



Higher National Unit Specification

General information

Unit title: Participatory Partnerships: Working with Families
(SCQF level 9)

Unit code: FD71 36

Superclass: PN

Publication date: March 2019

Source: Scottish Qualifications Authority

Version: 03

Unit purpose

This unit has been designed to allow learners to explore the contribution that parents, families and the wider community make to the lives of children. To evaluate the contribution of children themselves and analyse the partnerships that promote children's wellbeing across services. It will allow participant to evaluate their role in providing leadership of services' which supports children and families.

Outcomes

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

- 1 Critically analyse and evaluate the contribution of parents and carers, families and communities to childhood and the contribution of children themselves to their development and learning.
- 2 Develop a knowledge and understanding of the breadth of support available to parents and families across childcare services.
- 3 Critically evaluate your leadership in effectively promoting support services for parents and families in your setting.

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

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

Core Skills

Where a claim for an embedded Core Skill has been validated, a standard statement will be added by SQA.

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.

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 included in the framework for the PDA Childhood Practice award at level 9.

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

Critically analyse and evaluate the contribution of parents and carers, families and communities to childhood and the contribution of children themselves to their development and learning.

Knowledge and/or skills

Learners should be able to demonstrate:

- ◆ The different levels of involvement of parents and families in early years settings
- ◆ The rights of parents and families to be involved in their children's learning
- ◆ A rights and ethics based approach to working with children and families
- ◆ The complexity of families in contemporary society
- ◆ The different levels of involvement of parents and families in early years settings
- ◆ A range of concepts and models for working with parents and families
- ◆ A range of concepts and models for working with the community
- ◆ A range of concepts and models for working with children
- ◆ The benefits and risks involved in listening to children
- ◆ Current legislation and policy relating to the support of children and families

Outcome 2

Develop a knowledge and understanding of the breadth of support available to parents and families across childcare services.

Knowledge and/or skills

Learners should be able to evaluate the:

- ◆ range of support services for parents and families across the sector
- ◆ range of support available to parents and families in the local community
- ◆ systems which support effective provision for families
- ◆ barriers to parents and families accessing support services
- ◆ provision of services available to parents at home and in early childhood settings
- ◆ professional's role in helping parents and families in accessing services
- ◆ partnerships opportunities available within the local and wider community

Higher National Unit Specification: Statement of standards (cont)

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Outcome 3

Critically evaluate your leadership in effectively promoting support services for parents and families in your setting.

Knowledge and/or skills

Learners should be able to evaluate:

- ◆ The professional's role in promoting engagement of parents and families in your setting
- ◆ The professional's role in promoting engagement of parents and families with support services
- ◆ How the early years service fits in the wider community
- ◆ How the early years service fits in the context of services for children
- ◆ Developing the service contribution to integrated working and inter-professional collaborative practice
- ◆ Joint service planning with other agencies
- ◆ The capacity to build and develop the service for the future

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 active participation of families in their children's learning in their own setting
- ◆ analyse their approach to working with children and families in relation to their rights and ethical considerations
- ◆ demonstrate an understanding of the complexity of modern family life
- ◆ critically evaluate a variety of ways in which they work with parents and families
- ◆ evaluate the ways in which they promote different levels of involvement of parents and families
- ◆ critically evaluate a variety of ways in which they work within the community
- ◆ demonstrate a variety of ways in which they value the contribution of children
- ◆ critically analyse the benefits and risks involved in listening to children
- ◆ critically analyse the current legislation and policy relating to the support of children and families

Higher National Unit Specification: Statement of standards (cont)

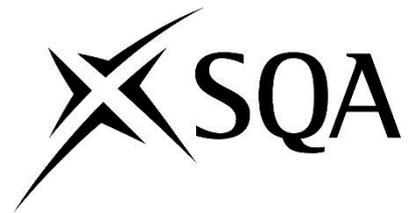
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Outcome 2

- ◆ critically consider the links between the support services and effective provision for families
- ◆ critically analyse the professional's role in providing services that can be accessed by children and families
- ◆ evaluate the range of support services available to parents and families across the sector
- ◆ evaluate the range of services available to parents and families in the local community
- ◆ evaluate an understanding of the ways that parents and families can be helped to overcome barriers
- ◆ critically analyse the provision for parents at home and in your own setting
- ◆ evaluate the effectiveness of the partnership working in your local area

Outcome 3

- ◆ critically analyse how your own service works with the wider community
- ◆ evaluate own role in promoting engagement of parents and families in their setting
- ◆ evaluate own role in promoting engagement of parents and families with support services in the community
- ◆ evaluate their role in enabling others to understand how their service fits with the wider context of children's services
- ◆ demonstrate an understanding of their own contribution to integrated working and inter-professional collaborative practice
- ◆ critically analyse the participation of their service to joint service planning
- ◆ critically evaluate the plans for future development of the service



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

This unit is designed to enable learners to develop a knowledge and understanding of the breadth of services available to support children and families in Scotland.

