



## Higher National Unit specification

### General information for centres

**Unit title:** Childhood Practice and Social Services: Professional Development and Practice

**Unit code:** F56X 35

**Unit purpose:** This Unit is designed to provide candidates with a critical knowledge and understanding of factors which influence the application and development of their professional practice. It will assist candidates in evaluating the application of regulatory codes of professional practice and their impact on the promotion of inclusion, equality and diversity in practice. They will then analyse individual and organisational practices with regard to accountability in and across professional boundaries. Candidates will be able to evaluate professional development of self and others within the continuous learning framework.

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:

- ◆ evaluate the application of Scottish Social Services Council (SSSC) Codes of Practice for employers and employees and their impact on promoting inclusion and diversity in professional practice
- ◆ identify and analyse individual and organisational practices in relation to professional accountability within the context of a multidisciplinary framework
- ◆ evaluate professional development of self and others within a continuous learning framework

**Credit points and level:** 1 HN credit at SCQF level 8: (8 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 at 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 and Planning and Organising 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.

It is recommended that if this Unit is undertaken as a part of the HND Childhood Practice or HND Social Services, the *Childhood Practice and Social Services: Applied Sociology* and the *Childhood Practice and Social Services: Applied Psychology* Units are undertaken simultaneously with or prior to commencement of this Unit.

It could also be delivered as a stand-alone Unit and could be useful as part of a professional development programme.

**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 standalone basis the Outcomes within this Unit could be assessed holistically by a single instrument of assessment that requires candidates to produce a report and answer short response questions based on their work place experience (depending on the current situation of the candidates and their prior experience). If need be, it would also be possible to break the report and questions down into three separate assessment events that assess Outcome separately.

Should it be necessary to assess learning from this Unit alone, it would be necessary to do so in a manner which evidences the candidate's application of learning within a real work context in order to make an assessment of actual practice. This might be achieved by a number of different assessment methods, which should contain elements demonstrating how the candidate uses theoretical constructs to inform practice. It should also be verified by a senior practitioner or manager from the candidate's workplace to ensure authenticity.

## **Higher National Unit specification: statement of standards**

**Unit title:** Childhood Practice and Social Services: Professional Development and Practice

**Unit code:** F56X 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**

Evaluate the application of Scottish Social Services Council (SSSC) Codes of Practice for employers and employees and their impact on promoting inclusion and diversity in professional practice

#### **Knowledge and/or Skills**

- ◆ Standards relevant to professional practice and SSSC Codes of Practice for employers and employees
- ◆ SSSC Codes of Practice and relevant standards in professional practice, including National Occupational Standards (NOS) and benchmark statements
- ◆ Ethical framework which underpins and informs professional codes of practice and standards
- ◆ Values driven practice promoting inclusion, diversity and empowerment
- ◆ Organisational policies relating to the promotion of values driven practice

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ critically evaluate application of SSSC Codes of Practice and standards to your professional practice
- ◆ critically analyse the effectiveness of professional values in promoting inclusion and diversity by using two examples from current practice
- ◆ critically evaluate the effectiveness of professional values in resolving a minimum of two ethical dilemmas encountered in professional practice, one of which should examine concept of empowerment
- ◆ critically examine a minimum of two organisational policies related to professional values, one of which should relate to the organisation's mission statement

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Childhood Practice and Social Services: Professional Development and Practice

### Assessment Guidelines

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 undertaking this Unit on a stand alone basis, the assessment of this Outcome could be combined with Outcomes 2 and 3 as part of a single assessment for the Unit, details of which are given under Outcome 3. Alternatively this Outcome could be assessed separately with a piece of work that allows some reflective practice on the part of the candidate. This should be of about 1,000 words in length and it could offer the opportunity for the candidate to consider the impact that professional codes and ethics have had on their practice, where possible conflict has arisen with their own personal values and how they have sought to address this.

### Outcome 2

Identify and analyse individual and organisational practices in relation to professional accountability within the context of a multidisciplinary framework

#### Knowledge and/or Skills

- ◆ Management and accountability of ones own practice by application of mechanisms of organisational and professional accountability
- ◆ Reflective practice as applied to self and others
- ◆ Effective use of various methods of communication and record keeping relating to accountability in professional practice
- ◆ Relevant and current legislative and policy requirements in relation to accountability including *whistle blowing*

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ critically analyse the nature of professional accountability and give examples of mechanisms of accountability related to professional practice
- ◆ critically evaluate your ability to reflect on and challenge own practice and that of others
- ◆ analyse effectiveness of three different methods of communication and record keeping as a means of promoting accountability in professional practice
- ◆ evaluate the application of current legislative and policy requirements in relation to whistle blowing by illustration from current practice

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Childhood Practice and Social Services: Professional Development and Practice

### **Assessment Guidelines**

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 undertaking this Unit on a stand alone basis, the assessment of this Outcome could be combined with Outcomes 1 and 3 as part of a single assessment for the Unit, details of which are given under Outcome 3. Alternatively this Outcome could be assessed separately in the form of an essay of no more than 1,000 words, covering all the Evidence Requirements.

