Arrangements Document

PDA in Children and Young People's Health and Wellbeing

at SCQF level 8

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Contents

1   Introduction

This is the Arrangements Document for the following Group Award: Professional Development Award (PDA) in Children and Young People's Health and Wellbeing at Scottish Credit and Qualification Framework (SCQF) level 8.

This Group Award is a new qualification at SCQF level 8 which has been designed to meet the requirements of those working with children and young people. The PDA in Children and Young People's Health and Wellbeing at SCQF level 8 is specifically designed to improve professional practice and provide continuous professional development for employees who are working with children and young people.

Delivery of the Group Award provides a combination of reading, research and practice-based learning all of which are assessed through examples generated by real work experience.

This document includes background information on the development of the Group Award, its aims, guidance on access and delivery and details of the Group Award structure.

2   Rationale for the development of the Group Award

2.1   Rationale

The NHS Education for Scotland (NES) was charged by the Scottish Government Health Directorate (SGHD) to design a cross sector capability framework for those working in the early year's sector and to develop educational programmes to support the framework. Collaboration with other sectors resulted in NES Early Years Capability Framework. A pilot project was undertaken to support the framework. The initial target group was staff from Health and Wellbeing in school pilot sites. Staff were also recruited from education and social care. The priority areas were then identified as:

- ◆ Early Years
- ◆ Children's Specialist Services Acute and Community Healthcare
- ◆ Health and Social Care Support Workers

The Scottish Government Education Directorate is leading on an Early Years' strategy which is long term covering a range of services that support young children and their families. Integral to improving child health is building resilience, shifting the focus to prevention rather than intervention, supporting parents and families, addressing inequalities, creating a positive environment for all children and, crucially providing integrated services that meet the needs of children and families in a holistic way.

The recent initiatives to promote a more integrated approach to services for children and families have meant that local authorities are now expected to agree health improvement budgets, linking health and social care together. These changes create demand for competent, well trained professionals who will be able to work across disciplines in a support role. This suggests that practitioners will require a multi-disciplinary qualification.

The Joint Education and Training for Health and Social Care Support Workers In Scotland (SMCI Report- Exec Summary report, published in March 2009), highlighted a clear and growing demand in education, health and social services for a range of workers who provide direct care to children and young people in relation to their health and wellbeing, and indicated the benefits of health and early education and care workers at local level being able to contribute to the work of the community health nursing team in the provision of holistic, evidence based care to children and young people, families, carers and communities. To enable and empower young people, families and communities to engage in healthy lifestyles and to work in collaboration with other key stakeholders involved in the delivery of care for children and young people in the community.

The following documents highlight the importance of an integrated service for children, young people and their families:

♦ Equally Well
♦ Toward a Healthier Scotland
♦ HALL 4
♦ Regulation of Care (Scotland) Act 2001
♦ The National Care Standards for Education and Childcare up to the age of 16 (2005)
♦ National Review of the Early Education and Childcare Workforce (2004)
♦ The Standard for Childhood Practice (2007)
♦ Early Years and Early Intervention Framework: (2008)
♦ Getting it Right for Every Child (2006)
♦ Education (Additional Support for Learning) (Scotland) Act 2004
♦ Pre Birth to Three

One of the key features of this PDA focuses on the job roles of those aspiring to advance their practice while working with children and young people. The qualification is made up of four mandatory Units based on the National Occupational Standards for the Children's Care Learning and Development sector. One of the four Units is an SVQ Unit which provides learners with the opportunity to demonstrate their ability to put theory into practice.

This Unit provides learners with the knowledge and skills to carry out their duties while working with children and young people. This qualification may provide opportunity for learners to progress to other qualifications within those sectors which work with children, young people and their families.

It is important to note that SVQs by their nature do not provide learning or training; they are designed to be the assessment of a candidate's current knowledge and its application to practice and are aimed to certificate competence in practice. They are not necessarily linked to training programmes. In consideration of this it was felt that taught knowledge based Units to support the assessed practice would be beneficial.

PDAs progress according to the qualification's SCQF level and, incorporate SCQF terms of reference. As such, this Group Award has been developed at SCQF level 8 in order to take into account the critical evaluative, analytical and reflective abilities required for a candidate working in the children and young people's health and well-being sector to develop professionally.

In the PDA in Children and Young People's Health and Wellbeing at SCQF level 8 the contextualisation for Children's Care Learning and Development is achieved through the Knowledge, Skills and Outcomes in each Unit.

2.2   Target groups

This Group Award is aimed at candidates including and beyond those currently affected by the requirements of the Scottish Social Services Council (SSSC) register. It is anticipated that learners will come from a broad range of job roles that include those working with children and young people. For example:

♦   Health Care Assistants within hospital and other healthcare settings
♦   Workers in specialist centres for children with additional needs
♦   Those working in day care provision with children and families
♦   Primary/Secondary School assistants
♦   Early Years and Childcare Services

It is envisaged that candidates who have already undertaken an SQA qualification in the past for example candidates who have achieved the PDA in Children and Young People's Health and Wellbeing at SCQF level 7, SVQ Children's Care Learning and Development level 3, the HNC Early Education and Childcare, PDA in Childhood Practice at SCQF level 8 and/or the HND Childhood Practice will be well placed to undertake this Group Award for job specific training or for the purposes of CPD.

Candidate's who have previously completed the SVQ level 4 Children's Care Learning and Development may wish to complete the remaining HN component of this PDA, enabling them to be certificated for the full Group Award. Please see Section **5.2** for the full framework

2.3   Continuous Professional Development (CPD)

The PDA in Children and Young People's Health and Wellbeing at SCQF level 8 provides CPD for candidates who are in roles where they work with others within the wider children's services workforce. It allows an opportunity for those who wish to further the development of their skills to gain formal recognition.

The Group Award is designed for those aspiring to advance their practice and career. The practical application of theoretical underpinnings should allow candidates to present concrete evidence of competence regarding career advancement.

Achievement of the PDA in Children and Young People's Health and Wellbeing at SCQF level 8 may offer an opportunity to candidates to progress to further professional qualifications and to seek some recognition of prior learning from their studies.

Candidates who successfully complete the PDA in Children and Young People's Health and Wellbeing at SCQF level 8 may seek to progress to other qualifications although there is no automatic entrance candidates may consider

♦ Complete SVQ CCLD 4
♦ PDA in Childhood Practice at SCQF level 8 and 9
♦ HND Childhood Practice

It should be noted that entry will be at the discretion of the receiving institution and dependent on the individual candidate's circumstances.

2.4 Links to national standards

The three HN Units in this Group Award may provide some links into other Units within the National Occupational Standards for Children's Care Learning and Development at level 4. The mapping of the Units and Outcomes against the standards is shown in the table in **Appendix 1.**

3 Aims of the Group Awards

The aims as listed in 3.1 and 3.2 reflect the rationale for creating the Group Award; are benchmarked against SCQF level 8; and meet the objectives of those consulted during the design process, including those who are employing workers in a role which involves Children and Young People's Health and Wellbeing.

3.1 General aims

The overall aim of the Group Award is to equip candidates who work in the Children and Young People's Health and Wellbeing sector with knowledge and skills that have been formally assessed at SCQF level 8. To achieve the Group Award, candidate demonstration of these skills, abilities and competences will be consistent with the SCQF level 8 benchmark.

The main aim of the PDA in Children and Young People's Health and Wellbeing at SCQF level 8 is to allow learners to advance their knowledge using theoretical underpinnings and practical application to support their practice. Learners may also use this qualification as progression into higher level study.

It also aims to meet the needs of employers throughout Scotland in terms of addressing the diverse needs of the workforce in relation to their job roles. The inclusion of National Occupational Standard for Children's Care Learning and Development via one mandatory SVQ Unit allows learners to demonstrate their ability to relate theory and practice.

The qualification has the following general aims:

- To develop transferable skills including Core Skills.
- To develop personal effectiveness.
- To develop investigative, critical evaluative and critical analytical skills.
- To develop problem solving skills.
- To enable progression within the SCQF framework including possible progression to higher education.
- To provide opportunities for career planning and enhance a learner's career prospects.

