Group Award Specification for:

NPA Social Services (Children and Young People)

Group Award Code: GL79 46

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Contents

1   Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

♦ Assist centres to implement, deliver and manage the qualification
♦ provide a guide for new staff involved in offering the qualification
♦ Inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
♦ Provide details of the range of learners the qualification is suitable for and progression opportunities

Background

Developing the Young Workforce is a seven-year programme that aims to prepare children and young people for the world of work.

In December 2014 the Scottish Government published the Developing the Young Workforce — Scotland's Youth Employment strategy.

The strategy aims to bridge the gap between education and employers by providing young people with the right education, training and experience to get into fulfilling jobs and careers.

The programme is now embarking in year two of a seven year national plan which seeks to achieve a systemic change across education, with all young people having access to a range of high quality work based learning opportunities.

The Wood Commission for Developing Scotland's Young Workforce was published in June 2014. It found broad agreement that all of our young people are entitled to an educational experience that is relevant to the world of work.

This is about Scotland's long term economic success and wellbeing.

Sir Ian Wood (Education Working For All! Commission for Developing Scotland's Young Workforce Final Report — Tuesday, June 3, 2014)

The Government's response was published in the form of a Youth Employment Strategy, with a focus on improving work experience, careers information, advice and guidance and providing greater access to vocational learning.

The Youth Employment Strategy summarises the ambitions for local authorities, schools and their partners under the following key themes:

♦ Expanding the offer — increasing the route from schools into employment, or further education which is closely linked to employment.
♦ Promoting and shaping the offer — engaging with young people, parents, teachers and practitioners, partners and employers.
♦ Supporting teachers and practitioners to develop children's and young people's learning about the world of work.
♦ Providing earlier relevant, labour-market focused career advice when young people need it, leading to better Outcomes.
♦ Embedding meaningful employer involvement.
♦ Consolidating partnership working with colleges and other training providers.

Skills Development Scotland, alongside other partners, is working with industry to increase the range of work based learning opportunities for pupils in the senior phase of secondary schools. One of the ways this is being achieved is through the development of Foundation Apprenticeships and Skills Development Scotland (SDS) is leading this initiative. Foundation Apprenticeships will allow pupils to gain vocational qualifications that combine sector specific skills alongside the knowledge that underpins these skills in a workplace setting while still at school.

The National Progression Award (NPA) in Social Services (Children and Young People) at SCQF level 6 is a requirement of the Foundation Apprenticeship in Social Services (Children and Young People). The other requirement of the Foundation Apprenticeship is the 4 mandatory Units of the SVQ 2 Social Services (Children and Young People) (SCQF level 6).

The NPA can contribute to the underpinning knowledge to the mandatory Units of the SVQ 2 and it has been designed to support the learning needs of learners in S5 and S6. The NPA Social Services (Children and Young People) and the SVQ 2 Social Services (Children and Young People) (both at SCQF level 6) are based on the National Occupational Standards revised in 2013.

The NPA introduces key learning themes that can be a basis for future development, as well as contributing towards achievement of SVQ 2 in Social Services (Children and Young People) (one of the qualifications for registration with SSSC as a support worker). The NPA and Foundation Apprenticeship have been created in response to a recognised shortfall in structured pathways inclusive of; practice experience, relevant learning and entry level qualifications which are available to young people (and other learners) and can lead to careers in social services, or progression to further learning. Undertaking the NPA is a first step along such a pathway, and can help facilitate informed choices about career and learning options.

The Foundation Apprenticeship in Social Services (Children and Young People) opens several pathways for learners in S5 and S6. It gives the opportunity to assist learners with the skills and knowledge to enter a career working with children and young people and to work towards the SVQ 2. The NPA enables learners to gain the knowledge and skills to achieve the mandatory Units of SVQ Level 2 it leaves them with only two SVQ option Units to complete to gain their SVQ Level 2 when they start their employment.

The SVQ Level 2 Social Services Children and Young People, is the benchmark qualification for registration with the Scottish Social Services Council (SSSC) as a support worker in day care services for children and young people.

This is a schools based National Progression Award (NPA). The NPA Social Services, Children and Young People will assists learners with the knowledge and employability skills necessary to work within the sector.

