



**Arrangements for:
Professional Development Award in
Childhood Practice
at SCQF level 9**

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Acknowledgement

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

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1 Introduction

This is the Arrangements Document for the **Professional Development Award in Childhood Practice at SCQF level 9, which was validated in December 2010**. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The Professional Development Award (PDA) in Childhood Practice at SCQF level 9 has been developed to support the professionalisation of the workforce to meet the requirement of the **Benchmark Standard for Childhood Practice¹**. This PDA is grounded in work-based learning, and seeks to balance professional knowledge and understanding, skills and abilities, and values and personal commitment.

The PDA in Childhood Practice at SCQF level 9 will compliment SQA's suite of qualifications that support the learning and development of practitioners, lead practitioners and managers to meet the Standard for Childhood Practice. The PDA aims to integrate the existing professional progress of candidates into the award framework through the recognition of qualifications that meet current registration requirements, such as Higher National Qualifications (HNC/Ds), Scottish Vocational Qualifications (SVQs) and Professional Development Awards (PDAs).

The award is designed to provide flexible and adaptable learning opportunities which will meet the needs of the learner.

2 Rationale for the development of the Group Award

2.1 Rationale

The Scottish Government has supported the development of Childhood Practice awards which are designed to put Scotland at the forefront of the development of integrated qualifications for early years and child care practitioners.

In June 2004, The Minister for Education and Young People announced the **'National Review of the Early Years and Childcare Workforce⁶**. The Review group was chaired by the Scottish Executive and involved representatives of the main stakeholders extending from key representative bodies, training bodies and service providers to parents. The overall task was to improve employment opportunities for early years and childcare staff and raise the status of the sector, including: examining and defining the role and responsibilities of staff in the early years, childcare and play workforce; determining an approach to national workforce planning; rationalising and modernising early years/childcare qualifications, ensuring that they are appropriate for the different sectors of the workforce; developing vertical and lateral career pathways which provide for progression within a chosen area and lateral movement between different sectors of the workforce; consider the implications of these considerations for pay and conditions. For the purposes of the Review, the workforce under consideration was defined as those groups of workers who are required to be registered with the Scottish Social Services Council and who work in early years care, learning, out of school care and in playwork.

The findings from the Review recommended that a new qualification structure be developed, the main attributes will be:

- ◆ One framework for the whole sector
- ◆ Services to be led by SCQF level 9 (ordinary degree or work-based equivalent qualified professionals)
- ◆ Entry and exit points at each level — supporting flexibility and movement
- ◆ College, university and work — based routes — supporting flexibility and movement
- ◆ Recognition and accreditation of prior learning — supporting flexibility and inclusion
- ◆ Supports progression and continuing professional development
- ◆ Supports identification of shared skills/knowledge base across children's services

The Scottish Executive Response to the ***National Review of the Early Years and Childcare Workforce(2006)***⁶ stated that there was a commitment that all leaders of Centres would be qualified at degree or equivalent level, either through academic qualifications or through a work-based route and continuous professional development. In response to this and for recognition of the professionalism of many in the workforce, a competence-based qualifications and professional development framework was created. The framework provides a structured and accredited route for workers as they progress through their careers. This framework is found in the **Standards for Childhood Practice** (Appendix 1).

In the ***Early Years Framework (2009)***² the Scottish Government confirmed their commitment to the new SCQF level 9 awards in Childhood Practice, in order to strengthen leadership and the status of managers/lead practitioners registered with the SSSC within services for children and young people. This sets out the development of leadership in the early years and childcare sector through the creation of a workforce led by professionals qualified at level 9 in the Scottish Credit and Qualifications Framework (SCQF). This qualification will take the form of a work-based bachelor's degree, graduate diploma or other appropriately approved award, such as the PDA in Childhood Practice at SCQF level 9 (*360 credits*).

A further recommendation of the Early Years Review was a register of childcare workers in service for children and young people. The Scottish Social Services Council was asked to develop and implement the register. The registration criteria include workers having or working towards a qualification defined by the level of job role. Registration of the children's day care workforce is linked to job role and three specific levels. These are; Support worker, Practitioner and Lead practitioner.

The Scottish Social Services Council explains these levels and roles as:

- ◆ Support workers are defined as workers who have delegated responsibility for providing care and support to children.
- ◆ Practitioners in day care of children services are defined as workers who identify and meet the care, support and learning needs of children and contribute to the development and quality assurance of informal learning activities and/or curriculum. They may also be responsible for the supervision of other workers.
- ◆ Managers/lead practitioners in day care services for children are defined as workers who hold responsibilities for the overall development, management and quality assurance of service.

Registration as a manager/lead will require a qualification that meets the Standard for Childhood Practice and has the appropriate volume of credit. The definition of the Standard for that qualification will therefore provide a benchmark for the development of an integrated qualifications and professional development framework that builds on existing qualifications at SCQF levels 7 and 8. The Childhood Practice Standards are designed to enhance the professionalism and leadership skills of those who work with children and young people and are a requirement for all managers from 1 December 2011. Childhood Practice awards at SCQF level 9 will be the required qualification for all managers when they re-register with the Scottish Social Services Council (SSSC) after 2011.

Programmes of learning, such as Higher National Qualifications (HNQs), Scottish Vocational Qualifications (SVQs) and Professional Development Awards (PDAs), provide practitioner qualifications and continuing professional development for workers. They can contribute to the professional progress of workers towards a degree or the PDA in Childhood Practice at SCQF level 9.

The Scottish Government requires the Childhood Practice Awards to be flexible, accessible and adaptable. The Childhood Practice programmes for managers/lead practitioners must:

- ◆ allow learners to meet the Standard for Childhood Practice and assess their achievement of it have an appropriate volume of learning credit
- ◆ be grounded in work-based learning, both current and planned
- ◆ have an appropriate balance of learning related to professional knowledge and understanding, skills and abilities, and values and personal commitment
- ◆ contain clear arrangements for updating in accordance with national developments
- ◆ have effective partnership arrangements with employers or workplace managers and, where appropriate, with other programme providers
- ◆ accept the need for flexibility in provision for learning and aim to take learning to the learners
- ◆ have effective procedures for the recognition and accreditation of prior learning and have appropriate arrangements for quality assurance.

The Childhood Practice Standards makes sure that all managers have the same regulatory requirements and there are no differences in the status of their awards. The standards ensure better outcomes and advantages for children, young people and their families. Evidence shows that well led services achieve better outcomes because the lead practitioners/managers have a strong sense of where they want to take the service and they can work across areas, such as education, health and social services. The Childhood Practice Standards are designed to equip those people working with children to have the skills they need to be able to achieve this. The **PDA in Childhood Practice at SCQF level 9** has been designed to allow early years, childcare and playworkers to develop an appropriate balance of learning related to professional knowledge and understanding, skills and abilities, and values and personal commitment.