### **Outcome 3**

Evaluate professional development of self and others within a continuous learning framework

#### **Knowledge and/or Skills**

- ◆ Current legislative and policy requirements for continuous professional development
- ◆ Principles of professional development planning
- ◆ Personal and organisational responsibility for professional development planning and use of recording systems
- ◆ Setting and achievement of personal learning goals
- ◆ Training needs analysis and different learning styles

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ critically analyse current legislative and policy requirements for professional development planning and evaluate the impact this has on own professional practice
- ◆ critically evaluate personal development strategies within your own professional practice to meet legislative and policy requirements
- ◆ critically evaluate two examples of recent professional development in terms of their impact on practice and meeting organisational objectives
- ◆ identify and evaluate personal learning goals through a process of training needs analysis, including analysis of own learning style, to meet professional development targets

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Childhood Practice and Social Services: Professional Development and Practice

### **Assessment Guidelines**

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.

The assessment for this Outcome can be combined with Outcomes 1 and 2 as part of a single assessment for the Unit.

For the purpose of assessing this Unit holistically, candidates could produce a report that critically analyses the impact of professional codes and standards, the need for professional accountability and competence within their field of practice. They should then evaluate a programme of professional development within a continuous learning framework, including the setting and the assessment of individual training needs. Where necessary the report may be supplemented by additional short response questions in order to ensure all aspects of the Evidence Requirements are met.

Alternatively, like Outcomes 1 and 2, this Outcome could also be assessed separately, with an essay of no more than 1,000 words in length, candidates could be asked to critically evaluate the benefits of professional development within a continuous learning framework to both the individual and the organisation.

## Administrative Information

**Unit code:** F56X 35

**Unit title:** Childhood Practice and Social Services:  
Professional Development and Practice

**Superclass category:** PM

**Original date of publication:** August 2008

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### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title:** Childhood Practice and Social Services: Professional Development and 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 40 hours.

### **Guidance on the content and context for this Unit**

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 stand alone basis for purposes of CPD. Indeed, there may be significant advantages in delivering this Unit to mixed groups of candidates from both awards as recognition of commonalities of practice and opportunities to work across professional boundaries in a learning situation could have significant impact on reducing obstacles to effective working between agencies and professions in practice. 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.

#### **Outcome One**

This Outcome requires the candidate to show detailed knowledge and understanding of values from a personal, professional and societal perspective. In particular they will be required to develop a keen understanding of the SSSC Codes of Practice and how these might be applied to promote inclusion and diversity.

Throughout the Unit the candidate will be expected to demonstrate a reflective approach to the topic. Specifically within this Outcome they should 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. They should also demonstrate understanding of the possible ethical dilemmas that may occur in practice and the mechanisms that are available to deal with them (eg supervision, team meetings, and training). Examples of ethical dilemmas might include situations where candidates may not be able to provide individuals/children and/or young people with the level of services they have been assessed as needing or where they may have to disclose information about an individual/child and/or young person being in a risk situation.

It is expected that the candidate will be able to discuss in detail the nature of the professional relationship involving the individual/child and/or young person and the inherent power imbalances that may occur within that relationship. Some useful discussion and definitions of power can be found in Thompson, N (2006) and the earlier work of French, J.R.P & Raven, B (1959). In doing this they should also be able to explore the methods available to them as a professional, such as empowerment approaches, to redress that imbalance whilst at the same time maintaining professional boundaries.



## **Higher National Unit specification: support notes (cont)**

### **Unit title: Childhood Practice and Social Services: Professional Development and Practice**

Candidates must develop an understanding of how the codes, ethics and values of their practice area underpin anti-discriminatory and anti-oppressive practice. Furthermore, they should be able to show a detailed understanding of the way in which legislation places such a responsibility upon them as a practitioner.

Legislation that would be relevant to this Outcome includes some of the following:

- ◆ The Human Rights Act 1998
- ◆ The Children (Scotland) Act 1995
- ◆ The Race Relations Act 1976 (amended) 2000
- ◆ The Disability Discrimination Act 1995 (amended) 1998

Candidates should also examine organisational policies which relate to the promotion of values driven practice. It may be particularly useful for them to deconstruct organisational mission statements and analyse their impact on practice. They may often identify conflict between such statements and other drivers of organisational practice. Examples of areas to examine might include comparison of the mission statements of private organisations and their legal responsibilities to shareholders or the mission statements of local authority services and their duties under Best Value directives.