The full Foundation Apprenticeship provides the learner with Recognition of Prior Learning (RPL) into the appropriate Modern Apprenticeship (MA).
The Foundation Apprenticeship can also provide a stepping stone to achieving a Modern Apprenticeship in SVQ3 (SCQF level 7) Social Services (Children and Young People) and employment at practitioner level in day care services for children and young people. SVQ 3 Social Services (Children and Young People) is one of the qualifications for registration with the SSSC as a practitioner in day care services for children and young people. Two of the SVQ 2 mandatory Units are also shared by the SVQ 2 Social Services and Healthcare. If learners choose to enter the social services workforce they will have considerable transferable skills and knowledge to support this transition.

Learners gaining the NPA Social Services (Children and Young People) without completing the full Foundation Apprenticeship would be able to start the SVQ 2 when they gained employment.

Learners who choose to enter further or higher education on leaving school with the Foundation Apprenticeship may follow other pathways into the early learning, childcare and playwork workforce such as completing the HNC in Childhood Practice in College.

The NPA will also be suitable for staff induction to employment in the range of day care services for children and young people. The NPA Units will be available as stand-alone Units and may be used as part of a skills set to support professional development.

The skills learners will develop through working on the NPA are likely to be useful in a range of employment and educational contexts, and are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be:

♦ A successful learner
♦ A confident individual
♦ A responsible citizen
♦ An effective contributor

Learners who complete the NPA will have valuable transferable values, knowledge, and skills which could contribute to careers in social services and other professions. For example they will gain experience in relation to:

♦ Interpersonal communication
♦ Information presentation, on line research and information technology
♦ Thinking about the needs of self and others, and team work
♦ Review, analysis and evaluation

Learners who are undertaking the SVQ 2 Social Services (Children and Young People) will also have a work placement. The SVQ component of the Foundation Apprenticeship will be delivered and assessed in the workplace.

2 Qualifications structure

The NPA in Social Services (Children and Young People) at SCQF level 6 contains the equivalent of 4 SQA Unit credits, with an overall total of 24 SCQF credit points. The Units making up the NPA have been designed and developed for this award, and all of the Units are mandatory.

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

The qualification is a National Progression Award (NPA) in Social Services Children and Young People at SCQF level 6. In order to qualify for the full NPA learners must undertake the above mentioned 24 credits as detailed below:

Mandatory Units
5 Mandatory Units required

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
HF5A	46	*Play for Children and Young People*	6	6	1
HF5F	46	*Communication with children and young people*	6	6	1
HF5D	46	*Safeguarding of Children and Young People*	6	6	1
HF5E	46	*Promote the Wellbeing and Safety of Children and Young People*	6	3	0.5
HF59	46	*Development of Children and Young People*	6	3	0.5

There are no Optional Units

The qualification is located at SCQF level 6; this reflects the level of knowledge required for SVQ 2 in Social Services (Children and Young People), and contribute to a foundation for possible future study of early learning, childcare and playwork practice at a higher level such as SCQF level 7.

3 Aims of the qualification

The aim of the NPA Social Services (Children and Young People) is to assist knowledge and skills for working with children and young people and to develop the confidence and transferable skills to promote career progression.

It will also allow them to work towards the SVQ 2 Social Services (Children and Young People) (SCQF level 6) which meets the registration criteria of the SSSC. This can be done as part of the Foundation Apprenticeship programme in S5/S6 or can be a stand-alone award for individuals within early learning, childcare and playwork.

3.1 General aims of the qualification

The range of aims that are generally applicable to this NPA are the development of:

♦ Transferable skills (including Core Skills)
♦ Personal effectiveness
♦ Problem solving skills
♦ Skills for working with others (including team work)
♦ Communications skills
♦ Skills and knowledge to enable progression within the SCQF structure (including progression to further and higher education)
♦ Skills and opportunities for career planning and enhancement of employment prospects

3.2   Specific aims of the qualification

The main aim of this NPA is to contribute to the values, skills and knowledge necessary to prepare learners to achieve the mandatory Units for SVQ 2 Social Services (Children and Young People), and enter employment in a range of early learning, childcare and playwork settings. It aims to provide a blended learning experience inclusive of classroom learning, assessment and practice based experience which will be particularly beneficial for young people who might wish to progress to the full Foundation Apprenticeship, and also have a more general application for learners entering employment in early learning, childcare and playwork settings who require to develop and consolidate their knowledge and skills in a structured manner.