3.2   Specific aims

In particular, the Group Award will equip candidates with the knowledge, skills and understanding required to prepare for safeguarding and protecting children and young people, work with children with additional and/or complex needs and to work in partnership with others towards the promotion of children and young people's health and wellbeing.

This PDA in Children and Young People's Health and Wellbeing at SCQF level 8 will also provide candidate's with the opportunity to have their practice assessed through the inclusion of the SVQ Unit from SVQ Children's Care Learning and Development at level 4 which forms part of the overall Group Award.

The qualification has the following specific aims:

The HN Units in the Group Award will equip candidates with the knowledge, skills and understanding required to develop their practice in working in areas of children and young people's health and wellbeing specifically they will;

- gain a deeper understanding of legislation and best practice relating to the safeguarding and protecting children and young people.
- develop through practice their skills in communicating with children, young people, families, carers and other professionals.
- explore and evaluate the effectiveness of their practice in relation to children's rights, equality and inclusion.
- develop knowledge and understanding in the areas of additional and complex needs.
- gain a broader knowledge base regarding a range of challenges facing children and young people and the role holistic responsive care plays in the delivery of services to meet the objective of Getting it Right for Every Child.
- enhance their understanding of partnership working.

The SVQ Unit in the Group Award will equip candidates with the opportunity to test their learning in practice specifically in the area of:

- Provide an opportunity to reflect on practice and continuous professional development.

4 Access to the Group Award

Entry is dependent on previous experience and current level of involvement in employment in an area of Children and Young People's Health and Wellbeing, not necessarily the current job title. Eligibility of potential candidates will be at the discretion of centres with the proviso that candidates are actively involved in Children and Young People's Health and Wellbeing as part of their job role and function.

Candidates wishing to undertake this Group Award should be able to demonstrate effective communication and interpersonal skills and 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. This may be demonstrated by achievement of the following relevant qualifications at SCQF level 7 or above with relevant experience in a children's or young person's service or other relevant setting:

♦ PDA in Children and Young People's Health and Wellbeing at SCQF level 7
♦ SVQ Children's Care Learning and Development at level 3
♦ SVQ Health and Social Care level 3
♦ HNC Early Education and Childcare
♦ HNC Health Care
♦ HNC Social Care
♦ PDA in Childhood Practice at SCQF level 8

The recommended Core Skills entry level for the PDA in Children and Young People's Health and Wellbeing at SCQF level 8 as follows:

♦ *Communication* at SCQF level 5
♦ *Numeracy* at SCQF level 5
♦ *Problem Solving* at SCQF level 5
♦ *Information and Communication Technology (ICT)* at SCQF level 5
♦ *Working with Others* at SCQF level 5

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

Candidates should be aware that evidence of work or practice cited towards establishing entry criteria, or used towards assessment at any level, should not be outdated and should have acceptable currency. They would be expected to evidence some knowledge of the role of a children and young person's services worker. The evidence may be provided in a variety of formats eg through an employer's reference or the process of application and interview in the absence of certificated learning.

Acceptance of relevant equivalent qualifications and or experience is at the discretion of centres delivering the Group Award. However, centres must ensure that candidates are in an appropriate job role to be able to meet the National Occupational Standard as prescribed in Children's Care Learning and Development.

5 Structure of the Group Award

5.1 Conditions of the Group Award

The Group Award is achieved on the successful attainment of all of the Units contained within the Group Award. The Group Award comprises a total of 60 SCQF credit points, 48 SCQF credits at SCQF level 8 and 12 SCQF credits at SCQF level 9.

5.2 Framework

The PDA in Children and Young People's Health and Wellbeing at SCQF level 8 will be achieved on the successful completion of all four mandatory Units which are detailed in the table below.

PDA Children and Young People's Health and Wellbeing at SCQF level 8

Mandatory Units

60 SCQF credits must be selected

Mandatory Unit title	Code	SCQF level	SCQF credit	SQA credit value
Safeguarding and Protecting Children and Young People	FW53 35	8	16	2
Children and Young People with Additional and/or Complex Needs	FW54 35	8	16	2
Working in Partnership to Promote Children's and Young People's Health and Wellbeing	FW55 35	8	16	2
Reflect On, Review and Develop Own Practice	DT10 04 *(CCLD 404)*	9	12	N/A
Total credits			**60**	

5.3 Recognition of prior learning

It is expected that centres delivering the Group Award implement Recognition of Prior Learning (RPL) mechanisms and policies. The document entitled *Recognition of Prior Informal Learning (RPL): guidance and resources for mentors and learners, SSSC 2007* provides guidance on the mechanisms, policies and support. Implementation of the guidelines helps ensure consistent RPL policies across Scotland.

The purpose of the guidelines is to assist providers in developing and operating processes of recognising prior learning within the suite of qualifications. The guidelines are applicable to the Children and Young People's Health and Wellbeing at SCQF level 8.

The guidelines define what is meant by RPL and explain the ways in which these processes can be used within the Group Award. The guidelines 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.

5.4 Credit transfer

The Qualification Design Team did not identify any common credit transfer opportunities from other Group Awards, therefore credit transfer will require to be judged on an individual basis and centres will be required to follow SQA guidance.

6 Development of Core/transferable Skills

There is no automatic certification of Core Skills or Core Skills components in the Units within the PDA Children and Young People's Health and Wellbeing at SCQF level 8. There may be opportunities in the Group Award to gather evidence at SCQF level 6 for each of the Core Skills of *Working with Others, Problem Solving, Information and Communication Technology (ICT)* and *Communication*. Candidates undertaking the Group Award will develop a range of core and transferable skills to improve professional competencies, confidence and performance in the Children and Young People's Health and Wellbeing.

Communication (at SCQF level 6): could be evidenced through recording/reporting and use of effective communication. Communication skills could be practiced and developed through discussion, information sharing and assignment writing.

Working with Others (at SCQF level 6): could be developed through working as part of a team, participating in team meetings, interactions with other staff involved in the delivery of the service and service users.

Problem Solving (at SCQF level 6): could be developed through explanations of how the candidate dealt with issues relating to medications and the need to protect individuals from harm and abuse.

Information and Communication Technology (ICT) (at SCQF level 6): could be developed through the candidate's presentations and the preparation of assignments.

For more information on Core Skills signposting please see **Appendix 2.**

Additional skills developed by the Group Award, recognised as essential by employers, such as collaboration are not precisely reflected in the SQA Core Skill specifications. Units in the Group Award require candidates to work closely with individuals and other workers and to work in collaboration with colleagues and other professionals. The integration and cross-Unit development of such skills provide opportunities for candidates to demonstrate transferable skills.

An important Outcome of this Group Award for candidates is the ability to apply and transfer a range of interpersonal and practical skills to different working relationships and situations. These transferable skills will enable them to meet changing circumstances, whether arising from shifts in their own roles or from general changes in practice and the working environment.

7 Approaches to delivery and assessment

7.1 Delivery

Delivery of the Group Award provides a combination of off-the-job and workplace learning.

This Group Award has been designed to be delivered through a partnership approach engaging with employers, training providers and SQA approved centres. Centres delivering the PDA in Children and Young People's Health and Wellbeing at SCQF level 8 must be approved by SQA.

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

The Group Award should:

♦ articulate with related qualifications.
♦ be flexible in delivery to allow comprehensive geographical access and participation, including by distance learning.
♦ be delivered through education providers/employers.

The Group Award involves candidates in a significant amount of experiential learning. Candidates are required to operate effectively under direction, to critically analyse and reflect on their experiences and to be able to make conclusions for their future behaviours and development.

Given that the Group Award is based on practice, centres should set timescales for completion which are flexible and suit the requirements of the individual candidates and their professional areas.