Candidates undertaking a qualification that meets the requirements of the full Childhood Practice Standards will need to achieve 360 credits, within an award at SCQF level 9. This framework would typically be the requirement for an Ordinary degree offered by Higher Education Institutions (HEI) in Scotland however within the provision of the Standards for Childhood Practice is the opportunity for other appropriately approved award which meets the Standard and contains the appropriate volume of learning credit.

In light of the above developments within the Scotland, and the requirements for registration for managers, SQA have taken this opportunity to develop the **PDA in Childhood Practice at SCQF level 9** which consists of a framework which will incorporate credits at level 7, 8 and 9, with 120 new credits at SCQF level 9. Many of those within the workforce already have SQA qualifications at these levels, but these do not fully meet the Childhood Practice Standards.

3 Aims of the Award

3.1 General aims of the Group Award

The PDA in Childhood Practice at SCQF level 9 has its own individual aims but, it shares some general aims with other qualifications in the sector.

These are:

- 1 Enable candidates to develop their own professional knowledge and understanding.
- 2 Enable candidates to review their approach to their own professional skills and abilities.
- 3 Enable candidates to evaluate their professional values and personal commitment.
- 4 Enable progression within the SCQF framework of qualifications.

3.2 Specific aims of the Group Award

The PDA in Childhood Practice at SCQF level 9 has some specific aims.

These are:

- 1 Provide recognition for the skills and achievements of candidates within childhood practice and registration with the SSSC.
- 2 Meet the needs of candidates with different experience and different childhood practice responsibilities (by providing routes to the PDA in Childhood Practice SCQF level 9 at SCQF level 7 and SCQF level 8).
- 3 Enable candidates to develop skills and knowledge across a range of childhood practice principles and apply them to a relevant work context.
- 4 Provide candidates with the skills and knowledge to lead organisations in a manner which is consistent with the Standards for Childhood Practice.

3.3 Target groups

The target groups for this award are lead practitioner/managers who have to meet the Standard for Childhood Practice as part of the registration process with the SSSC (Scottish Social Services Council) or those who are aspiring to be lead practitioner/managers within the sector, although these are likely to be people who already have some experience at a senior level. These are the candidates who would have the opportunity to complete the PDA in Childhood Practice at SCQF level 9.

3.4 Employment opportunities

A range of appropriate of job roles for those achieving the PDA in Childhood Practice at SCQF level 9 was highlighted by stakeholders during the consultation process and within the benchmark document, The Standards for Childhood Practice (2007).

The Standard for Childhood Practice specifies what is expected of a worker seeking registration with the SSSC as a manager/lead practitioner in the early years and childcare service in Scotland.

One of the key issues highlighted in the National Review of Early Years and Childcare workforce was the need to improve career opportunities for staff in this sector. Given that this award meets the criteria for the single integrated qualification and professional development framework it is anticipated that candidates will use this qualification to further their career in Childhood Practice.

4 Access to Group Awards

The PDA in Childhood Practice at SCQF level 9 is an award for those seeking to develop their professional knowledge and skills, to advance their practice and enhance the personal and professional values and commitment.

In this respect, potential candidates to this PDA in Childhood Practice at SCQF level 9 through the integrated qualification and professional development framework may include:

- ◆ candidates already in post as leaders/managers without a qualification at SCQF level 9 that will meet the SSSC's new requirement for managers/lead practitioners
- ◆ candidates moving on from SCQF level 7 practitioner qualifications such as at level 3 and Higher National Certificates (HNCs) through additional CPD qualifications like Higher National Diplomas (HNDs), SVQs at level 4, PDAs, Open University Diplomas of Higher Education, and then on to level 9
- ◆ candidates from other workforces with relevant SCQF levels 7, 8 or 9 qualifications, eg in residential childcare
- ◆ 'direct entry' candidates with existing awards at level 9 or above, eg graduates with vocational degrees; in teaching, community learning and development, social work, health; or with non-vocational degrees, eg in history, chemistry, media, international relations, psychology, or with other equivalent award. Although it is more likely that these candidates will chose to progress to a post - graduate qualification.

In line with SSSC requirements for approval of the PDA in Childhood Practice at SCQF level 9, delivering must develop partnership arrangements with employers and practice learning providers to identify the roles of managers, tutors, assessors and learners within a service level agreement.

Candidates undertaking this award should have well developed communication and inter-personal skills and be able to demonstrate the ability to think analytically and systematically. They should be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational.

The recommended Core Skills entry level for the PDA in Childhood Practice at SCQF level 9 is at least:

- *Communication* SCQF level 6
- *Numeracy* SCQF level 6
- *Problem Solving* SCQF level 6
- *Information and Communication Technology* SCQF level 6
- *Working with Others* SCQF level 6

The recommended Core Skills entry level has been adopted to allow candidates from a wide range of backgrounds to access the award.

5 Group Awards structure

The PDA in Childhood Practice at SCQF level 9 is designed to ensure that the content, structure and delivery of the award will allow candidates to demonstrate that they can meet the *Standard for Childhood Practice*. The PDA in Childhood Practice at SCQF level 9 consists of 120 credits. Candidates must meet the entry requirements of 240 credits at SCQF levels 7 and 8. This means that candidates must complete a total of 360 SCQF credits to achieve the group award.

The framework includes entry qualifications that candidates have already achieved at SCQF levels 7 and 8 (see 5.3) and completely new Units developed at SCQF level 9 to ensure that all candidates have been assessed and have met **all** the requirements based on the Standard for Childhood Practice.

5.1 Framework

Mandatory section – five Units = 96 SCQF credits at level 9

All candidates to undertake the mandatory section:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Childhood Practice: Leadership and Management	FD6X 36	16	9	2
Developing Services for Children and Young People	FD6Y 36	16	9	2
Children's Rights: Equality, Diversity and Inclusion	FD70 36	16	9	2
Participatory Partnerships: Working with Families	FD71 36	16	9	2
Childhood Practice: Leadership and Management (Workplace Practice)	FD72 36	32	9	4

Mandatory Option section: (Childhood Practice) – Candidates must undertake two Units = 16 SCQF credits at SCQF level 9 from the following options:

The Units chosen must link to *Leadership and Management of Childhood Practice* and *Leadership and Management Practice (Workplace Practice)*:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Childhood Practice: Developing a rights based approach to service delivery	FD73 36	8	9	1
Childhood Practice: Development of Children (pre-birth to three)	FD74 36	8	9	1
Childhood Practice: Early Learning	FD75 36	8	9	1
Childhood Practice: Playwork	FD76 36	8	9	1
Childhood Practice: Youth Services	FD9536	8	9	1
Childhood Practice: Family Support	FD77 36	8	9	1
Childhood Practice: Active Leisure	FD78 36	8	9	1
Childhood Practice: Leading Professional Development	FD79 36	8	9	1
Childhood Practice: Independent Study	FD7A 36	8	9	1

Optional Section (Childhood): Candidates must undertake one Unit 8 SCQF credits at SCQF level 9 from the following options or those in the mandatory option section:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Childhood: Health, Fitness and Wellbeing	FD7C 36	8	9	1
Childhood: Comparative Play Theories	FD7D 36	8	9	1
Childhood: Families, Culture and Society	FD7E 36	8	9	1
Childhood: Play in a Social Context	FD7F 36	8	9	1
Childhood: Therapeutic Playwork	FD7G 36	8	9	1

Structure

The eligible candidate will already have qualifications or some qualifications at SCQF levels 7 and 8, and will be eligible for registration with the SSSC as a practitioner in 'day care services for children'.

