristics and features of assessment. For example:

- ◆ preparation, planning and engagement — clarification of ecological factors and systems, data collection and creating a problem profile
- ◆ identification of the problem (person-centred) barriers, problems, stresses, resources and supports,
- ◆ preliminary analysis of data — assessment of development wants and needs testing the data deep analysis
- ◆ assessment and analysis of development want and needs — risks, opportunities, roles, costs, alternative and options
- ◆ use of data creating an action plan — planning, draft proposals, negotiation, recommendations, review, quality assurance.

There should be general discussion around related policy documents and initiatives as discussed in the *Legislation, Policy and Protection Contexts* Unit such as ‘Community Care: Joint futures December 2000’ and ‘Getting it right for every child: Implementation Plan’ Scottish Government 2006.

Care Management and Assessment

The candidate should be aware of the importance and impact of needs led — person-centred assessment. They should consider the tools and diagrammatical aids to assessment such as:

Genograms — developing connections and relationships with genograms –interactions and relationships within families.

Ecomaps — visual representation useful in assessment and analysis but locates the family and/or individual members within it in a spatial context. Looks for networks (Coulshed and Orme refer to as network maps) available in the environment in which the person lives.

Culturagrams — meaning and impact of culture in the life of the individual and family. Helpful when developing a culturally sensitive approach.

Flow diagrams and life road maps — mid-point between the person’s living system and the patterns and norms that develop for the individual or family. Chronological history of significant events and moves in the family’s’ and/or individuals’ lives. Snapshot look at how the individual came to be where they are now and what experiences have had an impact in making them so.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

They should also consider the assessment tools used by others to assess the needs of individuals and their families and carers.

Outcome 2

Childhood Practice

The candidate should be provided with a variety of opportunities to devise and implement a variety of interventions to meet the needs of the child and/or young person within an appropriate workplace environment. It is expected that candidates will utilise the appropriate curricula and initiatives to implement a needs led approach to intervention. It is crucial that the candidate understands the main tenets surrounding the holistic approach of activity led care and learning. Interventions must be centred on the needs of the child and/or young person, and where appropriate, the family. Interventions may be preventative or remedial in nature and should relate to the care, learning and or development needs of the child and/or young person. Candidates must be able to attribute appropriate interventions and could consider opportunities to:

- ◆ support children and/or young people with additional support needs including the needs of the exceptional individual
- ◆ to enhance the development of the child and/or young person
- ◆ to provide support and assistance to families
- ◆ to maximise the individual's development
- ◆ to maximise citizenship

Candidates should be able to implement a range of interventions through effective partnerships with other agencies and professionals relevant to the needs of child and/or young person, families and carers.

Outcome 2

Social Services

The candidate should have an understanding of the purpose and methods of intervention to do the work identified at the assessment stages. Knowledge and critical analysis and review of a range of methods of intervention should be examined. The list below is not exhaustive but provides a broad based framework. Candidates should examine and critically analyse methods appropriate to their professional practice. This may include:

- ◆ cognitive-behavioural approaches: methods used as part of this approach could include; cognitive restructuring, (helping people change their patterns of thought); skills training (such as social skills, communication skills): modelling (showing methods of coping) and coaching.
- ◆ communication action theory (Jurgen Habermas 1972, 1984, 1987) linking individual concerns with the wider structural.
- ◆ community work and the importance of developing good working relationships with key players in local communities, contributing to local and national policy and 'capacity building'.
- ◆ crisis intervention such as life space crises intervention supporting children and young people with emotional and behavioural problems; narrative approaches supporting people with behavioural problems; Personal, Cultural and Structural Empowerment (Neil Thompson).