### **Outcome Two**

This Outcome requires the candidate to be able to analyse and reflect in detail on the impact they personally have on the provision of safe caring to their service users through professional accountability. Certainly there is a link here with the previous Outcome's exploration of the professional-client relationship and the power imbalance that exists. Some time should be spent exploring the concepts and application of self-assessment techniques appropriate to his/her own situation eg SWOT analysis, Johari Window and Personal Constructs. Furthermore, mechanisms by which candidates can seek out constructive feedback on their practice eg supervision and service user feedback. The candidate must be able to evaluate their ability to take heed of constructive feedback and why this is necessary. 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.

Candidates will need to be able to identify where the need for professional accountability comes from and 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. Accountability has an obvious significance to the whole care planning process which should be explored. It will also reflect the requirement for joint working with other professionals and the need to understand their roles in this process. In demonstrating their understanding of the need for professional accountability and competence candidates must also be able to refer to the relevant legislation in all instances eg Regulation of Care Act 2001.

## Higher National Unit specification: support notes (cont)

### Unit title: Childhood Practice and Social Services: Professional Development and Practice

Candidates should be encouraged to examine relevant reports of major inquiries into situations practice may not have been to the necessary standard and identify contributory factors. An excellent compendium and summary of such reports has been produced by the 21st Century Review group entitled *Learning from Failure: A Review of Major Social Care/Health Inquiry Recommendations*.

#### Outcome Three

Candidates will need to identify where the need for Continuing Professional Development (CPD) comes from and should pay specific attention to bodies such as the Scottish Social Services Council and with particular reference to the continuous learning framework. As with the previous Outcome there is once again a clear link between learning Outcomes; exploration of CPD will, like professional accountability, need to explore the historical context from which it has arisen. Comment should also be sought on the ever changing needs and demands of the context within which the candidate may find themselves and therefore the implicit requirement to respond with appropriate training.

Within this Unit it is important that candidates are able to evaluate their organisation's response to the issue of CPD; its accessibility, planning and overall benefit, will be some of the key areas that should be identified. Within this it would be useful if candidates 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 candidates are unfamiliar with or have not experienced specific strategies it would be expected that different approaches are reviewed in order to allow the candidate 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](http://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 Shoher (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 parties.

Within this Outcome the candidate is expected to evaluate the systems used for documenting CPD and the correlation with performance review. The candidate should 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.

Professional review is central to the successful implementation of CPD and should be set within the range of quality assurance processes which are in place in the candidate'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. Candidates 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 candidates and their managers can access. Candidates should be assisted to carry out an analysis of their particular learning style. There are many free online resources to assist them with this available.

## Higher National Unit specification: support notes (cont)

**Unit title:** Childhood Practice and Social Services: Professional Development and Practice

### Useful Sources

‘Life Through Learning — Learning Through Life’ [www.scotland.gov.uk](http://www.scotland.gov.uk)  
‘Continuing Professional Development for the Social Service Workforce’ [www.sssc.uk.com](http://www.sssc.uk.com)  
‘Continuing Professional Development Strategy for the Social Care Workforce’  
[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk) and [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

### Publications

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

‘The Standard for Childhood Practice’ (2007) QAA

### Reading Material and Referencing

Baillie et al (2003) *‘Social Work and the Law in Scotland’* Basingstoke, Palgrave Macmillan

Banks et al (2006) *‘Ethics and Values in Social Work’* (Third Edition) Basingstoke, Palgrave Macmillan

French J.R.P., & Raven, B. (1959) cited in *‘The bases of social power’*, in D. Cartwright (ed.) *Studies in Social Power*. Ann Arbor, MI: University of Michigan Press.

Hawkins and Shohet (2006) *‘Supervision in the Helping Professions’* (Third Edition), Maidenhead, Open University Press

Honey P. & Mumford A (1997) *‘The Learning Styles Helper’s Guide’*, Aldershot, Gower Publishing Company

Ilses-Buck & Newstead (2003) *Essential Skills for Managers of Child-Centred Settings*, London David Fulton

Kolb D.A (1984) *‘Experiential Learning: experience as the source of learning and development’*, New Jersey: Prentice-Hall

Scottish Executive (2006) *Investing in Children’s Futures: National Review of the Early Years and Childcare Workforce*, Scottish Executive, Edinburgh

Scottish Executive (2005) *Getting it Right for Every Child*, Scottish Executive, Edinburgh

Scottish Government (2008) *Early Years and Early Intervention: A Joint Scottish Government and COSLA policy statement*, Scottish Government, Edinburgh

Quality Assurance Agency for Higher Education (2007) *The Standards for Childhood Practice*

## Higher National Unit specification: support notes (cont)

### Unit title: Childhood Practice and Social Services: Professional Development and Practice

Thompson N (2006) 'Promoting Equality — Challenging Discrimination and Oppression' (2nd Edition), Basingstoke, Palgrave Macmillan.