Although centres can choose the order in which they deliver the Units, it is strongly recommended that the Unit *Safeguarding and Protecting Children and Young People* (FW53 35) be delivered first, followed by *Children and Young People with Additional and/or Complex Needs* (FW54 35) and that the Unit *Working in Partnership to Promote Children's and Young People's Health and Wellbeing* (FW55 35) be completed as the final taught Unit.

There will also be considerable integration of content and assessment with the SVQ Unit, *Reflect On, Review and Develop Own Practice* (DT10 04 (CCLD 404), as the candidate demonstrates their knowledge through practice. It is imperative that regardless of the extent of integration, the Evidence Requirements for each Unit are met in full.

The delivery of the taught Units in the Group Award may be either sequential or simultaneous. It is important that candidates gain an understanding of theoretical concepts, legislation and procedures and an understanding of the principles and processes connected with children's health and wellbeing before they undertake the assessment of their practice which is contained within the SVQ Unit. However they should consider the mapping of the knowledge evidence from each of the taught Units into the SVQ Unit as an ongoing process.

The facilitation of learning for the Group Award should be through a range of approaches including face-to-face inputs, blended and other forms of directed and self-directed learning.

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. An outcomes-based approach, centred round the learning needs of the individual, may best meet the requirement for flexible delivery. The delivery of the Group Award must take account of its practical nature and of the occupational backgrounds of candidates.

At the outset, centres should make candidates aware of the requirements of the Group Award, including the 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 each individual Unit and the Group Award successfully. It is likely that delivery of each Unit will consist of some initial orientation and briefing sessions after which candidates should take some responsibility for their own independent learning. 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 web based discussion.

Direct observation of real work practice is required for the SVQ Unit, *Reflect On, Review and Develop Own Practice* (DT10 04 (CCLD 404). Centres should be aware of the need to verify the practice examples candidates are required to undertake for the HN Units contained the PDA in Children and Young People's Health and Wellbeing at SCFQ level 8 and that the assessors seek to carry out their direct observations of candidates while they are performing tasks which relate to their role in children and young people's health and wellbeing.

NB: Delivery of the SVQ component of the Group Award must be in adherence with the Assessment Strategy and Guidance for the SVQ in Children's Care Learning and Development level 4 which can be accessed at **SQA — Childcare**.

Candidates may also require refreshment in writing evaluatively, analytically and reflectively and this can be done through meetings for this purpose early in the delivery of the Group Award or as part of an induction programme. Guidance will also be needed on the shape and length and timing of the assignments and the reflective accounts of real work practice.

The Unit specifications provide centres with details of Evidence Requirements and guidance on content, context, delivery and assessment. In summary, the Group Award covers the following indicative content:

Safeguarding and Protecting Children and Young People

- Critically analyse theoretical approaches to communicating with children and young people
- Analyse the complexities of managing risk to protect children and young people
- Critically evaluate the principles and practice of safeguarding and protecting children and young people
- Critically analyse the effects of poverty on the holistic needs of children and young people and their families

Children and Young People with Additional and/or Complex Needs

- Analyse the use of play in managing the behaviour of children and young people
- Analyse holistic care provision for children and young people with additional and or complex needs
- Critically evaluate the extent to which equality rights and inclusion are central to service delivery
- Critically evaluate the principles of effective communication during acute care

Working in Partnership to Promote Children's and Young People's Health and Wellbeing

- Define and critically evaluate health promotion approaches and models of care and treatment
- Critically evaluate challenges to children and young people's health and wellbeing
- Critically evaluate own workplace practices in line with infection prevention and control for childcare settings
- Critically analyse the principles and processes of team working in the promotion of health and wellbeing for children and young people

7.2 Assessment

The Group Award takes a portfolio building approach to assessment this is necessary as the Units provide candidates with the opportunity to demonstrate their learning through practice that will be observed and validated. There is an emphasis on assessing the whole Outcome or a combination of Outcomes within the Units. Unit specifications detail the Evidence Requirements and Performance Criteria for each Unit.

The Group Award provides a number of opportunities for developing a range of assessment methods. Assessment provides the opportunity for candidates to demonstrate their skills and knowledge. It is continuous, pragmatic and based on learning outputs.

As part of their individual candidate management process, centres should devise varied assessment strategies suited to the needs, learning styles and professional environments of candidates.

The key principles of assessment for this Group Award are that it should be:

♦ 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 Group Award.
♦ 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.

7.3 Integration of assessment

Although the HN Units are not necessarily designed for a holistic delivery due the portfolio approach to assessment recommended, the integration of assessment is actually referring to integration of the SVQ Unit with the HN Units.

The focus of the Group Award is on the development of competence to use a range of principal skills, some specialised skills and advanced applications to achieve Unit Outcomes.

Candidate evidence should be based on naturally occurring circumstances during the course of their day to day activity. This approach encourages candidates to reflect on the nature of what they do on a daily basis in relation to the Children and Young People's Health and Wellbeing.

Centres should provide advice and guidance to candidates on how to prepare reflective accounts of their practice. Their evidence should be presented as a coherent and logical whole rather than a collection of disparate items of evidence and should demonstrate their knowledge, understanding and skills in relation to the Outcomes for each Unit. A clear plan for assessment of the SVQ Unit should be devised which recognises opportunities for direct observation of candidates in areas which are not invasive to the individual receiving the service.

Overall this should encompass a demonstration of:

♦ professional performance the candidate has achieved as a result of working with children and young people to promote health and wellbeing.
♦ candidate's ability to critically analyse and review own experiences.
♦ candidate's application of relevant theories, methodologies and standards.

Centres should advise candidates about assessment requirements and encourage them to seek opportunities to generate evidence that would span more than one Outcome and/or more than one Unit. Combining evidence from the taught Units and SVQ Unit should be encouraged wherever possible. It gives candidates the chance to develop a more comprehensive approach to their practice. It may also enable candidates to make use of the same piece of evidence in different contexts.

7.5 Open learning/online learning

Units from the PDA in Children and Young People's Health and Wellbeing at SCQF level 8 can be delivered by open/distance learning as well as on an online basis.

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

This approach does not preclude the SVQ Unit, *Reflect On, Review and Develop Own Practice* (DT10 04 (CCLD 404), though this SVQ Unit must also include direct observation of real work practice carried out by an appropriately qualified assessor.

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.

8   General information for centres

8.1   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**.

8.2   Internal and external verification

All instruments of assessment used within this Group Award 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)**.

9.   General information for candidates

The PDA in Children and Young People's Health and Wellbeing at SCQF level 8 is designed to equip you with the skills, knowledge and understanding you require to achieve the Outcomes of each of the Units in the Group Award.

In order to achieve the Group Award you must complete four Units in total, three HN Units and one SVQ Unit, these are as follows:

♦ *Safeguarding and Protecting Children and Young People*
♦ *Children and Young People with Additional and/or Complex Needs*
♦ *Working in Partnership with Children and Young People*
♦ *Reflect On, Review and Develop Own Practice* (CCLD 404).

The purpose of the Unit entitled *Safeguarding and Protecting Children and Young People* (FW53 35) is to enable you to develop your understanding of theoretical approaches to communicating with children and young people in an age appropriate manner. You will explore and evaluate policies and procedures for managing risk in relation to keeping children and young people safe. You will critically evaluate through research, the effects of poverty and deprivation on the life chances of children and young people in relation to your own work setting.

The purpose of the Unit entitled *Children and Young People with Additional and/or Complex Needs* (FW54 35) is to enable you to develop your knowledge and skills in working with children and young people with additional and/or complex needs. You will explore and analyse holistic care and evaluate the importance of rights, equality and inclusion which are central to the service delivered. Through your learning you will be able to critically evaluate the principles of effective communication in acute care settings.

The purpose of the Unit entitled *Working in Partnership to Promote Children's and Young People's Health and Wellbeing* (FW65 35) is to enable you to focus on the role of the family and other agencies in maintaining holistic care and fostering resilience in children and young people. You will also consider the challenges facing children and young people in relation to specific conditions and developmental stages. You will also consider your own role as part of a team and the impact good team working can bring to positive Outcomes for the individual child/young person, their families and carers. You will through the review of best practice be able to assess your own service in relation to reports on other services in your area of work.