The specific aims of this NPA are to:

1   Enable learners to develop their understanding of the values which underpin work in social service settings.
2   Enable learners to understand how the National Care Standards and the SSSC Codes of Practice should inform social services practice.
3   Enable learners to develop their understanding of current law, policy, procedures and good practice.
4   Enable learners to begin to integrate values, skills and knowledge through learning and practice experience in early learning, Childcare, and Playwork settings.
5   Enable learners to begin to develop, skills appropriate for working with individuals who have different needs and who use day care, services for children and young people.
6   Provide learners with opportunities to gain and demonstrate skills necessary for safe care.
7   Introduce learners to the body of knowledge that underpins early learning, childcare and playwork practice.
8   Enable learners to be reflective practitioners and evaluate their practice.
9   Support learners in preparing for employment in an early learning, childcare and playwork settings, and support those who are already in employment to develop their skills.
10 Facilitate progression to the Foundation Apprenticeship, Modern Apprenticeship, Further or Higher Education (for those who wish).

4   Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team and is for guidance purposes only.

The NPA is suitable for learners who have not previously studied aspects of early learning, childcare and playwork or had practical experience in this sector, as well as those who have already gained some experience. Learners may benefit from previous relevant learning such as National 5 or an equivalent level.

It is recognised that a range of formal and informal prior learning may be relevant such as:

♦   Opportunities to carry out research and develop a useful background knowledge base
♦   Opportunities to think about the needs of self and others
♦   Skills in review, analysis and evaluation

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

♦ prior SQA qualifications for entry to this qualification(s), eg qualifications at National 5, including English and should be working towards Highers.
♦ completion of Skills for Work: Early Education and Childcare would be beneficial
♦ prior knowledge and skills of working with children and young people, eg work experience, would be beneficial.
♦ any legal age restrictions.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Learners will be required to explain and describe, participate in group discussions, and in so doing will have the opportunity to develop skills in Communication.
Numeracy	5	Learners will be supporting children and young people within an early years or childcare setting to count, use numbers, maintain the knowledge of ratios and ensuring sufficiency of resources.
Information and Communication Technology (ICT)	5	Learners are required to research and identifying material both individually and in groups. There may be opportunities to use the Internet and other information sources, leading to skill development in *Information and Communication Technology.*
Problem Solving	5	Learners are required to feedback, review and reflect on their own practice and undertake practice activities with children and young people, these develop *Problem Solving* skills.
Working with Others	5	Learners are required to work in groups and within early years or childcare setting, where they must work with others to support children and young people.

Please note that as communication is an essential skill in all aspects of work in *Early Learning, Childcare and Playwork* Settings services it may be advisable to provide additional support to some learners if they do not have the recommended level 5 Core Skill *Communication.*

5   Additional benefits of the qualification in meeting employer needs

This qualification has been designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

The National Occupational Standards for Social Services (Children and Young People) were developed in partnership with employers in the early years and childcare sector. Extensive consultation and feedback from employers was fed into the development of SVQ qualifications at 2, 3 and 4, at SCQF Levels 6, 7 and 8 respectively.

The development of this NPA was written in conjunction with the NOS and care was taken to ensure that the Unit Outcomes mapped specifically to the requirements of the NOS.

5.1 Mapping of qualification aims to Units

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HF51 46	Play for Children and Young People	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HF5F 46	Communication with children and young people	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HF5D 46	Safeguarding of Children and Young People	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HF5E 46	Promote the Wellbeing and Safety of Children and Young People	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HF59 46	Development of Children and Young People	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

5.2 Mapping of National Occupational Standards (NOS) - Social Services (Children and Young People)

Code	Unit title	National Occupational Standard																			
	These Units provide underpinning Knowledge for the following NOS Units	SCDCCLD0201	SCDHSC0022	SCDCCLD0202	SCDHSC0023	SCDCCLD0203	SCDCCLD0205	SCDCCLD0206	SCDHSC0241	SCDCCLD0208	SKAPW33	SKAPW34	SKAPW35	SKAPW36	SKAPW25	SKAPW26	SKAPW27	SKAPW28	SKAPW30	SKAPW32	SKAPW42
HF5146	Play for Children and Young People	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HF5F46	Communication with children and young people	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓
HF5D46	Safeguarding of Children and Young People		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
HF5E46	Promote the Wellbeing and Safety of Children and Young People	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HF5946	Development of Children and Young People	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

