



Higher National Unit Specification

General information

Unit title: Developing Services for Children and Young People
(SCQF level 9)

Unit code: FD6Y 36

Superclass: PN

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Source: Scottish Qualifications Authority

Version: 02

Unit purpose

On completion of the unit, the learner should have developed a critical understanding of the principal theories, legislation, frameworks and policies to support the development of services for children and young people. They will understand these services in relation to childhood practice in national, local and organisational context. The learner will then use this information to formulate a strategic plan to develop a service for children and young people within their own setting or in a placement experience.

This unit is a mandatory unit within the group award, PDA in Childhood Practice (SCQF level 9).

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Develop a critical understanding of the principal theories, legislation, frameworks and policies within the development of services for children and young people.
- 2 Analyse and evaluate the impact of key data to develop the service for children and young people within the current national, local and organisational context of childhood practice.
- 3 Develop and reflect on own organisation strategic plan for the application of theories, legislation, frameworks and policies for developing a service for children and young people.

Credit points and level

2 Higher National Unit credits at SCQF level 9: (16 SCQF credit points at SCQF level 9)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Learners should already have qualifications that meet the requirements of the Scottish Social Services Council for practitioner (SCQF level 7) and have relevant qualifications at SCQF level 8.

Learners should be working at lead practitioner or manager level within a day care service for children and young people.

Learners should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

Core Skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This unit is a mandatory unit within the group award Childhood Practice: SCQF level 9 qualification. This should integrate with the: *Leadership and Management Practice (Workplace Practice)* and any two of the units from the mandatory option section.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should 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.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Develop a critical understanding of the principle theories, legislation, frameworks and policies within the development of services for children and young people.

Knowledge and/or skills

- ◆ Undertake research into principle theories relating to services for children and young people
- ◆ Research key legislation relating to services for children and young people
- ◆ Identify key data sources and resources related to developing services
- ◆ Current and emerging theories related to services for children and young people
- ◆ Current relevant legislation related to services for children and young people
- ◆ Current relevant policies related to services for children and young people
- ◆ Current relevant frameworks related to services for children and young people
- ◆ Links and differences amongst the principle theories and policies

Outcome 2

Analyse and evaluate the impact of key data to develop the service for children and young people within the current national, local and organisational context of childhood practice.

Knowledge and/or skills

- ◆ Understand the benchmark standards for Childhood Practice and its relevance to developing services for children and young people
- ◆ Interpret research and data in relation to Childhood Practice
 - Current and relevant theories
 - Current and relevant legislation
 - Current and relevant policies
 - Current relevant frameworks
- ◆ Analyse the application in relation to Childhood Practice
 - national context of Childhood Practice
 - local context of Childhood Practice
 - organisational context of Childhood Practice

Higher National Unit Specification: Statement of standards (cont)

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- ◆ Evaluate the impact of key data on the development of services for children and young people
 - Current and relevant theories
 - Current and relevant legislation
 - Current and relevant policies
 - Current relevant frameworks

Outcome 3

Develop and reflect on own organisation strategic plan for the application of theories, legislation, frameworks and policies for developing a service for children and young people.

Knowledge and/or skills

- ◆ Analysing prescriptive and emergent planning processes
- ◆ Analyse the role of planning in an organisation by using different theoretical perspectives to short, medium and long-term plans
- ◆ Principle elements of a strategic plan for developing services for children and young people
- ◆ Strategic objectives
- ◆ Valid techniques to identify the resources — people, finance, facilities and equipment required by the plan this list is not exhaustive
- ◆ Methods of gaining agreement from principle stakeholders
- ◆ Sources of information for monitoring and evaluation

Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ critically analyse the principle theories, legislation, frameworks and policies researched
- ◆ critically evaluate key data, sources and resources related to developing services for children and young people
- ◆ demonstrate a critical understanding of emerging theories, legislation, policies and frameworks related to services for children and young people
- ◆ critically evaluate the principle theories and policies

Outcome 2

- ◆ critically analyse research on current and relevant theories, legislation, frameworks and policies
- ◆ interpret this research in relation to childhood practice
- ◆ evaluate research on the development of services for children and young people
- ◆ analyse the application of research in the national, local and organisational context

Outcome 3

Learners must provide evidence, which covers all the knowledge and skills items to show that they can in the context of a specific organisation:

- ◆ prepare a strategic plan which contains SMART objectives with timescales
- ◆ suggest and justify practicable and convincing methods by which the commitment and agreement of those key stakeholders can be obtained
- ◆ suggest and justify practical methods by which the implementation of the plan can be monitored and controlled
- ◆ suggest criteria which can be used to measure the success of the plan

This plan should be presented as reporting logical sequences, which holistically details the information necessary to improve and progress the development of the service for children and young people.