Thompson N (2006) 'Anti-Discriminatory Practice' (4th Edition), Basingstoke, Palgrave Macmillan.

### Possible links to other Units in the Group Award

Learning Outcome 1 may be linked to both of the following Units:

- ◆ *Childhood Practice and Social Services: Applied Sociology* (F56V 35)
- ◆ *Childhood Practice and Social Services: Applied Psychology* (F56T 35)

Candidates may be encouraged to analyse the causes and effects of discrimination and its impact on the individual's development with reference to relevant theoretical perspectives. They could also critically evaluate the credibility of such perspectives.

Learning Outcomes 1, 2 and 3 may link to the following Unit:

- ◆ *Childhood Practice and Social Services: Developing Leadership* (F56Y 35)

Candidates may be encouraged to explore the significant role of leadership in the application of professional codes and promotion of accountability of the practitioner as well as the significance of its role in the support of the individual's continuous professional development.

### Possible links to other Group Awards

This Unit may be linked to the following Units from the PDA Childhood Practice at SCQF level 8 G96H 48.

- ◆ *Managing Quality in an Early Education and Childcare Setting* (DN1H 35)
- ◆ *Developing Professional Childhood Practice* (F56B 35)

### Possible links to SVQs

Should the candidate be completing an SVQ level 4 in Children's Care Learning and Development or Health and Social Care, this Unit may provide evidence for some Performance Criteria and Knowledge points, if actual practice is discussed. If case studies are used then candidates will be able to claim knowledge evidence, but not Performance Criteria, for the SVQ.

## Higher National Unit specification: support notes (cont)

**Unit title:** Childhood Practice and Social Services: Professional Development and Practice

### Guidance on the delivery and assessment of this Unit

This Unit forms part of the Group Awards, HND Childhood Practice and HND Social Services.

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 and Planning and Organising 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:* Oral communication skills may be demonstrated and developed should a presentation be used as part of the integrated assessment. Written communication skills could be developed through production of a report and/or essays.

*Working with others:* This will be developed should the option of a group presentation assessment be used. Candidates could be expected to undertake a project within which they collaborate with their immediate colleagues for this purpose.

*Information Technology:* It is expected that candidates would make use of information technology to access learning resources and also in the preparation of assessment material. If they undertake the integrated assessment available for this Unit they will be required to participate in a problem based learning approach which will use a virtual learning environment to present them with information for analysis. They will also be required to respond individually and in groups within this environment so will require to develop skills in various forms of IT communication.

*Problem Solving:* Candidates will be presented with a range of problems as they work through this Unit including the analysis of professional dilemmas. If they undertake the integrated assessment available for this Unit they will be required to participate in a problem based learning approach which will substantially develop their problem solving abilities.

### 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.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Childhood Practice and Social Services: Professional Development and Practice

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## General information for candidates

### **Unit title:** Childhood Practice and Social Services: Professional Development and Practice

The purpose of this Unit is to enable you to gain knowledge and understanding of the meaning and purpose of professional development within a continuous learning framework. Specifically it should enable you to recognise its significance to the requirements for professional accountability and competence in practice. This is approached through the analysis of three key areas.

Firstly, you are expected to identify the significance of professional codes and standards in promoting equality for service users. You will then analyse the need for professional accountability and competence in relation to maintaining the safety of the service user. Finally you will evaluate the benefits of continuous professional development to you, your organisation and the service user. Throughout this Unit you will explore a variety of theoretical perspectives as well as reflecting on your own personal experiences. Furthermore, you should be able to see a clear correlation between each of the learning Outcomes both within this Unit and, if completing the Group Award, with other Units of the course. It is expected that you will identify this within your assessment.

Successful completion of this Unit will be achieved through satisfactory performance either on one integrated piece of work or three separate pieces. This will be decided by the body delivering the award. The integrated assessment could take the form of either a report of 3,000 words or a short group presentation and individual report of 1,500 words. Both should cover the three areas detailed above and with reference to your own work experience. The individual assessments should be in the form of an essay where a degree of personal reflection on your practice will be expected.

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, which will allow you to reflect upon your practice.

You may be given the opportunity to develop the Core Skills and the Core Skills components of *Communication* — Oral Communication and Written Communication (writing) at SCQF level 6; *Information Technology* at SCQF level 6; *Problem Solving* — Critical Thinking and Planning and Organising 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.

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 SQA guidance.