120 credits	At SCQF level 8 or equivalent
120 credits	At SCQF level 7 or equivalent

5.2 Mapping information

The Units SCQF level 9 have been mapped to the Standards for Childhood Practice and the National Occupational Standards for Children's Care Learning and Development and Playwork. (Appendix 1 and 3)

SQA's current qualifications which make up the framework at SCQF levels 7 and 8 have been mapped to the Standards for Childhood Practice. (Appendix 4)

5.3 Articulation, professional recognition and credit transfer

It is essential that Centres delivering this award implement clear credit transfer and Recognition of Prior Learning (RPL) mechanisms and policies. SQA documentation provides guidance on the mechanisms, policies and support for the Recognition of Prior Learning at SCQF levels 7 and 8. Use of the SCQF *Recognition of Prior Learning Toolkit* is advised as this provides guidance on RPL and credit transfer and implementation using the SCQF guidelines and will help ensure consistent RPL and Credit Transfer policies across all Centres. A chart of the RPL process for SCQF levels 7 and 8 is provided in Appendix 4. Further information on possible credit transfer opportunities from other qualifications is given in Appendix 5.

These guidelines and toolkit define what we mean by credit transfer and RPL and explain the ways in which these processes can be used within the PDA in Childhood Practice at SCQF level 9. These provide guidance on the process of awarding credit for prior learning. In order to ensure quality, consistency and transparency, all providers should follow the same process.

Incorporating clear and effective policies and mechanisms for credit transfer and RPL within the delivery and assessment process for the PDA is essential in terms of ensuring their flexibility, accessibility and inclusiveness. For example, if candidates have older or non-SQA qualifications, which have not been credited and levelled or if these have been gained through another route, ie HEI or different awarding body this allows for recognition of their professional standing if they provide eligibility for registration as a practitioner with the SSSC.

These support the objectives of the PDA to:

- ◆ provide a framework which is accessible and flexible in order to reflect the learning journey and professional competence of individual
- ◆ recognise the prior learning achievements and professional abilities of individuals, both accredited and informal

6 Approaches to delivery and assessment

Centres delivering the PDA in Childhood Practice at SCQF level 9 must also be approved by SSSC. Information about the approval process to be undertaken with the SSSC can be found in their document, *Rules and Requirements for Awards Developed from the Standards for Childhood Practice 2008*

(<http://ewd.sssc.uk.com/ewd/learning/the-new-childhood-practice-awards.html>).

This process will run in parallel with SQA approval for the PDA.

It is important that the awards are accessible to potential candidates without disadvantage resulting from geographical location or other structural factors.

The PDA in Childhood Practice at SCQF level 9 should be delivered through:

- ◆ a combination of off-the job training and workplace learning
- ◆ be flexible in delivery to allow comprehensive geographical access and participation, including by distance learning
- ◆ be delivered through education/provider and employer partnerships

This award involve candidates in a significant amount of experiential learning. Candidates are required to take responsibility for their actions, critically analyse and reflect on this experience and to be able to make conclusions for their future behaviour and development.

Centres can choose the sequence in which they deliver the Units, it is likely that there will be considerable integration of content and assessment. It is imperative that regardless of the extent of integration, the evidence requirements for each Unit are met in full. The delivery mechanisms adopted by Centres should be flexible to allow comprehensive access and participation, including distance and e-learning. A learner-centred approach will best meet the requirement for flexible delivery.

From the start, candidates should have comprehensive information about the requirements of the award, their articulation route into the SCQF level 9 and that they need to gather evidence, critically analyse and evaluate and report on their experiences. They should also inform candidates at the outset about the type of evidence they have to provide in order to complete the PDA and each individual Unit successfully. It is likely that the Centre will be required to spend time with the candidate identifying their RPL and then developing their route through the PDA in Childhood Practice at SCQF level 9. Centres need to provide information about the delivery of each Unit consisting of some initial orientation and briefing sessions to support candidates to manage their learning independently to a significant extent. Centres should make suitable arrangements to support and guide candidates throughout. This could involve regular meetings with candidates on an individual basis or in groups or through e-learning.

The PDA takes a holistic approach to assessment. There is an emphasis on assessing the whole Outcome or a combination of Outcomes across one or more Units. Centres are encouraged to identify opportunities for integration of assessments across Units in the PDA, particularly with the *Childhood Practice: Leadership and Management (Workplace Practice)* Unit must have two mandatory option Units integrated into the assessment, for example; a candidate working in a nursery may integrate the *Childhood Practice: Early Learning* Unit and undertake *Childhood Practice: Youth Services* in relation to their alternative workplace experience.

Unit specifications detail the Evidence Requirements and assessment guidelines for each assessment opportunity. The PDA provides a number of opportunities for developing a range of assessment methods.

The key principles of assessment for this award are:

- ◆ objective, fair and equitable
- ◆ quality assured — internally and externally
- ◆ understandable, transparent and in a format appropriate to the candidate
- ◆ aligned and appropriate to the content of the Units and Outcomes at the relevant SCQF level
- ◆ proportionate while robust and demanding
- ◆ timely and ongoing throughout the delivery of the awards
- ◆ incremental and developmental
- ◆ redeemable (providing opportunity for reassessment)
- ◆ efficient and manageable (ie cost, time and resources)

Additionally, assessment should:

- ◆ model good assessment practice
- ◆ incorporate the flexibility to adapt to different learning styles
- ◆ include provision of a clear, accessible RPL process

The focus of PDA in Childhood Practice at SCQF level 9 is on the development of competence to use a wide range of principal skills, some specialised skills and advanced applications to achieve Unit Outcomes.

Some of the Units require the candidate to gather evidence — this allows the candidate flexibility in relation to evidence gathering and scope to present their evidence in a way that best fits with their learning needs and styles. As far as possible for most candidates the evidence should be naturally occurring during the course of their day to day activity within their workplace or their additional workplace practice. This approach reduces the need for contrived assessed activity in circumstances where Outcomes can be effectively evidenced in the candidate's work. The approach encourages candidates to reflect on the nature of personal and professional values and commitment, their professional skills and abilities and their professional knowledge and understanding.