Note, the learner must develop a strategic plan, but is not required to carry this out within their workplace, rather demonstrate that they have the knowledge and skills to undertake the task.



Higher National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this unit

Learners should have knowledge of the content of this outcome from related studies at SCQF level 8.

It is anticipated that the unit will include some class or group based delivery at the beginning of the unit where there may be a need for sessions on research methodologies and strategies, consideration of principal theories, legislation, frameworks and policies within the context of childhood practice and opportunities to discuss the development of services for children and young people. There may also be a need to develop the learners understanding of the strategic planning process.

Input may be required on referencing approaches, eg Harvard. Where possible, learners could meet library staff to gain an understanding of the various support available to the research process. Delivery could include individual tutorials to provide support for the learner, discuss work and ensure authenticity.

Outcome 1

Learners are required to undertake research into the principal theories, legislation, frameworks and policies within the development of services for children and young people. They should be familiar with a variety of research techniques and be supported to develop these to gather the necessary information. The learners should be able to demonstrate a specialist knowledge that is informed by current developments in childhood practice through the identification of key data sources and resources.

Learners should have the opportunity to consider the impact of the Scottish Social Services Council: The Standard for Childhood Practice Revised 2015 and the Codes of Practice for Social Service Workers and Employers (revised 2016) on services for children and young people.

The tutor may signpost the learners to these sources but the research should be undertaken by the learners.

Higher National Unit Support Notes (cont)

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Outcome 2

Learners are required to analyse and evaluate the principal theories, legislation, frameworks and policies they have researched in Outcome 1, where they must consider the impact of this key data on the development of services for children and young people in their own organisation. The learner is required to use skills of critical analysis and evaluation to relate their research into current and relevant theories, legislation, frameworks and policies to childhood practice and the impact on the development of services for children and young people.

Outcome 3

Learners should recognise the importance of strategic planning to their organisation. By producing a strategic plan, key stakeholders are informed of what to expect from the service and future developments. The plan communicates the objectives of the organisation and aids achievement and development of the service in line with Childhood Practice Standards.

The plan must be comprehensive in its coverage, yet be concisely written and should identify the key factors for achievement of the objectives. The learners will analyse the current situation of the organisation based on their research undertaken in Outcomes 1 and 2.

Guidance on approaches to delivery of this unit

Guidance on delivery is given above and at the end of the outcomes. It would be beneficial to learners if they were given adequate individual support throughout the unit.

The report or presentation for Outcomes 1 and 2 is a useful way to ensure that the learner has a reasonable grasp of the subject area and that their research is being conducted in an informed, structured and systematic manner within the timescales given.

For Outcome 3 learners should be provided with an outline of the criteria for their strategic plan to aid the writing process. It is anticipated that the report will be in a suitably referenced format similar to that noted below:

The contents of the report could include:

- ◆ Title page
- ◆ Contents page
- ◆ Summary synthesising the entire plan
- ◆ Methodology, including details of research undertaken
- ◆ Overview of the organisation based on the Strategic Plan and Strategic Aims
- ◆ Timescale for the plan
- ◆ 'Success Measures' identification of appropriate measurements of success
- ◆ Recommendations and Conclusions
- ◆ References and Bibliography
- ◆ Appendices

Higher National Unit Support Notes (cont)

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It is recommended that the report will be approximately 1,500 words, excluding appendices.

If a learner uses a holistic approach to assessment covering Outcomes 1, 2 and 3 they should produce a fully referenced report of 3,000 words, excluding appendices.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessment for this unit should be undertaken in a holistically and cohesive manner. There are opportunities to integrate the assessment for this unit with the assessments of other units within this.