SQA code	SSC code	Title
H5KP 04	SCDCCLD0201	Support effective communication
H5NB 04	SCDHSC0022	Support the health and safety of yourself and individuals
H5L4 04	SCDCCLD0202	Support the safeguarding of children
H5L5 04	SCDHSC0023	Develop your own knowledge and practice
H5L6 04	SCDCCLD0203	Support the development of children and young people
	SCDCCLD0205	Maintain environments to meet children's needs
H5L8 04	SCDCCLD0206	Support children's learning through play
H5PB 04	SCDHSC0241	Contribute to the effectiveness of teams
H5LA 04	SCDCCLD0208	Support the care of babies and children
H5LB 04	SCDCCLD0209	Support a child with additional support needs
F376 04	SKAPW33	Support Relationships in the Play Environment
F377 04	SKAPW34	Work with Children and Young People to Create Play Spaces and Support Freely Chosen, Self-directed Play
F378 04	SKAPW35	Contribute to the Health, Safety, Security and Welfare of Children and Young People Using the Play Environment
F379 04	SKAPW36	Help to Improve Your Own Practice and the Work of Your Playwork Team
F37A 04	SKAPW25	Contribute to Providing Food and Drink in the Play Environment
F37B 04	SKAPW26	Facilitate a Specific Play Opportunity at Children or Young People's Request
F37C 04	SKAPW27	Support the Development of Playwork Opportunities in the Community
F37D 04	SKAPW28	Contribute to Supporting Disabled Children and Young People in the Play Environment
F37F 04	SKAPW30	Carry Out Playwork in a School Setting

SQA code	SSC code	Title
F37H 04	SKAPW32	Support the Travel of Children and Young People Outside the Play Environment
H552 04	SKAPW42	Contribute to the Operation of an Indoor Play Centre

5.3 Mapping of Core Skills development opportunities across the qualification(s)

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HF51 46	*Play for Children and Young People*	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
HF5F 46	*Communication with children and young people*	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
HF5D 46	*Safeguarding of Children and Young People*	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
HF5E 46	*Promote the Wellbeing and Safety of Children and Young People*	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
HF59 46	*Development of Children and Young People*	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

5.4   Assessment Strategy for the qualification(s)

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Play for Children and Young People	Outcomes 1, 2, and 3 will be evidenced by the learner in the development of a presentation or a folio. The learners work will include an introductory section or slide explaining definitions and types of play from Outcome 1. Outcome 2 and Outcome 3 will be evidenced in a description of a minimum of three different play opportunities, which the learner developed with children and young people. The details of the play opportunities will be evidenced to include the following: ♦ Developing the play for children and young people ♦ Description of the play opportunity and how it relates to the learning and development of the children and young people ♦ The resources used in the play opportunity ♦ How the children and young people were involved in the development of the play ♦ Why the play was appropriate to the children and young people.			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Play for Children and Young People (cont)	Explain the learner's role in the play of children and young people. ♦ Reflect on your impact on each of play opportunities. ♦ Explain your role in ensuring that the children were at the centre of the play experience. ♦ Explain your role in ensuring the play environment was appropriate for all the children and young people			
Communication with Children and Young People	Appropriate methods of assessment for Outcome 1 may include presentations with notes, power points, posters or the use of blogs. To achieve Outcome 1 learners must provide evidence which shows that they can: ♦ explain the communication and language needs of children and young people. ♦ explain what confidentiality means. ♦ explain **two** ways to maintain confidentiality.	An appropriate method of assessment for Outcome 2 may be a practical activity based on at least two case studies contextualised to a children and young people's setting. To achieve Outcome 2 learners must provide evidence to show that they can: ♦ explain **three** ways to use active listening and body language when communicating with children and young people.	Appropriate methods of assessment for Outcome 3 may include presentations with notes, power points, posters or the use of blogs. To achieve Outcome 3 learners must provide evidence which shows that they can: ♦ investigate **three** ways that promote active participation when supporting children and young people to communicate.	Appropriate method of assessment for Outcome 4 includes structured questions based around case studies which are contextualized to Early Learning and Childcare settings. To achieve Outcome 4 candidates must provide evidence gathered under supervised conditions at appropriate points in the Unit. Must show they can: ♦ explain **three** reasons why employees should maintain confidentiality