Overall this should encompass a demonstration of:

- ◆ professional performance improvements that candidates have achieved as a result of participating in the learning and related practical activities
- ◆ candidates' ability to critically analyse and review their own and their learners experiences
- ◆ candidates' application of relevant theories, methodologies and standards

Candidates' practice evidence of their ability to contribute to the learning and development and to work in a manner that actively promotes and values diversity can be drawn from a variety of sources including feedback from peers, managers, learners, service users, carers and other professionals. This should be collated alongside evidence of candidates' knowledge and understanding of the topics covered by the Units. Also, within the collection of evidence candidates will be required to provide critically reflective narrative identifying their learning for the Units and reflecting on what they might have done differently and what they need to work on in the future. This gives candidates the chance to develop a more comprehensive record of their learning, but also highlights the close connections and relationships between the different strands involved in Childhood Practice.

The PDA in Childhood Practice at SCQF level 9 can be delivered by Open/Distance learning as well as on an online basis.

It is expected that centres delivering this award would deploy a blended solution which might include elements of e-Learning or other flexible methods of delivery.

In this context, planning and resources are required for candidate support, assessment and quality assurance. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 — publication code A1030) www.sqa.org.uk.

7 General information for centres

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.

Internal and external verification

All Instruments of Assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* (www.sqa.org.uk).

Appendix 6 provides guidance on occupational competence of assessors, mentors and internal verifiers for the PDA in Childhood Practice at SCQF level 9.

8 General information for candidates

The PDA in Childhood Practice at SCQF level 9 has been designed to allow you to meet the professional requirements and SSSC registration criteria of the sector and to develop your own professional skills and competency within the framework of the Standards for Childhood Practice.

The **PDA in Childhood Practice at SCQF level 9** consists of 120 credits. To undertake this PDA, you must meet the entry requirements of 240 credits at SCQF levels 7 and 8. This means that you must complete a total 360 SCQF credits to achieve the group award.

The PDA in Childhood Practice at SCQF level 9 has some specific aims.

These are:

- 1 Provide recognition for the skills and achievements you have within childhood practice and registration with the SSSC.
- 2 Meet your needs through different experience and different childhood practice responsibilities (by providing routes to the PDA in Childhood Practice SCQF level 9 at SCQF level 7 and SCQF level 8).
- 3 Enable you to develop skills and knowledge across a range of childhood practice principles and apply them to a relevant work context.
- 4 Provide you with the skills and knowledge to lead organisations in a manner which is consistent with the Standards for Childhood Practice.

In order to undertake this award, you will be a lead practitioner/manager who is required to meet the Standard for Childhood Practice as part of the registration process with the SSSC (Scottish Social Services Council) or you will be aspiring to be lead practitioner/manager, although you may have some experience at a senior level. You will already have qualifications or some qualifications at SCQF levels 7 and 8, and will be eligible for registration with the SSSC as a practitioner in 'day care services for children'.

You should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and systematically. You should be able to use these skills to give an account of your experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational.

From the start, you will be given comprehensive information about the requirements of the award and your articulation route into the SCQF level 9. The Centre delivering the PDA will spend time with you to identify your prior learning and achievement. Recognition of your prior experience and qualifications will be used to develop your route through the PDA in Childhood Practice at SCQF level 9.

The structure of the PDA at SCQF level 9 is set out as mandatory options and optional Units. You will be required to complete 120 credits at SCQF level 9. Within this structure, you will have the opportunity to develop skills and competencies by undertaking research and practical placement experience across a range of services for children and young people.

9 Glossary of terms

SCQF — This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points — One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels — The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at levels 7 and 8.

Subject Unit — Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit — Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills — This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills — This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills — This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team — The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: The Standard for Childhood Practice 2007

2 Professional values and personal commitment	3 Professional knowledge and understanding	4 Professional skills and abilities
2.1 Managers/lead practitioners value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination and protecting and caring for children.	Children and childhoods 3.1 Managers/lead practitioners have a broad and balanced knowledge and understanding of children and childhoods which underpins their practice and is used to inform their leadership of others.	Supporting play, learning opportunities and experiences 4.1 Managers/lead practitioners co-ordinate and lead the provision of environments that are safe, secure, caring and nurturing, and inclusive.
2.2 Managers/lead practitioners value themselves and others by taking responsibility for their own professional learning and development and that of the workers for whom they are responsible.	Frameworks and programmes 3.2 Managers/lead practitioners have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, learning opportunities and experiences.	4.2 Managers/lead practitioners lead and support the development of positive and caring relationships with each child and family.
2.3 Managers/lead practitioners value, respect and show commitment to the parents and carers' families, communities and other agencies and partnerships with whom they work.	3.3 Managers/lead practitioners have a critical understanding of the theories and principles required to analyse and critically evaluate the programmes provided by the service.	4.3 Managers/lead practitioners co-ordinate and lead the provision of balanced and flexible programmes that support play and learning opportunities and encourage children to be healthy, active and achieving.
	3.4 Managers/lead practitioners have a broad and integrated knowledge and understanding of the scope and nature of relevant organisational frameworks and their ongoing development.	4.4 Managers/lead practitioners co-ordinate and support the tracking of children's progress and the planning and management of transitions.
	Systems and professional responsibilities 3.5 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.	4.5 Managers/lead practitioners engage in professional reflection for continuing improvement.

2 Professional values and personal commitment	3 Professional knowledge and understanding	4 Professional skills and abilities
	3.6 Managers/lead practitioners have a working knowledge of the breadth of the service and the professional roles and responsibilities of Early Years and Childcare workers within it.	Communication, collaboration and partnership 4.6 Managers/lead practitioners lead and support teamwork and collaboration.
	3.7 Managers/lead practitioners have a critical understanding of the contribution of other professionals to the service and to other children's services.	4.7 Managers/lead practitioners promote and actively lead others in working with parents and carers.
	3.8 Managers/lead practitioners have a critical understanding of the principles, theories and concepts of leadership and management practice relevant for their role.	4.8 Managers/lead practitioners lead and support collaboration with other agencies and other children's services to build capacity and develop services.
	Evidence informed practice 3.9 Managers/lead practitioners have the knowledge and understanding needed to support evidence informed practice.	Leadership and management 4.9 Managers/lead practitioners take responsibility for identifying and supporting their own personal learning and professional development needs.
		4.10 Managers/lead practitioners take responsibility for identifying and supporting the learning and professional development needs of workers for whom they are responsible and for supporting students learning in and through the workplace.
		4.11 Managers/lead practitioners take responsibility for the delivery and ongoing development of a high quality service for each child and family.
		4.12 Managers/lead practitioners engage with the business management of the services they provide.