As you progress through the taught Units identified above your assignments will build and develop into a portfolio of evidence which will also provide evidence of your knowledge, and in some instances evidence your practice, which you may then be able to use towards the SVQ Children's Care Learning and Development at level 4 Unit which forms part of this overall Group Award.

A mapping key has been provided to guide you to where the specific assessments could be relevant to each of the knowledge, skills and practice outcomes for this.

When you are studying the HN Units as part of the Group Award PDA in Children and Young People's Health and Wellbeing at SCQF level 8 you will also be undertaking the following SVQ Unit:

♦ *Reflect On, Review and Develop Own Practice* (CCLD 404).

In order to achieve this you must follow the Evidence Requirements for this Unit which are as follows:

♦ **Direct observation:** Your assessor must observe you in real work activities which provide evidence for a significant number of the Performance Criteria for the elements of this Unit. The observation should include how you relate to individuals and communicate with them.

♦ **Reflective accounts/professional discussion:** These will be descriptions of your real work practice in which you should be able to give examples of how you dealt with any issues, problems or challenges.

♦ **Products evidence:** You may be able to use assessments from the taught Units to demonstrate where you have used your learning to inform and support your practice.

The full assessment strategy can be accessed on the SQA website at **http://www.sqa.org.uk/files_ccc/CCLD_level4_AssessmentGuidance_v 2.pdf.**

Before you start this Unit you should agree and complete an assessment plan with your assessor which details the types of evidence you will be using and the tasks that you will be able to do to demonstrate your practice.

You must provide evidence for all of the Performance Criteria and all of the knowledge points.

The evidence you provide must be from your own work using the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice in Children and Young People's Health and Wellbeing sector, Children's Care Learning and Development National Occupational Standards and the National Care Standards.

All the evidence you use must relate to your own work.

While undertaking this PDA you will be given opportunities to develop the Core Skills of *Communication, Working with Others, Problem Solving and Information and Communication Technology (ICT)* to SCQF level 6.

On completion of this Group Award you may be able to progress onto other qualifications, for example, however this will be at the discretion of the receiving institution:

♦ Complete SVQ CCLD 4
♦ PDA in Childhood Practice at SCQF level 8 and 9
♦ HND Childhood Practice

If you have already achieved the SVQ level 4 Children's Care Learning and Development you may choose to undertake the HN Units from the PDA Children and Young People's Health and Wellbeing at SCQF level 8 for Continuous Professional Development purposes.

10 Appendices

Appendix 1:   Mapping to NOS
Appendix 2:   Core Skills signposting
Appendix 3:   Guidance on Occupational Competence of Assessors and Internal Verifiers for the SVQ Unit
Appendix 4:   Glossary of terms

Appendix 1: Mapping to NOS

Links between SVQ Unit DR7L 04 **(CCLD 401)** Establish and Develop Working Relationships and PDA HN Units

Unit 1 — Safeguarding and Protecting Children and Young People
Unit 2 — Children and Young People with Additional and/or Complex Needs
Unit 3 — Working in Partnership to Promote Children's and Young People's Health and Wellbeing

Knowledge and understanding	Links with PDA Unit Evidence Requirements
1 Relevant legal requirements and procedures covering confidentiality and the disclosure of information.	**Unit 2 Outcome 4** ♦ Critically evaluate current recording and reporting systems in line with legislative requirements **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
2 The types of information that should be treated confidentially: who you can and cannot share this information with.	**Unit 2 Outcome 4** ♦ Critically evaluate current recording and reporting systems in line with legislative requirements **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
3 The meaning of anti-discriminatory/inclusive practice and how to integrate this into your relationships with children and other adults.	**Unit 1 Outcome 1** ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process **Unit 2 Outcome 2** ♦ Critically evaluate the concept of holistic care for children and young people with additional/complex healthcare needs

Knowledge and understanding	Links with PDA Unit Evidence Requirements
4 The processes you should follow to help colleagues adjust to and develop their roles and responsibilities.	**Unit 3 Outcome 1** ♦ Define and critically evaluate the effectiveness of the five approaches to your area of practice and identify the implications each of these has to multi-disciplinary and partnership working. ♦ Critically compare and contrast the four models of care and treatment in relation to your area of practice **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
5 The importance of making sure each team member understands and supports the roles and responsibilities of others and how to make this happen.	**Unit 3 Outcome 1** ♦ Define and critically evaluate the effectiveness of the five approaches to your area of practice and identify the implications each of these has to multi-disciplinary and partnership working. ♦ Critically compare and contrast the four models of care and treatment in relation to your area of practice **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
6 The importance of good communications with all types of colleagues and communication methods you should use.	**Unit 3 Outcome 1** ♦ Define and critically evaluate the effectiveness of the five approaches to your area of practice and identify the implications each of these has to multi-disciplinary and partnership working. ♦ Critically compare and contrast the four models of care and treatment in relation to your area of practice **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report

Knowledge and understanding		Links with PDA Unit Evidence Requirements
7	The importance of maintaining agreements with colleagues and what to do if you are unable to maintain agreements.	**Unit 3 Outcome 1** ♦ Define and critically evaluate the effectiveness of the five approaches to your area of practice and identify the implications each of these has to multi-disciplinary and partnership working. ♦ Critically compare and contrast the four models of care and treatment in relation to your area of practice
8	Why it is important to share information and knowledge with your colleagues and methods you can use to do this.	**Unit 3 Outcome 3** ♦ Identify and prepare a plan to deal with an outbreak of infectious disease in line with legislative requirements, partnership arrangements and current best practice ensuring all the above Knowledge and/or Skills are covered
9	Why it is important to encourage others to give you feedback on your performance and how to deal with this feedback.	**Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
10	Types of conflict that may occur with colleagues and how to resolve these in a constructive way.	**Unit 3 Outcome 1** ♦ Define and critically evaluate the effectiveness of the five approaches to your area of practice and identify the implications each of these has to multi-disciplinary and partnership working. ♦ Critically compare and contrast the four models of care and treatment in relation to your area of practice **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
11	The range of other professionals with whom you should liaise.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working

Knowledge and understanding	Links with PDA Unit Evidence Requirements
12 Why it is important to establish and agree respective roles and responsibilities with other professionals and how to do so.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
13 Why it is important to agree common objectives, ways of working and communicating with other professionals and how to do so.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
14 The importance of respecting professional boundaries and how to do so.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
15 The importance of effective communication with other professionals and how to communicate with other professionals in a way that meets their expectations.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
16 Why it is important to be aware of the limitations of your own expertise and responsibilities and respect the expertise and responsibilities of other professionals.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
17 When it is important to assert your own expertise when working with other professionals and how to do so in a way that will maintain an effective relationship.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
18 Good practice, values and ethical requirements when liaising with other professionals.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working

Knowledge and understanding	Links with PDA Unit Evidence Requirements
19 How to handle disagreements with other professionals and inter-agency misunderstandings.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
20 Why it is important to show respect for other adults' individuality and how to do so.	**Unit 2 Outcome 4** ♦ Critically evaluate barriers to parental involvement in acute care
21 How, why and when it may be necessary to adapt the way you communicate to meet the needs of other adults.	**Unit 2 Outcome 4** ♦ Critically evaluate barriers to parental involvement in acute care
22 Typical situations that may cause conflict with other adults, how to deal with these effectively and support colleagues who may be involved in these situations.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 2 Outcome 4** ♦ Critically evaluate barriers to parental involvement in acute care
23 The importance of all those involved with children sharing knowledge and experiences.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews
24 How to create or make use of opportunities for others to discuss their experiences.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
25 How to foster an environment in which people feel happy to discuss what they are doing and the challenges they face.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working.