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Communication with Children and Young People (cont)	♦ investigate **two** ways in which children and young people use play to communicate. ♦ investigate **two** different communication methods.	♦ identify **two** factors that can have a positive effect on the way children and young people communicate and **two** factors that can have a negative effect on the way that children and young people communicate. ♦ explain **three** ways you can adapt your own communication to reduce barriers to communication with children and young people.	♦ explain the meaning of child-centred working and the importance of children and young people's cultural and language context explain **two** ways to support the needs of children and young people to be able to communicate their views, wishes and preferences. ♦ investigate two ways to work with children and young people whose home language is different from the language of the setting	♦ explain **four** ways in which to deal with messages and information ♦ explain **three** reasons why employers should maintain confidentiality

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Safeguarding of Children and Young People	Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria. Outcome One, Two and Three The learner must provide evidence that they can present the information they have investigated and explained for all of the Outcomes and criteria. This evidence can take the form of a folio or a presentation. As part of the evidence the learner must include the following information relating to all the criteria in the Outcomes: Investigate the safeguarding of children and young people. ♦ Introduction to explain what the term safeguarding means. ♦ Indicators and definitions of physical abuse, emotional abuse, sexual abuse, neglect, emotional abuse, exploitation, online exploitation. ♦ The risk indicators in relation to safeguarding. ♦ The process for dealing with a safeguarding concern. Investigate the legislation and policy which safeguards children and young people in Scotland. ♦ The UNCRC and its role in the rights of the child. ♦ Two pieces of legislation which relate to safeguarding children and young people in Scotland, and how that relates to policy and practice. Investigate the role and responsibility of the adult in supporting the safeguarding of children and young people. The role of the adult in the safeguarding of children and young people, including collective responsibility, multi and single agency.			

Unit	Assessment			
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**
Promote the Wellbeing and Safety of Children and Young People	Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria. The learner must provide evidence that they can present the information they have researched and investigated in a manner that explains the wellbeing of children and young people across the Outcomes and criteria. This should also include the role of the adult for promoting and enhancing the wellbeing of children and young people. Evidence can be from **one** of the following methods: ♦ Develop a poster for children and young people exploring their wellbeing. ♦ Design a booklet for children and young people exploring their wellbeing. ♦ Develop a game(s) for children and young people exploring their wellbeing. ♦ Develop a website or app for children and young people exploring their wellbeing. This piece of work must be supported with a report covering the role of the adult for promoting and enhancing the wellbeing of children and young people, to ensure that all Outcomes are covered. The report should link to the requirements in the Outcomes, and also to the United Nations Convention on the Rights of the Child. Evidence can be generated using a range of techniques including: e-folio presentation notes, posters, power points, audio recording, photographs of displays (but not of children and/or young people using the service), use of blogs.			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Development of Children and Young People	Learners must produce a research project based on the information they have gathered in the Unit across the two Outcomes. This research project can take the format of a web page, a presentation, a folio of evidence (paper based or electronic), or a written report. Evidence can be generated using a range of techniques including: e-folio presentation notes, posters, power points, audio recording, photographs of displays (but not of children and/or young people using the service), use of blogs. This project should include the following: ♦ Principles and perspectives of development. ♦ At least two influences and two circumstances relating to the development of children and young people. The evidence must cover aspects of development which are progressive and interrelated for children and young people: ♦ Physical development ♦ Social and emotional development ♦ Cognitive development ♦ Language development			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Development of Children and Young People (cont)	Written and/or oral evidence for this Outcome will be produced. It will be gathered at an appropriate point during the learners' study of the Unit, once they have learned about the principles of development for children and young people in each of the following progressive stages: pre-birth, infant; early childhood; childhood: adolescence. The work will also include a list of resources and referenced appropriately.			