This will include an understanding of the role that families, children and communities play themselves, in achieving their potential as well as the role that multi-agency working plays in supporting families. Evaluation of the learner's own role in delivering and promoting services which support children and families should also be considered.

It is intended that learners will see areas of overlap between this unit and the unit *Leadership and Management: Working with Families* and that each will complement the other.

Learners should also be able to complete this as a stand-alone unit but must be working in a Lead Practitioner/Manager's role in their setting.

Outcome 1

In this outcome learners should consider the barriers and attitudes to parental participation which may include:

- ◆ Work life balance
- ◆ Patterns of attendance
- ◆ Parental attitudes to education
- ◆ Culture and language
- ◆ Social and economic circumstances
- ◆ Pressures on family life
- ◆ Differing family construction and complexity
- ◆ Staff attitudes and values

Higher National Unit Support Notes (cont)

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The rights of parents to be included in their child's care and education could also be explored in conjunction with Scottish Schools (Parental Involvement Act) 2006. Children and Young People (Scotland) Act 2014, Standards for Childhood Practice (Revised 2015), Codes of Practice for Social Service Workers (Revised 2016), Enhancing Leadership Capacity (Delivery plan 2017-2020)

Learners should also reflect upon the ethics of parental participation in the light of the need for:

- ◆ Confidentiality
- ◆ Sensitivity and responsiveness to family circumstances
- ◆ Parental right to refuse inclusion

A range of concepts for working with children, parents, families and the community could be explored including:

- ◆ Working in Pre-five settings
- ◆ Peer support and counselling
- ◆ Outreach through home visiting
- ◆ Outreach and collaborative working with partner agencies
- ◆ Provision of information and signposting
- ◆ Identifying issues important to participants
- ◆ Staff attitudes including 'Privileging and Silencing' of parents
- ◆ Meeting the information needs of 'hard-to-engage families'
- ◆ Provision of workshops and training

Learners should explore the benefits and risks of listening to children particularly as the United Nations Convention on the Rights of the Child affirms children's right to express their views and supports children's participation. Learners should also explore how this right is supported by Government philosophy, Legislation Frameworks and Guidance

Benefits of listening to children and valuing their contribution could include:

- ◆ Providing genuine opportunities to influence decision-making
- ◆ Using appropriate, staged related, methods to promote meaningful participation
- ◆ Ensuring that children can express their views and have them respected
- ◆ Involving socially excluded and discriminated against children

Higher National Unit Support Notes (cont)

Unit title: Participatory Partnerships: Working with Families
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The risks involved in listening to children may include:

- ◆ Adults' loss of power. Exploration of the disparity of the power and equality status between adults and children.
- ◆ The child does not understand that negotiations do not always go their way.
- ◆ An awareness of historical adult attitudes to listening to children 'Children should be seen and not heard' and a sensitivity and responsiveness to the context in which some children live.
- ◆ Ensuring that parents and carer are kept informed of the approach to avoid conflict in other areas of a child's life.
- ◆ Clarification of the approach to partner providers to ensure continuity of approach

It will be important that learners show sensitivity to individual children's rights not to participate and an awareness of the care and guidance that very young children need to be able to express their views.

Outcome 2

Learners should identify the range of support services, from the statutory, voluntary and private sector in their local area, which support children and families.

These could include (this list is not exhaustive):

- ◆ Social Work Services
- ◆ Health Services
- ◆ Housing
- ◆ Early Education and Care provision
- ◆ Sure start Programmes
- ◆ Local Council initiatives
- ◆ Early Years Scotland
- ◆ Scottish Childminding Association (SCMA)
- ◆ Home Start
- ◆ Barnardos, Aberlour, Children First
- ◆ Scottish Out of School Care Network

Learners could explore the systems which support effective provision for children and families including:

- ◆ The role of Scottish Government funding
- ◆ The increased number of hours of entitlement to early learning and childcare
- ◆ The role of the private and voluntary sector
- ◆ Health and Social work referral systems
- ◆ Support from government agencies
- ◆ Provision for our youngest children (pre-birth to three)
- ◆ The role of national quality assurance inspections

Higher National Unit Support Notes (cont)

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Learners should also consider barriers to families accessing support services. Possible barriers to access might include:

- ◆ Language, culture and disability
- ◆ Attitude to intervention in family life
- ◆ Lifestyle including drugs and alcohol misuse
- ◆ Work life balance
- ◆ Geographical location

Learners could critically evaluate how their own role facilitates families accessing support within their own setting and their ability to create links with other services.