Knowledge and understanding	Links with PDA Unit Evidence Requirements
26 Essential skills in listening to others and helping them to evaluate and learn from their experiences.	**Unit 2 Outcome 1** ♦ Create and develop a resource which helps parents understand and value the role of play in dealing with challenging behaviour ♦ Critically evaluate the concepts of responsive and respective care approaches to therapeutic play work which utilises creative arts
27 The importance of learning from the experiences and knowledge of others.	**Unit 2 Outcome 1** ♦ Create and develop a resource which helps parents understand and value the role of play in dealing with challenging behaviour ♦ Critically evaluate the concepts of responsive and respective care approaches to therapeutic play work which utilises creative arts
28 The types of situations that may occur when the challenges facing others exceed the limits of your own expertise and the procedures you must follow.	**Unit 2 Outcome 2** ♦ Critically evaluate the concept of holistic care for children and young people with additional/complex healthcare needs. ♦ Analyse the guidelines underpinning the delivery of services to children with additional/complex needs
29 How to encourage colleagues to share their experiences and knowledge more widely.	**Unit 2 Outcome 1** ♦ Create and develop a resource which helps parents understand and value the role of play in dealing with challenging behaviour ♦ Critically evaluate the concepts of responsive and respective care approaches to therapeutic play work which utilises creative arts **Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working

Performance Criteria	
Element 1	
1 Initiate relationships with colleagues that help them adjust to and develop their roles and responsibilities.	**Unit 2 Outcome 1** ♦ Create and develop a resource which helps parents understand and value the role of play in dealing with challenging behaviour **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
2 Identify and agree with colleagues ways in which you can support each other's roles and responsibilities to maintain and improve provision to children.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
3 Identify and agree how you will communicate with each other.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 2 Outcome 4** ♦ Critically evaluate current recording and reporting systems in line with legislative requirements
4 Maintain your agreements with colleagues or take the initiative to review arrangements when necessary.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report

Performance Criteria	
Element 1 (cont)	
5 Work with colleagues to deal with conflict constructively	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
Element 2	
1 Identify other professionals and agencies relevant to your work and establish effective working relationships.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
2 Clearly define and agree your own role and responsibilities and those of other professionals.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
3 Agree common objectives and ways of working and communicating with other professionals and respect these boundaries.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 2 Outcome 4** ♦ Critically evaluate current recording and reporting systems in line with legislative requirements

Performance Criteria	
Element 2 (cont)	
4 Exchange complete, accurate and up-to-date information with other professionals whilst respecting requirements for confidentiality.	**Unit 2 Outcome 4** ♦ Critically evaluate current recording and reporting systems in line with legislative requirements
5 Work effectively with other professionals to improve provision for children.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
6 Acknowledge your own limitations and respect the expertise and responsibilities of other professionals whilst upholding your own professional expertise.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
7 Maintain relationships with other professionals which are in line with good practice, values and ethical requirements.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required

Performance Criteria	
Element 2 (cont)	
8 Handle any disagreements and complaints promptly, positively and in line with organisational procedures and professional guidelines.	**Unit 1 Outcome 1** ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process
Element 3	
1 Create opportunities for others to discuss the work they are doing.	**Unit 3 Outcome 1** ♦ Define and critically evaluate the effectiveness of the five approaches to your area of practice and identify the implications each of these has to multi-disciplinary and partnership working
2 Foster an environment in which others feel able to discuss their progress and share any concerns or challenges they are facing.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 2 Outcome 4** ♦ Critically evaluate current recording and reporting systems in line with legislative requirements
3 Allow others to discuss what they do and actively listen to what they have to say.	**Unit 1 Outcome 3** ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
4 Help others to structure, evaluate and learn from their experiences.	**Unit 2 Outcome 1** ♦ Create and develop a resource which helps parents understand and value the role of play in dealing with challenging behaviour

Performance Criteria	
Element 3 (cont)	
5	Reflect on and learn from what others have experienced and learned themselves.	**Unit 3 Outcome 1** ♦ Define and critically evaluate the effectiveness of the five approaches to your area of practice and identify the implications each of these has to multi-disciplinary and partnership working **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
6	Share information and knowledge with others to assist them in dealing with challenges.	**Unit 2 Outcome 4** ♦ Critically evaluate current recording and reporting systems in line with legislative requirements **Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
7	Identify when the difficulties which others are facing are beyond your level of expertise and refer them to an appropriate source of advice and support.	**Unit 3 Outcome 3** ♦ Identify and prepare a plan to deal with an outbreak of infectious disease in line with legislative requirements, partnership arrangements and current best practice ensuring all the above Knowledge and/or Skills are covered
8	Encourage and create opportunities for others to share their experiences more widely so that provision can be improved.	**Unit 2 Outcome 1** ♦ Create and develop a resource which helps parents understand and value the role of play in dealing with challenging behaviour **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report

Links between SVQ Unit DT1L 04 **(CCLD 402)** Support Policies, Procedures and Practices to Safeguard Children and Ensure their Inclusion and Well-being and PDA HN Units

Unit 1 — Safeguarding and Protecting Children and Young People
Unit 2 — Children and Young People with Additional and/or Complex Needs
Unit 3 — Working in Partnership to Promote Children's and Young People's Health and Wellbeing

Knowledge and understanding	**Links with PDA Unit Evidence Requirements**
1 Legislation covering children's rights and laws covering equality and inclusion within your home country. How these are interpreted and implemented in your local area and within your setting or service.	**Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland ♦ Critically compare and contrast the Outcomes from two serious case reviews related to own area of practice
2 Legal and regulatory arrangements covering health and safety for children, colleagues, families and visitors in your setting or service. Settings safety, safeguarding and protection, and emergency procedures and policies: how these can be implemented and remain current, including controls on substances harmful to health and other key aspects of health and safety.	**Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland ♦ Critically compare and contrast the Outcomes from two serious case reviews related to own area of practice
3 The general responsibility for health and safety that applies to all colleagues and to employers. How this is implemented and colleagues remain fully informed and updated.	**Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews
4 Regulations covering manual handling and the risks associated with lifting and carrying children. The steps employers and senior colleagues in the setting or service need to take to protect themselves and other colleagues.	**Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews

Knowledge and understanding	Links with PDA Unit Evidence Requirements
5 The statutory and regulatory requirements covering safeguarding and protecting children in your setting or service.	**Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews
6 Local safety, safeguarding and protection agency policies, procedures and guidance and those of your setting or service. The duty of all within the sector to safeguard children, including: whistle blowing where there are concerns about colleagues or in other difficult circumstances where your concerns may not be seen to be taken seriously or followed through when following normal procedures.	**Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland
7 Work with children in the context of the UN Convention on the Rights of the Child, eg the child's right to self-expression, play, cultural identity, freedom from exploitation.	**Unit 2 Outcome 3** ♦ Critically evaluate the implementation of the principles embedded in UN Convention of the Rights of the Child in Scotland to-day
8 The various forms of discrimination, the groups most likely to experience discrimination and the possible effects of discrimination on the children and families.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process **Unit 2 Outcome 4** ♦ Critically evaluate barriers to parental involvement in acute care

Knowledge and understanding	Links with PDA Unit Evidence Requirements
9 The negative effects of inequalities on all children: this must include the negative effects on children who are not themselves directly experiencing inequality.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process **Unit 1 Outcome 4** ♦ Compare and contrast two families with children under the age of 16 using a social diagram of a family from an inner city area of deprivation and a social diagram of a family from an affluent area of the same city
10 What barriers to participation and difficulties in accessing provision and services might be, eg language, mobility; lack of information about services, apprehension about how children will fare using services and how you would use policies and procedures to ensure these were recognised and addressed.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process **Unit 1 Outcome 4** ♦ Compare and contrast two families with children under the age of 16 using a social diagram of a family from an inner city area of deprivation and a social diagram of a family from an affluent area of the same city