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

- ◆ reality is maintained through a set of stories or ‘narratives’ rooted in culture and society and created in and by our interactions with one another and our own sense of identity. Problematic narratives such as self blame, ‘victim’ mentality, ‘what do you expect at your age’ such as ageist assumptions, or ‘it’s not my place’ eg gender roles holding the person back could be examined.
- ◆ family therapy; traditional and current models can be discussed and evaluated such as, structural and strategic (Milan and Bowen).
- ◆ group work methods; approaches and facilitation methods, types of groups, theoretical underpinnings such as, psychodynamic, behavioural and task centred could be examined.
- ◆ humanistic/person-centred approaches such as Heron 2001, Maslow 1970, Carl Rogers 1951, 1961.
- ◆ psychodynamic approach such as Freud, Erikson and Klein could be critically analysed linking psychodynamics with a sociological perspective such as Mitchell’s 2000 work on feminism.
- ◆ solution-focused therapy and the work of de Shazer 1982, 1985 and 1991.
- ◆ systems theory where the social world is made up of a set of interconnected systems and subsystems. Types of systems could include family, current and family of origin, friends and social contacts, workplace networks, community groups, social systems such as social security, health care and education.
- ◆ task centred practice where people can be helped to tackle their problems and achieve their goals through a structured process of identifying the steps that need to be taken to get them to their required destination.
- ◆ transactional analysis (Berne 1970, 1975). An examination of the various combinations when two people interact should be examined and an exploration of the concept of ‘strokes’ and ‘games’ in interpersonal interactions such as Berne 1970 and Harris 1995 (life positions).
- ◆ social pedagogy is relatively new to the UK but is being developed within children and young people services (Hansen 2004).
- ◆ risk assessment and risk management approaches and organisational practice should be critically examined in terms of meeting Outcomes for the individual.

It is essential that candidates consider their involvement as a general approach or underpinning philosophy rather than a specific technique that fits well with the social service value base. In this respect, service users should be involved in the process throughout.

Outcome 3

If delivered as part of the HND Childhood Practice or HND Social Services Group Awards, this element should be delivered simultaneously with the *Childhood Practice and Social Services: Professional Development and Practice* Unit (F56X 35) and will not required to be taught but should be referred to.

Childhood Practice

Candidates must be able to critically evaluate the effectiveness of the assessment, planning and implementation process from a theoretical and practical stance. It is expected that candidates will have a detailed knowledge and understanding of the importance of evaluation and the short and long term effect it may have on children and/or young people, families, carers and communities. They should be able to relate these effects to current theories in professional practice. Candidates should also relate evaluative practice to current and relevant legislation and policy guidelines within their profession.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

Candidates should formulate a range of solutions based on evidence gathered in the assessment, planning and implementation processes set against Outcomes/targets set for children and/or young people. Candidates should use a range of current theoretical approaches to underpin the critical evaluation process.

Candidates should also evaluate the holistic effect this process has had on relevant children and/or young people, services and organisations. Candidates should ensure that there is a balance of evaluation across this Unit and provide possible ways forward for further professional practice for themselves, children and/or young people, families, carers, communities and services.

Social Services

An understanding and application of reflective practice is essential (Schon 2004). Awareness of reflection in action and reflection on action (Neil Thompson) would be helpful. Gibbs 1988 reflection as a cycle of reflection on action could provide a framework to examine the aims of intervention, what formal knowledge was used, what was I thinking and feeling, what was the influence of agency context such as policies, ethos and culture, what was my approach to the service user and how did this impact on my work, how did skills, values and understanding impact on the work I did and in what way? What did the service user feel about you and the intervention? How successful was the intervention, how much was achieved for the service user, what worked well and what could have been improved, what could you have done differently, what have you learned that could inform future practice, what does this mean for your existing approach, knowledge and skills, what gaps are there in your current understanding? How can I develop as a worker?

The process of review and evaluation should be critically examined taking account of changing circumstances and changing plans accordingly and looking at what can be learned from the work done and what might be done differently next time. This might include formal reviews as part of a continuous planning process, reviewing decisions and planning future work. Reviewing the achievement of objectives, learning from and examining the reasons for outcomes, positive or negative of the plan, reassessing current needs of the individual, re-evaluating and revising as appropriate original care plan objectives, setting new objectives in partnership with the individual should be examined using real or simulated case studies. Using their own experience, and the experience of others, candidates should examine and evaluate methods of recording the care planning process.

An understanding of the use of supervision particularly its role and function is required. Candidates should consider ways in which an organised forum for learning, problem solving (Harkness 2002), and working with other colleagues both internal and external, within the process is required.