Appendix 2: Mapping of Unit Outlines to the Framework for SQA Childhood Practice level 9

Mandatory section

SCQF credits	Unit title	Unit Outline	Childhood Practice	Nos
		These units are designed to allow the candidate to:		
16	Childhood Practice	– integration of learning into practice and develop and critically reflect on own work practice against the standards for Childhood Practice; reflect on and plan for professional development in light of findings; make necessary changes to practice; critically analyse and evaluate changes to professional practice	All	CCLD PW
16	Childhood Practice: Leadership and Management	– develop critical understanding of management and leadership theories, including accountability, evaluation and effectiveness, managing change, effective leadership, influence of internal and external factors	2.2 2.3 3.6 3.7 3.8 3.9 4.6 4.7 4.8 4.11 4.12 4.13	CCLD 401/ D16 PW17 PW19
16	Developing Services for Children and Young People	– develop critical understanding of contemporary frameworks which impact on working with children and young people – currently Curriculum for Excellence, Early Years framework; Birth to Three; Playwork Principles, and quality documentation required	2.1 2.3 3.3 3.4 3.9	CCLD 402 CCLD 418 PW16 PW17 PW19

SCQF credits	Unit title	Unit Outline	Childhood Practice	Nos
		These units are designed to allow the candidate to:		
16	Children's Rights: Equality, Diversity and Inclusion	– research contemporary ideas on children and young people –disability, race and culture, gender and sexuality; mental health; social exclusion and investigate approaches to anti-discriminatory practice and participation	2.1 3.1 3.4 3.5 3.9 4.1	CCLD 402 PW16 PW22 CCLD 403
16	Participatory Partnerships: Working with Families	– explore interdisciplinary partnerships that promote children's wellbeing across services	2.3 3.4 3.6 3.7 4.6 4.7 4.8	CCLD 401/ D16 PW19
32	Childhood Practice: Leadership and Management (Workplace Practice)	– reflect on their own knowledge and understanding of the Benchmark Standards for Childhood Practice based on workplace experience from at least two professional services which support children and the opportunity to develop and critically reflect on own professional values and personal commitment, to reflect on their own professional knowledge and understanding and their own professional skills and abilities. Finally the candidate will be able to critically reflect on own professional practice in relation to Childhood Practice across the sector.	All	CCLD PW

Mandatory option

SCQF credits	Unit title	Unit Outline	Childhood Practice	Nos
		These units are designed to allow the candidate to:		
8	Childhood Practice: Developing a Rights based approach to service delivery	– explore the leadership and management of current legislation and policy on children’s rights, as this is linked to consultation with children of all ages, supporting children’s rights to provision and protection, and the relationship to leadership and management of a rights’ based approach to children’s services.	2.1 4.1	CCLD 401 402 D16 PW16 PW22
8	Childhood Practice: Development of Children (pre-birth to three)	– research contemporary ideas and research on neurological development, development of perception, knowledge and relationships. Understanding meaningful interactions, biological factors such as, maternal and infant nutrition, and play on the development of our youngest children	3.1 3.3 3.9 4.1 4.2 4.3	CCLD 403
8	Childhood Practice: Early Learning	– research contemporary ideas and research on cognition and language development. Factors that influence early learning	3.1 3.3 3.9 4.1 4.2 4.3 4.4	CCLD 403
8	Childhood Practice: Playwork	– research contemporary ideas and research on theoretical perspectives of play and playwork	3.1 3.3 3.9 4.1 4.2	PW16 PW17 PW19 PW22

SCQF credits	Unit title	Unit Outline	Childhood Practice	Nos
8	Childhood Practice: Youth Work	<p>These units are designed to allow the candidate to:</p> <ul style="list-style-type: none"> – research theoretical perspectives for understanding young people’s lives in contemporary society 	3.1 3.3 3.6 3.9 4.1 4.2 4.3	PW19 PW22
8	Childhood Practice: Family Support	<ul style="list-style-type: none"> – understand services and support for families including inter-agency working, promoting quality parenting, protecting children, etc 	2.3 3.4 3.6 3.7 4.2 4.3 4.6 4.7	CCLD 401/ D16 CCLD 402 CCLD 403
8	Childhood Practice: Active Leisure	<ul style="list-style-type: none"> – explore the leadership and management of contemporary ideas and research into active leisure, to identify current trends in legislation, policy and frameworks and the relationship to leadership and management of active leisure. 	3.1 3.2 4.1 4.3	CCLD401 402/403 PW16 PW17 PW22
8	Childhood Practice: Leading Professional Development	<ul style="list-style-type: none"> – explore key concepts of professional development through understanding approaches to evaluating work practice, understanding professional development, evaluating learners' experience, and impact on individual and organisational practice 	4.9 4.10	CCLD 401/D16 CCLD 416 PW16
8	Childhood Practice: Independent Study	<ul style="list-style-type: none"> – investigate a clear considered topic for study within childhood practice. Undertake a literature review; emphasis on the collection, interpretation, analysis and critical evaluation; present and write up findings 	4.5 4.9	

Optional Units

SCQF credits	Unit title	Unit Outline	Childhood Practice	Nos
		These units are designed to allow the candidate to:		
8	Childhood: Health, Fitness and Wellbeing	– develop a critical understanding of contemporary research, legislation, policies and frameworks which impact on the health, fitness and wellbeing of children and young people	3.2 4.3	CCLD 403 PW16
8	Childhood: Comparative Play Theories	– investigate comparative studies of play theories across disciplines such as playwork, early education, psychology, biology and sociology — and consider conflicting concepts of play	3.1 3.9 4.3	PW22 CCLD 403
8	Childhood: Families, Culture and Society	– analyse different societies and cultures views of childhood and children. Consideration given to historical perspectives, modern western childhood, and international perspectives	2.1 3.1	PW22 CCLD 403
8	Childhood: Play in a Social Context	– analyse key concepts in social policy — consider own organisational framework within this broader policy and legislative context, at national and local level, and reflect on the impact on understanding of childhood and play.	2.1 2.3 3.3 3.4 3.5 4.3	CCLD 401/ D16 CCLD 402 PW16
8	Childhood: Therapeutic Playwork	– develop a comprehension of the underpinning principals of the therapeutic playwork application. It will permit the development of a specific interpretive and analytic practice based on the key issues of the play cycle, adulteration, unplayed out material and other key concepts that form the basis the working method. It will require the student to self-reflect and to arrive at a perspective on such reflective practice as a distinct therapeutic endeavour. It will set these findings into a distinct field of insight and a recognised professional context	3.1 3.3 3.9 4.1 4.3	CCLD 402 403 413 PW16 PW22

Appendix 3: PDA in Childhood Practice (SCQF level 9) — Relationship to National Occupational Standards (NOS)

SVQ Playwork and CCLD Mandatory Units (includes SSSC registration) linked to the Standard for Childhood Practice, 2007