6   Guidance on approaches to delivery and assessment

The NPA can contribute to the underpinning knowledge for the mandatory Units of the award SVQ 2 Social Services (Children and Young People). It has been primarily designed to meet the learning needs of learners in S5 and S6 who may wish to consider future employment in day care services for children and young people, or undertake further learning relevant to a career in daycare services for children and young people. It may also be undertaken by groups of learners, either as an introduction, or for CPD purposes. The learning content is suitable for learners who have not previously studied aspects of day care services for children and young people or had practical experience in this sector, as well as those who have already gained some experience. The NPA and SVQ 2 Social Services (Children and Young People) are both SCQF level 6 awards, and are based on the National Occupational Standards as revised in 2013.

The NPA is made up of 5 mandatory Unit equivalents, as follows:

Play for Children and Young People	1
Communication with children and young people	1
Safeguarding of Children and Young People	1
Promote the Wellbeing and Safety of Children and Young People	0.5
Development of Children and Young People	0.5

A variety of approaches to delivery could be used, including:

♦   Case studies (verbal, written or audio visual)
♦   Group or individual project work
♦   Visual, power point, or other types of presentation
♦   Practical activities with scenarios contextualised to early learning, childcare and playwork settings
♦   Group work and discussions
♦   Visiting speakers

Assessments must be carried out under supervision. Assessment methods should reflect delivery methods and could include:

♦   **Case studies** (electronic, verbal, written or audio visual, or online) with associated questioning of different types to draw out evidence of knowledge and understanding
♦   **Group or individual projects** which may be presented on paper or electronically and are based on exploratory or investigative work. Where group projects are undertaken, individual learner's evidence will be tracked and recorded by assessors.
♦   **Use of online resources/case studies, blogs**
♦   **Posters or leaflets** which may be presented on paper or electronically and have been designed by individuals or groups which illustrate aspects of relevant learning
♦   **Presentations** prepared and delivered by individuals or groups of learners relevant to communication in care relationships. Evidence may be generated using a range of techniques such as: e-folio, presentation notes, posters, power points, blogs Performance evidence will be based on observation of each individual's contribution, and in the case of group work, their ability to work co-operatively. An assessor observation record must be used to support the performance evidence
♦   **Practical activities, electronic practice simulation** with scenarios contextualised to early learning childcare and playwork settings

The assessment methods discussed for all Outcomes within individual Units are for guidance purposes, as other methods may prove better suited to learners and the circumstances of assessment.

The principle of holistic assessment and learning is fundamental to all SQA awards. It is therefore recommended that centres consider opportunities for integration of learning and assessment. In particular, centres are encouraged to plan assessments across the Outcomes and Performance Criteria that make up specific Units, and where learners provide evidence for one Unit it should be considered that there may be links to other Units within the award. Similarly, practical activities undertaken while learners are on placement in early learning, childcare and playwork settings could potentially provide evidence towards assessment. There could be a risk of over assessment if an integrated or holistic approach is not adopted.

There will be no artificial barriers to learning or assessment. Learners' additional needs will be taken into account when planning assessment and use of supportive technology will be permitted and encouraged where this is appropriate.

Learners undertaking this NPA do not require to be in a workplace setting. However, if this NPA is part of the full Foundation Apprenticeship learners may have to undertake workplace experience. It is suggested that learners keep a reflective diary or learning log relating to their practice based learning, as this could hopefully promote their reflective learning and be useful for assessment purposes.

A portfolio of NPA evidence should be kept by learners to support progression to the full SVQ 2 award. Ideally the portfolio will be kept electronically.

The issues associated with plagiarism should be discussed with learners. Some written work might be undertaken outside the centre but clear conditions will always be in place to ensure authenticity of evidence. Retention of preparatory or draft work, and any tracking records or e-mail exchanges between learners and teachers/lecturers can help support quality assurance and the internal and external verification processes.

Centres are reminded that prior SQA verification of centre devised assessments will help ensure that the national standard is met. Also, where learners experience a range of assessment methods, it can help them to develop learning and presentation skills that could be transferrable to employment, further or higher education.

6.1   Sequencing/integration of Units

The NPA will generally be delivered within an academic year (or equivalent). While there is some flexibility over the order in which the NPA Units can be delivered, it is highly recommended that the Unit 'Development of Children and Young People' and 'Promote the Wellbeing and Safety of Children and Young People' be delivered early in the programme, and ideally in the introductory phase; these Units contribute to important contextual learning which is designed to be supportive of other Units.