It is recommended that Outcomes 1 and 2 are assessed through the submission of a report or presentation analysing and evaluating principal theories and policies within the development of services for children and young people to reflect the national and local context. The presentation of assessment evidence can be a written report, academic poster; rich picture; mind map; PowerPoint, etc designed to provide the principle information to key stakeholders.

Evidence used in Outcomes 1 and 2 can be used to support the development of the strategic plan in Outcome 3.

The assessment for Outcome 3 must be a formally presented strategic plan demonstrating the learner's ability to reflect on the implications of the principle theories and policies within an organisational context. This should be submitted near the end of the unit's delivery.

Assessment guidelines

Outcome 1

This outcome should be assessed by the completion of a report. It is recommended that evidence should be holistically assessed with Outcome 2.

Higher National Unit Support Notes (cont)

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Outcome 2

Outcomes 1 and 2 may be assessed with the submission of a report or presentation analysing and evaluating a critical issue which has an impact on the development of the service, in relation to principal theories, legislation, frameworks and policies related to childhood practice, within the development of services for children and young people. The presentation of assessment evidence can be an academic poster; rich picture; mind map; Powerpoint, etc. This should cover the national, local and organisational context, and should be related to the benchmark standards for Childhood Practice.

The learner must produce a report of 1,000 words or a presentation designed to provide the principle information to key stakeholders, covering at least four sources (theories, legislation, frameworks and policies) that they have researched in relation to Childhood Practice.

The evidence in this unit can be used to support the development of the strategic plan in Outcome 3.

Outcome 3

The assessment for Outcome 3 should be formally presented in a report format demonstrating the learner's ability to reflect on the implications of the principal theories, legislation, frameworks and policies within an organisational context.

It is recommended there should be negotiations with the learner to agree the details. A timeline may be agreed, with deadlines set for submission of different sections. The assessment may be undertaken in the learner's own time, with arrangements in place to ensure the authenticity of work produced.

The contents of the report could include:

- ◆ Title page
- ◆ Contents page
- ◆ Summary synthesising the entire plan
- ◆ Methodology, including details of research undertaken
- ◆ Overview of the organisation based on the Strategic Plan and Strategic Aims
- ◆ Timescale for the plan
- ◆ 'Success Measures' identification of appropriate measurements of success
- ◆ Recommendations and Conclusions
- ◆ References and Bibliography
- ◆ Appendices

It is recommended that the report will be approximately 1,500 words, excluding appendices.

Higher National Unit Support Notes (cont)

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

History of changes to unit

Version	Description of change	Date
02	Minor revisions to the support notes. Unit updated into new template and formatted in line with latest house style.	26/03/19

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General information for learners

Unit title: Developing Services for Children and Young People (SCQF level 9)

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

This unit is a mandatory unit within the group award, PDA in Childhood Practice (SCQF level 9).

This unit is a two credit unit at SCQF level 9.

This unit is designed to develop your understanding of the principal theories, legislation, frameworks and policies to support the development of services for children and young people. You will understand these services in relation to childhood practice in national, local and organisational context. You will then use this information to formulate a strategic plan to develop your service for children and young people within your organisation.

Outcome 1 — you will look at the principal theories, legislation, frameworks and policies within the development of services for children and young people. You will identify what makes good research and be prepared to critically analyse your research.

Outcome 2 — requires you to analyse and evaluate the principal theories, legislation, frameworks and policies you have researched in Outcome 1 and relate that to your understanding of Childhood Practice as it relates to the national, local and organisational context. You must consider the impact of this key data on the development of services for children and young people.

Outcome 3 — requires you to reflect on your organisations strategic plan, develop this plan to take account of your analysis of key data from Outcomes 1 and 2, by applying the theories, legislation, frameworks and policies for Childhood Practice. You are required to produce a strategic plan which will develop your service for children and young people.

You will need to analyse the current situation of the organisation based on your research for Outcomes 1 and 2. In so doing, you can make specific recommendations for service development. Your strategic plan may review the following organisational resources:

- ◆ people
- ◆ finance
- ◆ facilities and equipment

As you progress through this unit, you will be supported through a series of planned milestones and tutor support meetings. However, you will be required to be self-organised and self-motivated to ensure that your research, analysis, evaluation and the development of your strategic plan is achieved within the agreed timescale.