The following resources are current and available at the time of writing this Unit. Lecturers should ensure that the material used by candidates to support their learning is current and appropriate to their professional practice.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

Useful Websites

www.skillsforcare.org.uk
www.cwdcouncil.org.uk
www.sssc.uk.com
www.sfeu.ac.uk
www.sqa.org.uk
www.healthscotland.com
www.ltscotland.org.uk

Publications

‘Key Capabilities in Child Care and Protection’ (2006) Scottish Executive

‘The Standard for Childhood Practice’ (2007) QAA

‘Framework of Standards in Social Work Education in Scotland’ (2003) Scottish Executive

‘New ways of educating: Pedagogy and children’s services’ Final report to the Esmée Fairbairn Foundation December 2006

‘Curriculum for Excellence — Progress and Proposals’ Scottish Executive 2006

‘Scottish Executive Response to the National Review of Early years and Childcare workforce: Investing in Children’s Futures’ Scottish Executive, 2006

‘Learning with Care: The Education of Children Looked After Away from Home’ by Local Authorities” Scottish Executive March 2001

‘Getting It Right for Every Child — Proposals for Action’ Scottish Executive 2005

‘Effective Leadership in the Early Years Sector (ELEYS) Study’ (2006)

The White Paper Modernising Social Services (Department of Health, 1998)

Web resources

‘M’ ‘Modernising Social Services’

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4081593

‘Getting It Right for Every Child: Implementation Plan June 2006’

<http://www.scotland.gov.uk/Resource/Doc/131460/0031397.pdf>

‘Getting it right for every child: proposals for action: Section 3’ July 2005 Scottish Government

<http://www.scotland.gov.uk/Publications/2005/07/25112327/23294>

‘Getting it right for every child: the assessment triangle’ resource by IRISS Feb 2007

<http://www.iriss.ac.uk/opencontent/assessment/>

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

‘Getting it right for every child’ Scottish Government general information within People and Society
<http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec/Q/editmode/on/forceupdate/ontting>

‘Framework for assessment of children in need and their families’ *Department of Health
Department for Education and Employment
Home Office March 2000*
<http://www.archive.official-documents.co.uk/document/doh/facn/facn.htm>

‘Education (Additional Support for Learning) (Scotland) Act 2004’ HMSO
http://www.opsi.gov.uk/legislation/scotland/acts2004/asp_20040004_en_1

‘The Inclusion Agenda’ Scottish Government
<http://www.scotland.gov.uk/Topics/People/Social-Inclusion>

Reading Material and Referencing

Childhood Practice

Anderson. L.W. et.al. (2001) *A Taxonomy for Learning, Teaching and Assessing*. 2nd edition Pearson Education

Bee. R (2003) *Analysis and Evaluation* 2nd Edition Chartered Institute of Personal Development

Bloomer. K. et.al. (2008) *Young Children in Charge* Children in Scotland

Clark. M (2007) *Early Childhood Education and Care: Policy and Practice* Sage Publications

Dylan. et. al. (2003) *Assessment for Learning* Open University Press

Gardner. J. (2005) *Assessment and Learning: Theory, Policy and Practice* Sage Publication

Zwozdiak- Myers P. (2007) *Childhood and Youth Studies* Learning Matters Ltd

Philpot. T. (2007) *A Child’s Journey to Recovery: Assessment and Planning for Traumatized Children* Jessica Kingsley

Pronin. D et.al. (2006) *Play from Birth to Twelve* 2nd Edition Routledge

Roskos. K. A. (2007) *Play and Literacy in Early childhood: Research from Multiple Perspectives*. 2nd Edition Lawrence Erlbaum Associates

Social Services

Veronica Coulshed and Joan Orme (2006) 4th Edition ‘*Social Work Practice*’ Palgrave Macmillan.

Neil Thompson (2005) 2nd Edition ‘*Understanding Social Work Preparing for Practice*’ Palgrave Macmillan.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

Neil Thompson and Sue Thompson (2008) *'The Social Work Companion'* Palgrave Macmillan student companion series.

Jonathan Parker and Greta Bradley (2007) 2nd Edition *'Transforming Social Work Practice: Assessment, Planning, Intervention and Review'* Learning Matters.

David Watson and Janice West (2006) *'Social Work Process and Practice Approaches, Knowledge and Skills'* Palgrave Macmillan.

Martin Davis (2008) 3rd edition *'The Blackwell Companion to Social Work'* Blackwell Publishing.

Guidance on the delivery and assessment of this Unit

It is envisaged that there could be integration with the following Units: *Childhood Practice and Social Services: Professional Development and Practice* (F56X 35), *Childhood Practice and Social Services: Legislative, Policy and Protection Contexts* (F5PN 35), *Childhood Practice and Social Services: Applied Psychology* (F56T 35) and *Childhood Practice and Social Services: Applied Sociology* (F56V 35). There are also opportunities for integration from the Units that form the mandatory and optional section of the PDA in Childhood Practice at SCQF level 8 (G96H 38).