Other Units introduce the learner to range of early learning, childcare and playwork values, and guidance on thinking reflectively. These aspects of learning link to all other Units, and will provide a basis for further study.

6.2   Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, part of a Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award, and in the instance of the NPA it is considered unlikely that this would be the case.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ♦   Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit.
- ♦   Where there is an existing requirement for a licence to practice.
- ♦   Where there are specific health and safety requirements.
- ♦   Where there are regulatory, professional or other statutory requirements.
- ♦   Where otherwise specified in an Assessment Strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1   Articulation and/or progression

The NPA in Social Services (Children and Young People) is one of two requirements for the Foundation Apprenticeship in Social Services:(Children and Young People). The other requirement comprises the four mandatory Units for SVQ 2 Social Services (Children and Young People) (both awards are at SCQF level 6).

The Foundation Apprenticeship in Social Services (Children and Young People) opens several pathways for learners in S5 and S6, and other learners. For example:

- ♦   It can contribute to assisting with the values, skills and knowledge necessary to enter a career early learning,childcare and playwork, and sound basis from which to work towards the above mentioned SVQ 2 award (which is the benchmark qualification for

registration with the Scottish Social Services Council (SSSC day care services for children and young people.

♦ Because three of the four SVQ 2 Social Services (Children and Young People) mandatory Units are shared with SVQ 2 Social Services Social Services and Healthcare should learners choose to enter a support worker role in adult social services they would have valuable transferable values, skills and knowledge to support such a transition.

It can be a stepping stone towards achieving a Modern Apprenticeship in Social Services (Children and Young People) inclusive of an SVQ 3 award (SCQF level 7) or the Modern Apprenticeship in Playwork inclusive of an SVQ 3 award (SCQF Level 7) and entry to employment at practitioner level in early learning and childcare services. SVQ 3 Social Services (Children and Young People) and SVQ 3 Playwork are benchmark qualifications for registration with the SSSC as a practitioner in early learning and childcare.

It will be suitable for purposes of staff induction to employment and preparation for assessment at SVQ 2 in Social Services(Children and Young People) within an early learning and childcare setting. The NPA Units will be available on a stand-alone basis and could be used as part of a skills set for professional development

♦ Learners who gain the NPA Social Services (Children and Young People)and do not complete the full Foundation Apprenticeship, could carry their learning forward and commence an SVQ 3 assessment should they later gain employment in an day care services for children and young people.

♦ Learners who choose to enter further or higher education having completed the NPA and/or Foundation Apprenticeship may elect to follow other pathways into the early learning, childcare or playwork workforce; such as an HNC in Childhood Practice a modern Apprenticeship in Social Service (Children and Young People).

6.2.2 Professional recognition

The NPA Social Services (Children and Young People) has been designed to assist learners gain the underpinning knowledge they require to enter employment in early learning,childcare and playwork, and to prepare for assessment leading towards the award SVQ 2 in Social Services (Children and Young People) (one of the qualifications for registration with the Scottish Social Services Council (SSSC) as a support worker for services for children and young people.

6.3 Opportunities for e-assessment

The preferred methods of assessment for the NPA include electronic assessment, as it is believed that this approach is most likely to engage learners' enthusiasm. Assessment material can be presented electronically through centre devised methods; for example case study material could be provided electronically, and associated responses to questions can be gathered by the electronic means. Blogs and other methods of information transmission may also provide a suitable means of assessment.

Where electronic assessment is not possible, such as to meet the additional needs of learners, alternative methods may be use (for example a paper based approach).

6.4 Support materials

Assessment Support Packs (ASPs) will be developed for the mandatory Units in the NPA. The ASPs can be located on the SQA Secure site.

6.5 Resource requirements

Centres should be equipped with the relevant equipment and resources enable delivery of learning, this will include:

♦ Suitably qualified and experienced staff
♦ Learning venues
♦ Learning plans
♦ Assessment materials
♦ Information technology
♦ Appropriate placement experience for learners

Centre staff who are involved in delivery of this NPA are required to have current knowledge and understanding of early learning and childcare in Scotland. In addition they must be knowledgeable and experienced in relation to Unit contents, and have current and relevant evidence of CPD. They must also hold a qualification which is relevant to the areas of the award they will deliver, and which is at an equal SCQF level to the NPA or above (SCQF level 6 or above).