Outcome 3

Learners should consider their own role in promoting the engagement of parents and families with support services to include:

- ◆ Their own service's current engagement with parents
- ◆ Their own role in creating a positive climate in which parents and agencies can work
- ◆ The culture, systems and practices in their own settings
- ◆ Quality assurance of the practices in their own settings
- ◆ Staff attitudes to working with other services
- ◆ How changes are identified and implemented
- ◆ How the child is kept central to all processes
- ◆ How they support staff to make changes and to update appropriate training
- ◆ Their support for families to engage with other services

Learners could explore the role of practitioners in Early Years Services promoting support services for parents. The aspects of the role could include:

- ◆ Providing leadership and strategic support across services and in the community
- ◆ Promotion of close working links with agencies, families and the community
- ◆ The culture, systems and practices and the variations across services
- ◆ Quality assurance of the practices across services
- ◆ How changes are identified and implemented in services
- ◆ How the child is kept central to all processes in a multi-agency approach
- ◆ Development of a shared language across services and with parents
- ◆ Accountability of all service providers

It would also be appropriate for learners to consider how they can contribute to joint planning and the development of services across their area by:

- ◆ Acting as a bridge to other services or as a 'Hub' or 'Gateway' for other agencies to support families
- ◆ Joint planning of particular support to families in crisis or experiencing difficulties
- ◆ Supporting all staff to develop through training and professional reflection

Higher National Unit Support Notes (cont)

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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) has on their role as a leader and manager in supporting families. They should also take into consideration: How Good is Our Early learning and Childcare (HGOELC) 2016, Care Standards (Revised 2017) and the Strategy for Enhancing Leadership capability (2017-2020)

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

It is anticipated that the unit will entail 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.

Input may be required on referencing approaches, eg Harvard. It may be useful if learners were to meet with library staff to gain a full understanding of the various supports available to the research process. Delivery should also include individual tutorials to provide support for the learner, discuss work and ensure authenticity.

It is suggested that this unit is delivered concurrently with *Leadership and Management: Family Support* and wherever possible the unit should have practical application of knowledge and skills as its focus.

Guidance on approaches to delivery of this unit

Guidance on delivery is given at the end of the outcomes within the Statement of Standards section of this unit.

Learners should produce a case study of evidence-based practice relating to a child/children and family with whom they have worked.

The case study should evaluate their leadership approach to the child and family and how they facilitated their support within the setting and their access to relevant services within the services offered in the local community.

Learners should evaluate their leadership and management approach to communication, equality and inter-professional involvement drawing on a range of evidence to evaluate their contribution to case study. The case study should be set within a clear theoretical framework.

This case study should be presented as a 3,000 word essay; a presentation with supporting notes; an academic poster/rich picture; or other suitable format for presenting the evidence based case study.

Higher National Unit Support Notes (cont)

Unit title: Participatory Partnerships: Working with Families
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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 the unit integrates Outcomes 1, 2 and 3 and it is recommended that this assessment approach is taken.

The assessment takes the form of a case study of 3,000 words.

Assessment guidelines

Learners should produce a case study of evidence-based practice relating to a child/children and family with whom they have worked.

The case study should evaluate their leadership approach to the child and family and how they facilitated their support within the setting and their access to relevant services within the services offered in the local community.

Learners should evaluate their leadership and management approach to communication, equality and inter-professional involvement drawing on a range of evidence to evaluate their contribution to case study. The case study should be set within a clear theoretical framework.

This case study should be presented as a 3,000 word essay; a presentation with supporting notes; an academic poster/rich picture; or other suitable format for presenting the evidence based case study.

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.

Higher National Unit Support Notes (cont)

Unit title: Participatory Partnerships: Working with Families
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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
03	Minor revisions to the support notes. Unit updated into new template and formatted in line with latest house style.	26/03/19
02	Revised due to legislation and regulation changes within Industry. Also clarification of assessment for centres	28/09/17

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General information for learners

Unit title: Participatory Partnerships: Working with Families (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 two credit unit at SCQF level 9.

This unit has been designed to allow you to explore the contribution that parents, families and the wider community make to the lives of children and young people. You will have the opportunity to evaluate the contribution of children and young people themselves and analyse the partnerships that promote their wellbeing across services.

You will be able to evaluate your own role in providing the leadership of services' which supports children, young people and their families.

On completion of the unit you will be able to:

- 1 Critically analyse and evaluate the contribution of parents and carers, families and communities to childhood and the contribution of children themselves to their development and learning.
- 2 Develop a knowledge and understanding of the breadth of support available to parents and families across childcare services.
- 3 Critically evaluate your leadership in effectively promoting support services for parents and families in your setting.

The assessment for this unit is a case study of evidence-based practice relating to a child/children and family with whom you have worked.

The case study should evaluate your leadership approach to the child and family and how you facilitated their support within the setting and their access to relevant services within the services offered in the local community.

You should evaluate your leadership and management approach to communication, equality and inter-professional involvement drawing on a range of evidence to evaluate your own contribution to the case study. The case study should be set within a clear theoretical framework.

You should present your Case Study as a 3,000 word essay; a presentation with supporting notes; an academic poster/rich picture; or other suitable format for presenting the evidence based case study.