This Unit forms part of the Group Awards, HND Childhood Practice and HND Social Services. However, it can also be delivered as a stand alone Unit.

If being taught as part of the HND Childhood Practice or HND Social Services Group Awards, it is recommended that this Unit be delivered after Applied Psychology and Applied Sociology, by which time candidates should have a good appreciation of psychological and sociological theory and approaches as applied to professional practice. Where possible, links should be drawn with situations candidates will understand or have experience of, for example reflecting and critically analysing current assessment and planning methods. To lessen assessment burden for candidates it is recommended that an integrative approach to assessment and delivery should be undertaken.

In order to achieve this Unit, candidates are required to present sufficient evidence that they have met all the knowledge and skills requirements for each Outcome.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills and Core Skill components of *Communication* — Oral Communication and Written Communication (writing) at SCQF level 6; *Information Technology* at SCQF level 6; *Problem Solving* — Critical Thinking, Planning and Organising and Reviewing and Evaluating at SCQF level 6 and *Working with Others* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Communication — this will be developed through communicating at a professional level with peers, colleagues and partnerships as well as producing reports, presentations, portfolios, essays and literature reviews.

Working with Others — this will be developed through the use of group discussions, group research and presentation as part of the formative and summative assessment process.

Higher National Unit specification: support notes (cont)

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

Problem Solving — this will be developed through collation and interpretation of data and also through the practical elements for this Unit.

Information Technology — this will be developed by the use of software packages to present and manipulate data collected.

Open learning

This Unit is suitable for Open Learning, provided there is authentication of the candidate's evidence. However it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. Arrangements would have to be made to ensure that assessment of Outcomes 1, 2 and 3 is assessed by an appropriate supervisor.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

General information for candidates

Unit title: Childhood Practice and Social Services: Assessment, Planning, Implementation and Evaluation of Professional Practice

This Unit is designed for practitioners within the childhood practice and social services professions and it is expected that you will have practical experience in working within either of these professions. This Unit is a practical Unit that is underpinned by theories of practice. You should be able to use your professional practice as a benchmark for this Unit. It is expected that you will have practiced a range of competencies and skills that you will enhance throughout this Unit to the benefit of those in your care as well as their extended families and communities. Overall you will develop achievable and appropriate outcomes and targets for individuals/children and/or young people and families.

You will primarily look at assessment and planning in relation to current models and methods of assessment and planning. In order to effectively undertake this Outcome you should have a wide knowledge, and practice of models within your professional area. It is important that you understand how these practices have developed from traditional practices to present day. You should also include international perspectives where appropriate. You will need to apply a range of assessment and observation methods that are appropriate to your profession in order to meet the needs of the individual/child and/or young person in the first instance.

You will then implement and review appropriate methods of intervention to follow on from the assessment and planning in Outcome one. You must be able to choose appropriate methods of interventions and this could be in partnership with other services and agencies. All must still be appropriate to your own professional practice and benefit the individual/child and/or young person, families, carers and communities in relation to set outcomes/targets set.

Finally, you will evaluate the whole process in terms of your performance as well as that of services and agencies you have used. To do this you need to understand the reason for assessment, planning, implementing and evaluation of practice and how this impinges on the individual/child and/or young person, families and communities.

Throughout this Unit you will be expected to have a critical understanding of ethical dilemmas relevant to your professional practice and how this impacts on the individual/child and/or young person, families and communities. You must also show an understanding of how you might address these issues if and when they arise. In order to do this you must have advanced skills in communication, observation, advocacy, negotiation, planning, decision making and working with others. This is not an exhaustive list and you should be able to recognise any skills gaps in your professional practice and highlight these in your critical evaluations.

You may be given the opportunity to develop the Core Skills and the Core Skills components of *Communication, Problem Solving, Information Technology* and *Working with Others* to SCQF level 6, although these will not be certificated.

You may find that the assessment of this Unit may be integrated with other related Units from the HND Childhood Practice or HND Social Services Group Awards. Alternatively, the Unit may be assessed on a stand alone basis. Assessments methods will be decided by your lecturer following guidance from SQA.