Knowledge and understanding	Links with PDA Unit Evidence Requirements
11 The resources and information available in the community to support equality of access, inclusion and participation.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process **Unit 1 Outcome 4** ♦ Compare and contrast two families with children under the age of 16 using a social diagram of a family from an inner city area of deprivation and a social diagram of a family from an affluent area of the same city
12 Organisational strategies and practice issues to ensure equal access and compliance with legislation for disabled children and children with special educational needs (in Scotland additional support needs) within your home country.	**Unit 2 Outcome 2** ♦ Critically evaluate the concept of holistic care for children and young people with additional/complex healthcare needs ♦ Analyse the guidelines underpinning the delivery of services to children with additional/complex needs ♦ Undertake a critical appraisal of own service and how it would deliver holistic care to an individual young person who has diagnosed complex needs which are the result of a genetic condition **Unit 2 Outcome 4** ♦ Critically analyse the role of the Warnock Report in changing approaches to working with children and young people experiencing chronic pain

Knowledge and understanding	Links with PDA Unit Evidence Requirements
13 Use of the planning cycle to evaluate and implement improvements to the service.	**Unit 2 Outcome 2** ♦ Analyse the guidelines underpinning the delivery of services to children with additional/complex needs ♦ Undertake a critical appraisal of own service and how it would deliver holistic care to an individual young person who has diagnosed complex needs which are the result of a genetic condition **Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews
14 The procedures involved in inter-agency working, including setting up and participating in multi-disciplinary meetings, ensuring mutual professional respect and accountability, coping with the anxiety that may interfere with effective inter-agency communication.	**Unit 2 Outcome 2** ♦ Critically evaluate the concept of holistic care for children and young people with additional/complex healthcare needs ♦ Analyse the guidelines underpinning the delivery of services to children with additional/complex needs ♦ Undertake a critical appraisal of own service and how it would deliver holistic care to an individual young person who has diagnosed complex needs which are the result of a genetic condition **Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews

Knowledge and understanding	Links with PDA Unit Evidence Requirements
15 Principle models and practices involved in formal risk assessment affecting children's health and safety, safeguarding and protection taking into account the age, needs and abilities of the child.	**Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews
16 Opportunities for relevant and accessible training and professional development that are available nationally, and in your locality.	**Unit 3 Outcome 3** ♦ Identify and prepare a plan to deal with an outbreak of infectious disease in line with legislative requirements, partnership arrangement and current best practice
17 Sources of information, current research and best practice into what is understood by positive health and well-being for children, and how this information can inform practice in your setting.	**Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
18 Strategies to ensure accurate health information and requirements from parents and families is used to inform the care, learning and development of their children eg information on food allergies, allergic reactions, chronic illness and use of medications.	**Unit 2 Outcome 2** ♦ Critically evaluate the concept of holistic care for children and young people with additional/complex healthcare needs ♦ Analyse the guidelines underpinning the delivery of services to children with additional/complex needs ♦ Undertake a critical appraisal of own service and how it would deliver holistic care to an individual young person who has diagnosed complex needs which are the result of a genetic condition
19 Children's nutritional requirements and the principles of healthy eating, according to government guidelines.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working

Knowledge and understanding	Links with PDA Unit Evidence Requirements
20 The role of physical exercise and activity in promoting positive mental and physical health.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
21 Understanding what increases a child's vulnerability to abuse and exploitation and the importance of empowerment, confidence and resilience for a child's welfare. Recognition of social factors eg substance abuse, and the possible behaviours of adults involved in abuse.	**Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 1 Outcome 4** ♦ Compare and contrast two families with children under the age of 16 using a social diagram of a family from an inner city area of deprivation and a social diagram of a family from an affluent area of the same city
22 Indicators of child abuse and appropriate responses to disclosures of abuse, according to the age, needs and abilities of the child.	**Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland
23 Safe working practices that protect children and adults who work with them.	**Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland
24 Data protection and confidentiality and security of information relevant for your work.	**Unit 2 Outcome 4** ♦ Critically evaluate current recording and reporting systems in line with legislative requirements
25 Methods involved in data collection, monitoring and reviewing the effectiveness of procedures and practice, including consultation with children and families.	**Unit 2 Outcome 4** ♦ Critically evaluate current recording and reporting systems in line with legislative requirements

Knowledge and understanding	Links with PDA Unit Evidence Requirements
26 Key factors and influences on children's health and safety, covering social, environmental, cultural, ethnic, gender, language and communication, abilities and disabilities, stage of development.	**Unit 1 Outcome 4** ♦ Compare and contrast two families with children under the age of 16 using a social diagram of a family from an inner city area of deprivation and a social diagram of a family from an affluent area of the same city
27 The importance of promoting children's assertiveness, self confidence and self-esteem to enable them to protect themselves, how to adapt practice for different circumstances and to support colleagues.	**Unit 2 Outcome 1** ♦ Create and develop a resource which helps parents understand and value the role of play in dealing with challenging behaviour ♦ Critically evaluate the concepts of responsive and respective care approaches to therapeutic play work which utilises creative arts
28 Sources of information and personal support for practitioners and settings.	Not covered specifically in the taught Units
29 The legislation, guidelines and policies which form the basis for action to safeguard children.	**Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland
30 The value and use of common assessment frameworks and integrated children's systems in terms of recording and sharing concerns about individual children's safety and protection according to the requirements and legislation of you home country.	**Unit 2 Outcome 4** ♦ Critically evaluate current recording and reporting systems in line with legislative requirements **Unit 2 Outcome 3** ♦ Critically evaluate the implementation of the Education (Additional Support for Learning) (Scotland) Act and the introduction of the role of a Commissioner for Children and Young People

Performance Criteria	
Element 1	
1 Support policies and procedures for equality of access, anti-discrimination, inclusion and participation for children, consistent with local and national policy, legislation, regulatory requirements and current guidance.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process **Unit 2 Outcome 3** ♦ Critically evaluate the implementation of the Education (Additional Support for Learning) (Scotland) Act and the introduction of the role of a Commissioner for Children and Young People
2 Ensure policies and procedures for equality of access, inclusion and participation are regularly reviewed and relevant data is collected, analysed and evaluated.	**Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 2 Outcome 3** ♦ Critically evaluate the implementation of the Education (Additional Support for Learning) (Scotland) Act and the introduction of the role of a Commissioner for Children and Young People

Performance Criteria	
Element 1 (cont)	
3 Support the identification of barriers to access, inclusion and participation and work with others to remove barriers.	**Unit 2 Outcome 3** ♦ Critically evaluate the implementation of the Education (Additional Support for Learning) (Scotland) Act and the introduction of the role of a Commissioner for Children and Young People **Unit 2 Outcome 4** ♦ Critically evaluate barriers to parental involvement in acute care
4 Support the implementation of anti-discriminatory approaches.	**Unit 2 Outcome 2** ♦ Critically evaluate the concept of holistic care for children and young people with additional/complex healthcare needs ♦ Analyse the guidelines underpinning the delivery of services to children with additional/complex needs ♦ Undertake a critical appraisal of own service and how it would deliver holistic care to an individual young person who has diagnosed complex needs which are the result of a genetic condition **Unit 2 Outcome 3** ♦ Critically evaluate the implementation of the Education (Additional Support for Learning) (Scotland) Act and the introduction of the role of a Commissioner for Children and Young People
5 Implement improvements (or support others in implementing improvements) to the service as a result of the monitoring and review processes, according to your role and responsibility.	**Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report

Performance Criteria	
Element 1 (cont)	
6 Ensure information is available for children about their rights, according to their age, needs and abilities.	**Unit 2 Outcome 3** ♦ Critically evaluate the implementation of the principles embedded in UN Convention of the Rights of the Child in Scotland to-day **Unit 2 Outcome 3** ♦ Critically evaluate the implementation of the Education (Additional Support for Learning) (Scotland) Act and the introduction of the role of a Commissioner for Children and Young People ♦ Analyse the use of personal communication passports and the ability to communicate pain
Element 2	
1 Maintain policies and procedures (or support others) for the safeguarding and protection of children consistent with local and national policy, regulatory requirements and current guidance.	**Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland ♦ Critically compare and contrast the Outcomes from two serious case reviews related to own area of practice
2 Support the implementation of policies and procedures on safe working practices for the protection of adults who work with children.	**Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland ♦ Critically compare and contrast the Outcomes from two serious case reviews related to own area of practice