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
2 Professional values and personal commitment				
2.1 Managers/lead practitioners value and demonstrate a commitment to inclusion, diversity, social justice, anti-discrimination and protecting and caring for children.	<p>DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people.</p> <p>DV1A 04 (PW7) Develop and maintain a healthy, safe and secure environment for children.</p> <p>DR79 04 (PW8) Develop and promote positive relationships.</p>	<p>DR79 04 (CCLD 301) Develop and promote positive relationships.</p> <p>DR77 04 (CCLD 302) Develop and maintain a healthy, safe and secure environment for children.</p> <p>DT0D 04 (CCLD 303) Promote children’s development.</p> <p>DT4M 04 (CCLD 305) Protect and promote children’s rights.</p>	<p>DR7L 04 (PW D16) Establish and develop working relationships.</p> <p>PW16 Work with colleagues and other partners to develop an organisational framework for play.</p> <p>PW17 Develop, manage and review operational plans for play provision.</p> <p>PW19 Manage and develop play facilities and services.</p> <p>PW22 Research, design and facilitate possibilities for self directed play.</p>	<p>DR7L 04 (CCLD 401) Establish and develop working relationships.</p> <p>DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing.</p>

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
2 Professional values and personal commitment				
2.2 Managers/lead practitioners value themselves and others by taking responsibility for their own professional learning and development and that of the workers for whom they are responsible.	DT0W 04 (PW10) Reflect on and develop practice.	DT0W 04 (CCLD 304) Reflect on and develop practice.	DR7L 04 (PW D16) Establish and develop working relationships. PW16 Work with colleagues and other partners to develop an organisational framework for play. PW17 Develop, manage and review operational plans for play provision.	DR7L 04 (CCLD 401) Establish and develop working relationships. DT10 04 (CCLD 404) Reflect on, review and develop own practice. DR59 04 (CCLD 416) Assess quality assurance schemes against agreed criteria. DR66 04 (CCLD 418) Co-ordinate and support the revision of policies, procedures and practice for registration and inspection.

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
2 Professional values and personal commitment				
2.3 Managers/lead practitioners value, respect and show commitment to the parents and carers, families, communities and other agencies and partnerships with whom they work.	<p>DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people.</p> <p>DV1A 04 (PW7) Develop and maintain a healthy, safe and secure environment for children.</p> <p>DR79 04 (PW8) Develop and promote positive relationships.</p>	<p>DR79 04 (CCLD 301) Develop and promote positive relationships.</p> <p>DR77 04 (CCLD 302) Develop and maintain a healthy, safe and secure environment for children.</p> <p>DT0D 04 (CCLD 303) Promote children's development.</p> <p>DT4M 04 (CCLD 305) Protect and promote children's rights.</p>	<p>DR7L 04 (PW D16) Establish and develop working relationships.</p> <p>PW17 Develop, manage and review operational plans for play provision.</p>	<p>DR7L 04 (CCLD 401) Establish and develop working relationships.</p> <p>DT10 04 (CCLD 404) Reflect on, review and develop own practice.</p> <p>DR59 04 (CCLD 416) Assess quality assurance schemes against agreed criteria.</p> <p>DR66 04 (CCLD 418) Co-ordinate and support the revision of policies, procedures and practice for registration and inspection.</p>

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
3 Professional knowledge and understanding				
Children and childhoods	<p>DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people.</p> <p>DV1A 04 (PW7) Develop and maintain a healthy, safe and secure environment for children.</p> <p>DR79 04 (PW8) Develop and promote positive relationships.</p> <p>DV1K 04 (PW9) Plan and support self-directed play.</p>	<p>DR79 04 (CCLD 301) Develop and promote positive relationships.</p> <p>DR77 04 (CCLD 302) Develop and maintain a healthy, safe and secure environment for children.</p> <p>DT0D 04 (CCLD 303) Promote children's development.</p>	<p>PW16 Work with colleagues and other partners to develop an organisational framework for play.</p>	<p>DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing.</p> <p>DT1M 04 (CCLD 403) Support programmes for the promotion of children's development.</p>

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
3 Professional knowledge and understanding				
<p>3.1 Managers/lead practitioners have a broad and balanced knowledge and understanding of children and childhoods which underpins their practice and is used to inform their leadership of others.</p> <p>Frameworks and programmes</p>	<p>DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people.</p>	<p>DT0D 04 (CCLD 303) Promote children's development.</p>	<p>PW17 Develop, manage and review operational plans for play provision.</p> <p>PW22 Research, design and facilitate possibilities for self directed play.</p>	<p>DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing.</p> <p>DT1M 04 (CCLD 403) Support programmes for the promotion of children's development.</p>
<p>3.2 Managers/lead practitioners have a critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, learning opportunities and experiences.</p>	<p>DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people.</p>	<p>DT0D 04 (CCLD 303) Promote children's development.</p> <p>DT4M 04 (CCLD 305) Protect and promote children's rights.</p>	<p>PW17 Develop, manage and review operational plans for play provision.</p> <p>PW22 Research, design and facilitate possibilities for self-directed play.</p>	<p>DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing.</p> <p>DT1M 04 (CCLD 403) Support programmes for the promotion of children's development.</p>
<p>3.3 Managers/lead practitioners have a critical understanding of the theories and principles required to analyse and critically evaluate the programmes provided by the service.</p>	<p>DV1K 04 (PW9) Plan and Support Self-Directed Play.</p>		<p>PW16 Work with colleagues and other partners to develop an organisational framework for play.</p> <p>PW22 Research, design and facilitate possibilities for self-directed play.</p>	<p>DT1M 04 (CCLD 403) Support programmes for the promotion of children's development.</p> <p>DR47 04 (CCLD 413) Develop and implement operational plans for your area of responsibility.</p>

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
3 Professional knowledge and understanding				
3.4 Managers/lead practitioners have a broad and integrated knowledge and understanding of the scope and nature of relevant organisational frameworks and their ongoing development.	DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people.	DR79 04 (CCLD 301) Develop and promote positive relationships.	PW17 Develop, manage and review operational plans for play provision.	DR47 04 (CCLD 413) Develop and implement operational plans for your area of responsibility.
Systems and professional responsibilities 3.5 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.	DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people. DV1A 04 (PW7) Develop and maintain a healthy, safe and secure environment for children.	DR77 04 (CCLD 302) Develop and maintain a healthy, safe and secure environment for children.	PW17 Develop, manage and review operational plans for play provision. PW19 Manage and develop play facilities and services.	DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing. DR59 04 (CCLD 416) Assess quality assurance schemes against agreed criteria.
3.6 Managers/lead practitioners have a working knowledge of the breadth of the service and the professional roles and responsibilities of Early Years and Childcare workers within it.	DT0W 04 (PW10) Reflect on and develop practice.	DT0W 04 (CCLD 304) Reflect on and develop practice.	DR7L 04 (PW D16) Establish and develop working relationships.	DR7L 04 (CCLD 401) Establish and develop working relationships. DT10 04 (CCLD 404) Reflect on, review and develop own practice. DR47 04 (CCLD 413) Develop and implement operational plans for your area of responsibility.