In addition, assessors and Internal Verifiers the delivering the SVQ 2 Social Service (Children and Young People) must hold qualifications in line with the assessment strategy for SVQ 2 Social Services (Children and Young People).

The current assessment strategy requires assessors and verifiers working within the early learning, childcare and playwork sector to hold a registerable qualification for the area and level of practice to be assessed or verified; however, assessors and verifiers are not required to be registered with the SSSC. The SSSC website provides a list of registerable qualifications for each area of social services practice.

Assessors and verifiers must hold (or be working towards) relevant Learning and Development qualifications such as those noted in the above mentioned assessment strategy.

It is the responsibility of the centre to ensure staff involved in delivery of the NPA are suitably qualified, knowledgeable, and experienced in the areas of practice they are working with. Where staff (including assessor and verifiers) do not meet the above requirements, they must work towards achievement of a necessary qualification within a timescale of three years (as stated within the assessment strategy).

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

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

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

8   Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

♦ learners may not be entered for the Group Award.
♦ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

♦ the Group Award will be deleted from the relevant catalogue.
♦ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦ no new centres may be approved to offer the Group Award.
♦ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period.

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

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

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- No new centres may be approved to offer the Unit which has been revised.
- Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA recognises the valuable contribution that SDS have made to this qualification development.

9　General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The NPA in Social Services (Children and Young People) at SCQF level 6 is a qualification in its own right; it is also part of the Foundation Apprenticeship in Social Services (Children and Young People). The other part is made up of the four mandatory Units for Social Services (Children and Young People) at SCQF level 6. The NPA has been designed to help provide you with the learning you will need if you go on to complete the Foundation Apprenticeship by undertaking the Social Services (Children and Young People). It is suitable for you if you have not previously studied early learning, childcare or playwork or had practical experience in this area, and if you have already gained some experience. Both parts of the Foundation Apprenticeship are at SCQF level 6 (the same level as a Higher).

Foundation Apprenticeships are workbase learning opportunities for S5 and S6 school pupils. The qualification may allow you to spend time out of school at College or local employers. You can undertake this Foundation Apprenticeship alongside your other subjects.

The NPA may be delivered in the following ways:

♦ College staff coming to your school.
♦ Colelge staff delivering within a College environment.
♦ Local Authority staff delivering in your school or by you attending a College or a training centre.

This NPA is contains three full Units, and two half Units; you need to achieve all the Units to complete the award. The Units are as follows:

Play for Children and Young People	1
Communication with children and young people	1
Safeguarding of Children and Young People	1
Promote the Wellbeing and Safety of Children and Young People	0.5
Development of Children and Young People	0.5

There will be an assessment of your learning which could involve visual, electronic, verbal and written materials. The submission of these assessment items can help develop your inter-personal and communication skills.

This NPA can help open several pathways, such as:

♦ An opportunity for you to learn about careers in adult social services, and a good basis for you to work towards the above mentioned SVQ 2 Social Services (Children and Young People) at SCQF level 6 award and Foundation Apprenticeship. Social Services (Children and Young People) is the benchmark qualification for registration with the Scottish Social Services Council (SSSC) as a support worker in daycare services for children and young people.
♦ You could use it as a basis to look for employment as a support worker in early learning, childcare or playwork.
♦ If you are already in employment your employer may use it for induction purposes.

- If you choose to look for employment as a support worker role in social services for the care of children and young people, you would have valuable transferable learning to take with you.
- You could use it as a stepping stone towards a Modern Apprenticeship in Social Services (Children and Young People) inclusive of an SVQ 3 award which would be at SCQF level 7 (or the same level as an HNC).
- If you complete the NPA and decide not go on to the full Foundation Apprenticeship, you could still carry your learning forward and commence an SVQ 2 assessment later.
- If you decide to go on to college or university, the NPA or Foundation Apprenticeship could support you to follow other pathways into the social services workforce; such as an HNC in Social Services.
- If you are already in employment, the NPA Units could be used as part of a skills set for professional development purposes.

The skills you will develop through working on this NPA are likely to be useful in any context and are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be:

- a successful learner.
- a confident individual.
- a responsible citizen.
- an effective contributor.