Performance Criteria	
Element 2 (cont)	
3 Use feedback from children, families, colleagues, other agencies and professionals to support the review of policies and procedures.	**Unit 2 Outcome 3** ♦ Critically evaluate the implementation of the Education (Additional Support for Learning) (Scotland) Act and the introduction of the role of a Commissioner for Children and Young People ♦ Analyse the use of personal communication passports and the ability to communicate pain
4 Work with colleagues to support the implementation of improvements to the service as a result of the monitoring and review processes.	**Unit 1 Outcome 2** ♦ Critically compare and contrast the Outcomes from two serious case reviews related to own area of practice **Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report.
5 Identify relevant, accurate and up-to-date resources to support children's safeguarding and protection.	**Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 2 Outcome 3** ♦ Critically evaluate the implementation of the Education (Additional Support for Learning) (Scotland) Act and the introduction of the role of a Commissioner for Children and Young People ♦ Analyse the use of personal communication passports and the ability to communicate pain

Performance Criteria	
Element 2 (cont)	
6	Support inter-agency work with other professionals and agencies to support children's safeguarding and protection.	**Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation • Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews
Element 3	
1	Ensure that the child's interests are paramount in developing and embedding systems and practices for children's safeguarding and protection.	**Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland ♦ Critically compare and contrast the Outcomes from two serious case reviews related to own area of practice **Unit 2 Outcome 3** ♦ Analyse the use of personal communication passports and the ability to communicate pain
2	Ensure children are involved at all stages in systems and practices affecting their safety, well-being and safeguarding, according to their age, needs and abilities.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required **Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland ♦ Critically compare and contrast the Outcomes from two serious case reviews related to own area of practice ♦

Performance Criteria	
Element 3 (cont)	
	Unit 2 Outcome 3 Analyse the use of personal communication passports and the ability to communicate pain
3 Work with others to support the assessment of risk for children within the service or setting, ensuring that children are empowered to participate in assessing risk according to their age, needs and abilities.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required **Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews
4 Facilitate appropriate responses to children who may disclose abuse.	Not covered in the taught Units in the PDA
5 Ensure that others are aware of issues concerning child safety, safeguarding and protection and can voice their concerns about specific children and families.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required **Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews

Performance Criteria	
Element 3 (cont)	
6 Clearly agree the boundaries of confidentiality in advance of any discussion relating to safeguarding and protecting children.	**Unit 1 Outcome 2** ♦ Research and critically evaluate the legislative base for safeguarding and protecting children and young people in Scotland ♦ Critically compare and contrast the Outcomes from two serious case reviews related to own area of practice
7 Access support and training for yourself and others who are involved in safeguarding children.	Not met in the taught Units in the PDA
8 Facilitate appropriate opportunities for children to learn to protect themselves.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required **Unit 2 Outcome 3** ♦ Analyse the use of personal communication passports and the ability to communicate pain **Unit 2 Outcome 1** ♦ Critically evaluate the concepts of responsive and respective care approaches to therapeutic play work which utilises creative arts

Performance Criteria	
Element 4	
1	Support the maintenance of policies and procedures for the health and safety of children in your setting or service, consistent with local and national policy, regulatory requirements and current guidance.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working **Unit 3 Outcome 3** ♦ Identify and prepare a plan to deal with an outbreak of infectious disease in line with legislative requirements, partnership arrangements and current best practice ensuring all the above Knowledge and/or Skills are covered
2	Identify with others relevant, accurate and up-to-date resources to support children's health, safety and well-being.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
3	Ensure that others are aware of relevant information about healthy lifestyles for children's well-being, including healthy eating and exercise, the possible effects of food allergies and the importance of closely liaising with parents about their child's health and well-being	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
4	Work with other professionals and agencies to support children's health and safety, according to your role and responsibility.	**Unit 3 Outcome 2** ♦ Critically assess four challenges to children and young people's health and wellbeing from own experience in current work setting which identifies the role played by partnership working
5	Support the regular monitoring, review and evaluation of the effectiveness of policies and procedures, using feedback from children, families, colleagues and other professionals.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required

Performance Criteria	
Element 4 (cont)	
	Unit 3 Outcome 4 ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
6 Support the assessment of risk for children, ensuring that children participate in assessing risk according to their age, needs and abilities.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required **Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews **Unit 2 Outcome 3** ♦ Analyse the use of personal communication passports and the ability to communicate pain
7 Work with others to identify and support the implementation of improvements to the service as a result of the monitoring and review processes.	**Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report

Links between SVQ Unit DT10 04 **(CCLD 404)** Reflect on, review and develop own practice and PDA Units

Unit 1 — Safeguarding and Protecting Children and Young People
Unit 2 — Children and Young People with Additional and/or Complex Needs
Unit 3 — Working in Partnership to Promote Children's and Young People's Health and Wellbeing

Knowledge and understanding	Links with PDA Unit Evidence Requirements
1 Why reflection on practice and evaluation of personal effectiveness is important.	This will need a reflective account at the end of the taught Units
2 How learning through reflection can increase professional knowledge and skills.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process
3 How reflection can enhance and use personal experience to increase confidence and self-esteem.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process

Knowledge and understanding	Links with PDA Unit Evidence Requirements
4 Techniques of reflective analysis: a) Questioning what, why and how b) Seeking alternatives c) Keeping an open mind d) Viewing from different perspectives e) Thinking about consequences f) Testing ideas through comparing and contrasting g) Asking 'what if….?' h) Synthesising ideas i) Seeking, identifying, and resolving problems	This will need a reflective account at the end of the taught Units
5 Reflection as a tool for contrasting what we say we do and what we actually do.	**Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report
6 How to use reflection to challenge existing practice.	**Unit 1 Outcome 2** ♦ Critically compare and contrast the Outcomes from two serious case reviews related to own area of practice
7 The difficulties that may occur as a result of examining beliefs, values, and feelings.	This will need a reflective account at the end of the taught Units
8 Up-to-date public policy affecting your work and how this is interpreted locally and within your setting or service.	**Unit 1 Outcome 3** ♦ Provide a critical analysis of current practice in risk assessment within your employing organisation ♦ Using the GIRFEC practice model design a risk assessment tool using the case material from one of the serious case reviews
9 How to assess further areas for development in your skills and knowledge through reflection, feedback literature searches, review of theory including current and emerging research.	**Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified in the report

Knowledge and understanding	Links with PDA Unit Evidence Requirements
10 How to develop a personal development plan with objectives that are specific, measurable, achievable, realistic and with timescales.	This will require additional evidence
11 The availability and range of suitable training and development opportunities.	This will require additional evidence
12 The importance of integrating new information and/or learning in order to meet current best practice, quality schemes or regulatory requirements.	**Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified
Performance Criteria	
Element 1	
1 Drawing on sources of current policy, research and up-to-date thinking, review potential areas of own practice that require development.	**Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified
2 Monitor processes, practices and Outcomes from your own work to assist in deciding priority areas for change and development of own practice.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process
3 Research how reflective practice can be used positively to develop own practice.	This will need a reflective account at the end of the taught Units
4 Identify and research ways of reviewing and evaluating own practice.	**Unit 3 Outcome 4** ♦ Examine one best practice review report and critically analyse your own team against the Outcomes identified

Knowledge and understanding	Links with PDA Unit Evidence Requirements
Element 2	
1 Evaluate your own performance (achievements, strengths and weaknesses).	This will need a reflective account at the end of the taught Units
2 Reflect on the processes, practices and Outcomes from your own work.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process
3 Reflect on your interactions with others.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process

Knowledge and understanding	Links with PDA Unit Evidence Requirements
Element 2 (cont)	
4 Share your reflections with others and use their feedback to help develop your practice.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process
5 Use reflection to solve problems.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process
6 Use reflection to develop own practice.	This will need a reflective account at the end of the taught Units