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
3 Professional knowledge and understanding				
3.7 Managers/lead practitioners have a critical understanding of the contribution of other professionals to the service and to other children's services.			DR7L 04 (PW D16) Establish and develop working relationships.	DR7L 04 (CCLD 401) Establish and develop working relationships. DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing.
3.8 Managers/lead practitioners have a critical understanding of the principles, theories and concepts of leadership and management practice relevant for their role.			DR7L 04 (PW D16) Establish and develop working relationships.	DR7L 04 (CCLD 401) Establish and develop working relationships. DR47 04 (CCLD 413) Develop and implement operational plans for your area of responsibility.
Evidence informed practice 3.9 Managers/lead practitioners have the knowledge and understanding needed to support evidence informed practice.	DV1K 04 (PW9) Plan and Support Self-Directed Play.		PW16 Work with colleagues and other partners to develop an organisational framework for play.	DT10 04 (CCLD 404) Reflect on, review and develop own practice.

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
4 Professional skills and abilities				
Supporting play, learning opportunities and experiences 4.1 Managers/lead practitioners co-ordinate and lead the provision of environments that are safe, secure, caring and nurturing, and inclusive.	DV1A 04 (PW7) Develop and maintain a healthy, safe and secure environment for children.	DR77 04 (CCLD 302) Develop and maintain a healthy, safe and secure environment for children.	DR7L 04 (PW D16) Establish and develop working relationships. PW19 Manage and develop play facilities and services. PW22 Research, design and facilitate possibilities for self directed play.	DR7L 04 (CCLD 401) Establish and develop working relationships. DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing.
4.2 Managers/lead practitioners lead and support the development of positive and caring relationships with each child and family.	DR79 04 (PW8) Develop and promote positive relationships.	DR79 04 (CCLD 301) Develop and promote positive relationships.	DR7L 04 (PW D16) Establish and develop working relationships.	DR7L 04 (CCLD 401) Establish and develop working relationships. DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing. DT1M 04 (CCLD 403) Support programmes for the promotion of children's development.

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
4 Professional skills and abilities				
4.3 Managers/lead practitioners co-ordinate and lead the provision of balanced and flexible programmes that support play and learning opportunities and encourage children to be healthy, active and achieving.	DV1K 04 (PW9) Plan and Support Self-Directed Play.		DR7L 04 (PW D16) Establish and develop working relationships. PW16 Work with colleagues and other partners to develop an organisational framework for play. PW22 Research, design and facilitate possibilities for self-directed play.	DR7L 04 (CCLD 401) Establish and develop working relationships. DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing. DT1M 04 (CCLD 403) Support programmes for the promotion of children's development.
4.4 Managers/lead practitioners co-ordinate and support the tracking of children's progress and the planning and management of transitions.	DV16 04 (PW6) Contribute to an organisational framework that reflects the needs and protects the rights of children and young people. DV1K 04 (PW9) Plan and Support Self-Directed Play.		DR7L 04 (PW D16) Establish and develop working relationships.	DR7L 04 (CCLD 401) Establish and develop working relationships. DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing. DT1M 04 (CCLD 403) Support programmes for the promotion of children's development.

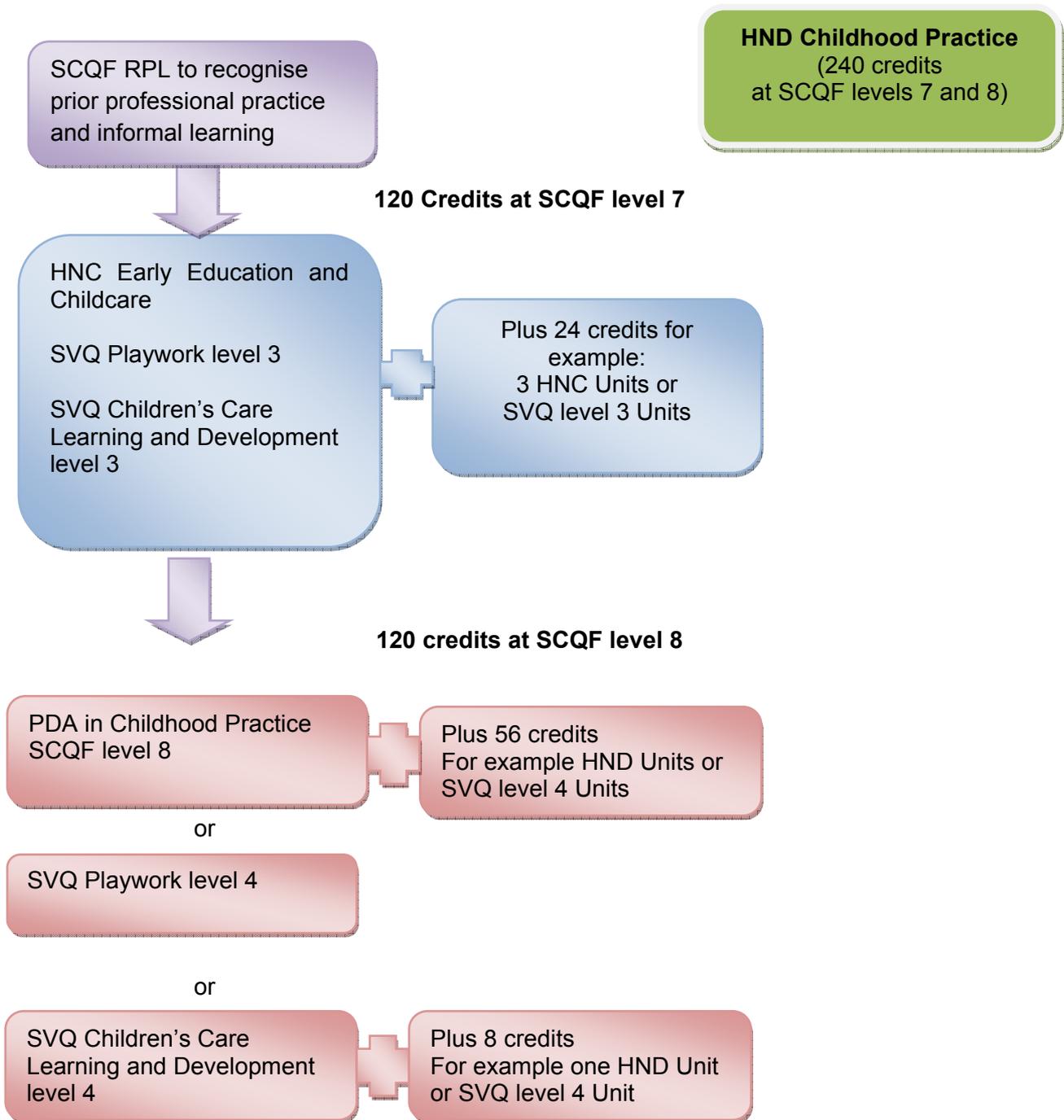
	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
4 Professional skills and abilities				
4.5 Managers/lead practitioners engage in professional reflection for continuing improvement.			DR7L 04 (PW D16) Establish and develop working relationships. PW17 Develop, manage and review operational plans for play provision. PW22 Research, design and facilitate possibilities for self directed play.	DR7L 04 (CCLD 401) Establish and develop working relationships. DT10 04 (CCLD 404) Reflect on, review and develop own practice.
Communication, collaboration and partnership 4.6 Managers/lead practitioners lead and support teamwork and collaboration.	DV1V 04 (PW11) Work with Colleagues in a Team (Optional Unit).		DR7L 04 (PW D16) Establish and develop working relationships. PW17 Develop, manage and review operational plans for play provision. PW19 Manage and develop play facilities and services.	DR7L 04 (CCLD 401) Establish and develop working relationships. DR47 04 (CCLD 413) Develop and implement operational plans for your area of responsibility.

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
4 Professional skills and abilities				
4.7 Managers/lead practitioners promote and actively lead others in working with parents and carers, families and communities.	DR79 04 (PW8) Develop and promote positive relationships.	DR79 04 (CCLD 301) Develop and promote positive relationships.	DR7L 04 (PW D16) Establish and develop working relationships.	DR7L 04 (CCLD 401) Establish and develop working relationships. DT1L 04 (CCLD 402) Support policies, procedures and practice to safeguard children and ensure their inclusion and wellbeing. DT1M 04 (CCLD 403) Support programmes for the promotion of children's development.
4.8 Managers/lead practitioners lead and support collaboration with other agencies and other children's services to build capacity and develop services.			DR7L 04 (PW D16) Establish and develop working relationships.	DR7L 04 (CCLD 401) Establish and develop working relationships. DR47 04 (CCLD 413) Develop and implement operational plans for your area of responsibility.
Leadership and management 4.9 Managers/lead practitioners take responsibility for identifying and supporting their own personal learning and professional development needs.	DT0W 04 (PW10) Reflect on and develop practice.		DR7L 04 (PW D16) Establish and develop working relationships.	DT10 04 (CCLD 404) Reflect on, review and develop own practice.

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
4 Professional skills and abilities				
4.10 Managers/lead practitioners take responsibility for identifying and supporting the learning and professional development needs of workers for whom they are responsible and for supporting students learning in and through the workplace.			PW16 Work with colleagues and other partners to develop an organisational framework for play.	DR47 04 (CCLD 413) Develop and implement operational plans for your area of responsibility.
4.11 Managers/lead practitioners take responsibility for the delivery and ongoing development of a high quality service for each child and family.			DR7L 04 (PW D16) Establish and develop working relationships.	DR7L 04 (CCLD 401) Establish and develop working relationships. DR47 04 (CCLD 413) Develop and implement operational plans for your area of responsibility. DR59 04 (CCLD 416) Assess quality assurance schemes against agreed criteria. DR66 04 (CCLD 418) Co-ordinate and support the revision of policies, procedures and practice for registration and inspection.

	SVQ 3 Playwork:	SVQ CCLD 3:	SVQ Playwork 4:	SVQ CCLD 4:
4 Professional skills and abilities				
4.12 Managers/lead practitioners engage with the business management of the services they provide.			<p>DR7L 04 (PW D16) Establish and develop working relationships.</p> <p>PW19 Manage and develop play facilities and services.</p>	<p>DR7L 04 (CCLD 401) Establish and develop working relationships.</p> <p>DR47 04 (CCLD 413) Develop and implement operational plans for your area of responsibility.</p> <p>DR59 04 (CCLD 416) Assess quality assurance schemes against agreed criteria.</p> <p>DR66 04 (CCLD 418) Co-ordinate and support the revision of policies, procedures and practice for registration and inspection.</p>

Appendix 4: A chart of the RPL process for 240 credits at SCQF levels 7 and 8 for current SQA qualifications



If candidates have older or non-SQA qualifications, which have not been credited and levelled, or if these have been gained through another route, ie HEI or different awarding body there is recognition of their professional standing if they allow eligibility for registration as a practitioner with the SSSC.

Appendix 5: Example of Equivalency of Qualifications for Childhood Practice

Current SQA Qualification	Previous, non-levelled or non-SQA qualifications
SCQF levels 7/8	
HND Childhood Practice	OU Diploma in Higher Education Childhood Practice
SCQF level 8	
PDA in Childhood Practice	PDA Early Education and Childcare PDA Early Years Care and Education
SVQ CCLD level 4	SVQ Early Years Care and Education level 4
SVQ Playwork level 4	
SCQF level 7	<i>(Qualifications with SSSC Practitioner eligibility)</i>
HNC Early Education and Childcare	HNC Early Years Care and Education
SVQ Playwork level 3	SVQ Playwork level 3 (pre-2005)
SVQ Children's Care Learning and Development level 3	SVQ Early Years, Care and Education 3 SVQ Childcare and Education Scottish Nursery Nursing Examination Board (SNNEB)

Other qualifications may be considered for equivalency, but they must be subject to eligibility for registration as 'practitioner' in day care services for children with the SSSC.

<http://www.sssc.uk.com/sssc/all-about-registration/what-qualifications-do-i-need-to-register-with-the-sssc.html>

Appendix 6: Guidance on Occupational Competence of Assessors, Mentors and Internal Verifiers for PDA in Childhood Practice at SCQF level 9

The following gives guidance on the qualifications and experience required by assessors, mentors and internal verifiers for these awards.

	Essential	Desirable
Qualifications	<p>One of the following:</p> <ul style="list-style-type: none"> ◆ Degree level qualification (SCQF level 9 or higher) relevant to Childhood Practice or Teaching qualification or <i>other relevant qualification to be agreed via SQA</i> ◆ <i>Supporting qualifications could include:</i> <p>an Award or evidence of substantial training which centrally focuses on the facilitation and assessment of learning at SCQF level 9 or above</p>	<p>Registration with, or eligibility to be registered with, a Professional Body such as the SSSC or GTC</p>
Experience	<ul style="list-style-type: none"> ◆ Evidence of competence in providing supervision in a relevant professional context ◆ Knowledge and understanding of the Standards for Childhood Practice and the NOS for CCLD and Playwork ◆ Experience of working within the SSSC Codes of Practice ◆ Experience of supporting learning and development in the workplace 	

Assessors

The supervision and assessment of competence workplace practice is to be undertaken by a lead practitioner/manager (preferably a person who has undertaken an assessor or other related nationally recognised qualification) qualified and competent to practice in the relevant area and verified by an objective assessment methodology.

Internal Verifiers

The internal verifier should have qualifications and/or experience equivalent to or above that of the assessor.

Mentors

The role of employers and placement supervisors (mentors) in supporting assessment processes should be carefully considered. Their support will be central in contributing to the provision of an appropriate environment for the demonstration of the learning Outcomes defined by the Standard for Childhood Practice and will be an important element in partnership arrangements.