Knowledge and understanding	Links with PDA Unit Evidence Requirements
Element 2 (cont)	
7 Evaluate the effectiveness of reflection as a tool for developing own practice.	**Unit 1 Outcome 1** ♦ Critically reflect on a professional relationship with a child and their family/carers and critically evaluate the practitioner and parental barriers that impacted on the styles of communication required ♦ Critically reflect on a situation from your practice where values, rights, legislation and ethics were central to the issues involved and critically analyse how these were addressed and the role of advocacy in the process
Element 3	
1 Identify areas in your knowledge, understanding and skills where you could develop further.	This will need a reflective account at the end of the taught Units
2 Develop and negotiate a plan to develop your knowledge, skills and understanding further.	This will need a reflective account at the end of the taught Units
3 Seek out and access opportunities for continuing professional development as part of this plan.	This will require additional evidence
4 Use continuing professional development to improve your practice.	This will need a reflective account at the end of the taught Units

Appendix 2: Core Skills signposting

Unit code	Unit title	Comms (Written)	Comms (Oral)	Using Graphical Info.	Using Number	Using ICT	Problem Solving — CT	Problem Solving — P & O	Problem Solving — R & E	Working with Others
FW53 35	Safeguarding and Protecting Children and Young People	X	X			X	X	X	X	X
FW54 35	Children and Young People with Additional and/or Complex Needs	X	X			X	X	X	X	X
FW55 35	Working in Partnership to Promote Children and Young People's Health and Wellbeing	X	X			X	X	X	X	X
DR7L 04	Establish and Develop Working Relationships	X	X				X	X	X	X
DT1L 04	Support Policies, Procedures and Practices to Safeguard Children and Ensure their Inclusion and Well-being	X	X				X	X	X	X
DT10 04	Reflect on, Review and Develop Own Practice	X	X				X	X	X	X

Appendix 3: Guidance on Occupational Competence of Assessors and Internal Verifiers for the SVQ Unit

The following gives guidance on the qualifications and experience required by Assessors and Internal Verifiers delivering the SVQ Component of the PDA as defined by the Assessment Strategy.

Required expertise of Assessors, Expert Witnesses and Internal Verifiers

Assessors

All assessors must:

♦ Have the necessary competence in the subject matter of the National Occupational Standards. They must also have the necessary competence in the assessment procedures and language(s) used for assessment. They must be occupationally experienced and competent ie be capable of carrying out the functions covered by the Units they are assessing to the standard described within them according to current best practice. This competence should be credible and maintained through continuing professional development including professional updating where this is necessary to cover the extended children's age range. (Professional updating may take the form of in-service/in-house training, self study or professional study covering the 0–16 age range.)

♦ Hold, or be working towards the appropriate assessor qualification (hold D32 and 33 or hold or working towards A1) to be achieved according to the regulatory requirements.

♦ Have knowledge of and commitment to the principles and values of the sector and the principles and values contained within the National Occupational Standards.

♦ Have a thorough knowledge of the sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.

Co-ordinating assessors

In order that the requirements for occupational competence of assessors can be met and to allow flexibility and delivery, candidates may have more than one assessor involved in the process of assessment, with each assessing different Units or elements of Units. Where more than one assessor is involved, there must be a named assessor who is responsible for coordinating the assessment for an individual candidate.

Co-ordinating assessors will be responsible for integrating, planning and directing assessment for the whole qualification. Co-ordinating assessors must ensure that the best use is made of all evidence that is available to make judgements about the competence of candidates against the standards. The co-ordinating assessor should make the final judgment of competence for each Unit that has been assessed by more than one assessor.

The co-ordinating assessor must be a qualified assessor, who is occupationally competent, occupationally experienced and experienced in the assessment of SVQ/NVQs and therefore meets all the requirements noted above for assessors.

Expert witnesses

Given the nature of the work with children and their families, which may from time to time, include sensitive situations requiring confidentiality, there may be a need to make use of **Expert Witnesses** as an important source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals (see criteria below) who can attest to the candidate's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those candidates who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.
Evidence from expert witnesses must meet the tests of validity, reliability and authenticity.

Expert witnesses will need to demonstrate:

♦ a working knowledge of the relevant National Occupational Standards.
♦ current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence.
♦ demonstration of appropriate, continuous professional development relevant to the sector for which they are attesting competence.
♦ that they have no conflict of interest in the Outcome of their evidence.

It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the contribution of performance evidence drawn from an expert witness to overall evidence of competence.

Internal Verifiers

Internal Verifiers play a key role in the quality assurance and verification of the assessment process by monitoring assessor performance and ensuring standardisation of assessors' judgements of competence. Internal verifiers must have no conflict of interest in their verification role.

Internal Verifiers and trainee Internal Verifiers must meet regulatory requirements. They must be occupationally experienced and competent in the standards they are being asked to verify.

Internal Verifiers must either:

♦ be experienced practitioners who have demonstrated the competences required by the standards during their professional career. They should be able to demonstrate the currency and credibility of their occupational competence through evidence of continuous professional development. including professional updating where this is necessary to cover the extended children's age range

or

♦ be the managers or supervisors of those who regularly perform the competences required and who are directly responsible for monitoring the work performance of such individuals.

or

♦ be trainers who are themselves occupationally competent and who have direct responsibility for developing the competences required in the standards.

Internal Verifiers must:

♦ hold (V1, D34) or be working towards the appropriate internal verifiers qualification (V1) qualification to be achieved according to regulatory requirements.
♦ be in a position to obtain the necessary resources to effectively coordinate the assessment process and standardise assessment decisions across a number of assessors.
♦ be in a position to provide authoritative advice, call meetings as appropriate, visit and observe assessment and carry out all the internal verification roles
♦ have knowledge of, and commitment to the principles and values of the sector
♦ have a thorough knowledge of the sector and its settings, legislative and regulatory requirements, codes of practice and guidance within the home country where internal verification is taking place.

Guidance on Occupational Competence of Assessors and Internal Verifiers for the HN Unit

♦ It is recommended that personnel delivering the HN Units in the PDA Children and Young People's Health and Wellbeing should have sufficient knowledge and experience in the subject matter to be able to take the lead role in the assessment of candidates.

Appendix 4: Glossary of terms

Assessor: The person who assesses the candidate and makes a decision if he/she is competent, based on a variety of evidence.

Acute Care Settings: This term is used to describe acute care situations which may take place in working with children and young people.

Candidate: The person undertaking the PDA.

Case Study: An assignment in which you give an account of work you have undertaken based on real work practice in which you identify and explain the knowledge used through the use of reference to reading and research.

CPD: Continuous Professional Development.

Elements of competence describe the activities workers are expected to perform.

Evidence Requirements: Details of the specific evidence that is required for a Unit in the Group Award in order for a candidate to meet the Outcome(s). Evidence Requirements are mandatory.

Expert witness: Person who is occupationally competent in the candidate's area of work and who may see the candidate working on a daily basis. They are able to make a judgement about competence, but it is still the role of the assessor to incorporate these judgements into the final assessment decision.

External Verifier is appointed by the SQA, the Awarding Body, to ensure consistency in assessment and internal verification across all centres offering the Group Award.

Internal Verifier designated by the assessment centre to ensure that assessors are performing consistently in the use of assessment methods and assessment decisions.

Knowledge: This requires that candidates **understand** their actions, and can integrate knowledge and practice.

Outcome: The description of an Outcome to be achieved by candidates in an HN Unit.

Performance Criteria (PCs) are built into each element and are **the standards** against which the work activities should be measured — and for which evidence of actual performance must be provided.

PDA: Professional Development Award Designed for people who are normally already in a career or vocation, and who wish to extend or broaden their skills base. In some cases they will be designed for those wishing to enter employment.

RPL: Recognition of Prior Learning.

SCQF: 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. PDAs are available at SCQF levels 6 to 12 and will normally be made up of Units at SCQF levels 6 to 12.

SSSC: Scottish Social Services Council.

SVQ: Scottish Vocational Qualifications are work-based qualifications.

Qualification Design Team (QDT) The QDT works in conjunction with a Qualification Manager/Officer to steer the development of the PDA from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, further education colleges, training providers and other relevant organisations

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